



## College Faculty Senate Minutes

**Date & Time: Thursday, March 6, 2014, 2-4:30 PM.**

**Location: Norfolk Campus, 2610 Martin Bldg.**

**Attending:** Dick Gill (N), Sarah Di Calogero (N), Lara Tedrow (N), Tom Garrett (P), Monica McFerrin (VB), Mike Adams (VB), Frank Futyma (VB), Mark Greer (VB), Ellyn Hodgis (VB), Anne Mach (VB), Gary Noah (VB), Allison Harwell (Sub for Counseling)

**Non-attending:** David Kiracofe (C), Kevin Brady (C), Machel Kerr (C), Lorenz Drake (P), Rita Bouchard (P), Kathy Buhner (VB), Steve Delong (VB), Tom Geary (VB), Lou Tinaro (VB), Ruth Shumate (Library), Sandra Dunn (Counseling)

Guests: Dr. Edna Baehre-Kolovani

### **I. Call to Order**

A. Introductions

### **II. Approval of February Meeting Minutes**

**Motion:** To approve the minutes as amended. **Motion passed.**

### **III. Reports of Senate Officers**

A. Faculty Senate Chair Report, Ellyn Hodgis

1. Barnes and Noble spoke to Executive Staff: they are expanding rental and digital options to contain costs. Also, there is a Faculty Portal called Faculty Enlighten. The Textbook Policy was mentioned.
2. Career Exploration Summer Camps are coming to each campus for students 8-18 with a cost to parents \$175-250. Faculty participating will be given a stipend (\$50/hour was discussed) although it is unclear how to compensate faculty as their level of involvement is not defined at this point and may differ on each campus.
3. TCC received a Fab Lab Grant to develop new ideas for economic opportunities. It will be located in the Kempsville Bldg. on the VB campus.
4. In SAILS (the early alert initiative), counselors are only responding to three of the options: General Concern, Never Attended, and Endanger of Failing.
5. TCC beginning a wireless infrastructure overhaul which will provide more security with Wifi authentication and multi tenants
6. 2014 Learning Institute will be held May 14 and 15. No location yet.

B. Secretary, Lara Tedrow: No report

C. Treasurer, Lou Tinaro: No report

D. Faculty Senate Vice Chair Reports:

1. Chesapeake Campus, David Kiracofe

- a. Discussed calendar and finals week issues
- b. Continued discussing campus security. Peter Sommers provided 3 well-attended briefing on campus security
- c. Inclement weather closures/openings:
  - i. Chesapeake senate request that the college senate inquire of the administration the rationale for inclement weather dismissals or delays that do not align with schedule class meeting times (i.e., TCC closed Monday at noon, rather than 12:15).
  - ii. College Senate's response is that there are multiple class schedules so closings and openings would be impossible to align with all of them. Therefore, the college senate chooses not to ask the administration for the rationale.
- 2. Norfolk Campus, Dick Gill
  - a. Norfolk Scholar will be funded through faculty donations this year with a goal of \$500
  - b. 2 faculty mixers scheduled in April to coincide with the Provost search
- 3. Portsmouth, Campus, Tom Garrett
  - a. Still discussing by-law revisions; checking the revisions for conflicts with the College Faculty Senate by-laws.
- 4. Virginia Beach Campus, Monica McFerrin
  - a. Discussed audit of online courses (see VII. B. below)

#### **IV. Reports of Faculty Senate Committees**

- A. Adjunct Committee-Mike Adams: See VII.A below
- B. Awards Committee-Mike Adams: Has 6 nominees; will report results next month
- C. Professional Development Committee-Joe Joyner: No report: Per Ellyn, Joe is working with Finance to resolve the issue that Bill Connors raised at last month's meeting.
- D. Ad-hoc committee on Audio/Visual Policy-Machelle Kerr: No report

#### **V. Reports from Other Committees, Groups, or Individuals**

- A. FSVA-Frank Futyma: No activity
- B. PAPC: No report
- C. CFAC-Gary Noah: No report
- D. VCCS Professional Development Committee-Tom Geary: No report
- E. Ad Hoc Calendar/Final Exams Committee: No report

#### **VI. Unfinished Business: None**

#### **VII. New Business**

- A. Adjunct Load: Adjunct Committee brought forth two motions
  - 1. **Motion:** In re of the IRS ruling, the Adjunct Committee moves that the College Faculty Senate endorse a proposal to request the VCCS, through the representation of President Dr. Edna Baehre-Kolovani, that the Adjunct Workload, as set in the

Chancellors directive of April 17, 2013, be changed to read “no more than twelve (12) credits in each of the fall and spring semesters and no more than nine (9) credits in the summer term.” This equates to 27 equivalent hours per week for 12 credit hours per semester, and 20.25 equivalent hours per week for 9 credit hours. Should the 0.5 hours credit apply, this would add 1.125 equivalent hours per week. **Motion passed.**

2. **Motion:** The Adjunct Committee moves that Tidewater Community College open and/or implement the Associate Instructor (Article 3.0.6) or the Regular Part-Time Nine-Month Teaching Faculty (Article 3.0.7) positions to currently employed adjunct instructors, as outline in section 3 of the VCCS Policy Manual (<http://www.vccs.edu/about/where-we-are/policy-manual/>). It is further moved that the eligible adjunct faculty meet the guidelines for these positions be in accordance with those set forth in the Faculty Senate Awards charges (i.e.-3 years of active teaching). **Motion passed.**

#### B. Online Course Audit

1. Online teaching faculty received notification of an upcoming audit of online courses to identify courses not meeting online teaching standards. The Center for eLearning has created the rubric. There are numerous questions being raised about this process, including
  - a. Unclear what is going to be done with the results and who will have access to the results. Dr. DeMarte suggested results will be reported to all relevant stakeholders with corrective action to follow by Fall 2014 semester.
  - b. Unclear if this evaluation is considered summative or formative; unclear where/how this evaluation fits with the Faculty Evaluation and Development Plan
  - c. Unclear if faculty will have access to the rubric prior to the audit
  - d. Unclear what the thresholds for action are (there are green, yellow, and red categories on the rubric but no mention of how these categories will be weighted)
  - e. Unclear who is doing the audit.
  - f. Rubric seems to infringe on academic freedom (i.e., faculty are unable to change the name of a buttons in Bb or link to sites outside the LMS for assignments)
  - g. Face-to-face courses are not being evaluated in such a manner
  - h. This process was not originated within the governance structure
2. Joe Joyner, Chair of the Online Learning Committee, was asked by the eLearning Dean to give approval of the audit and rubric. Joe has concerns about this request as the OLC was not involved in any of the discussion or creation of the rubric and does not approve it.

3. Monica McFerrin, Chair of the Virginia Beach faculty senate, and Ellyn Hodgins have been in communication with administration regarding these issues. Dean Zillges and Dr. DeMarte have agreed to postpone the review until these questions/concerns are addressed. Monica and Ellyn will work on the audit process/rubric and bring the revisions back to the senate.

**Motion:** Faculty Senate recommends that the online course audit be postponed until the process and rubric are vetted and refined by the Online Learning Committee or other governance structure. **Motion Passed**

C. Online Class size

1. Currently class sizes ranges from 25 to 49 and is unclear who is deciding on these sizes; should be decided between dean and faculty
2. Online Learning Committee needs to address this issue and have some input on class sizes

D. Teaching Faculty Position Description

1. Draft of the description was presented to Faculty Senate for review; Draft is attached below
2. Recommendations:
  - a. Qualification #2 states that teaching experience at the higher education level is required; senate requests that be changed to preferred
  - b. Eliminate qualification #3; senate is unsure how faculty should align curriculum to student's educational goals
  - c. Qualifications 4 through 8 seem extraneous
  - d. Senate would like to ensure that the Hiring Task Force is able to review final changes

## VIII. Guests

A. Dr. Edna Baehre-Kolovani-President

1. Summer/Fall Registration now co-occurring; this change should help improve enrollments; also timing is better aligned with high school recruitment; Dr. Kolovani thanked the senate for their support on this issue
  - a. Two questions:
    - i. How will the system handle pre-requisites for Fall courses being taken in the Summer semester
    - ii. Can we make changes so it is easier for visiting summer students from 4-year colleges to enroll
2. Strategic Enrollment Management update: The task force has begun to map the enrollment process and is working to reduce the number of steps involved in enrolling and to standardize the process; Kim Bovee is continuing to work on dual-enrollment programs

3. Budget: Tuition increase and budget are unknown at this time; budget will be tied to the 5 year strategic plan; no information on salary increases yet; there will be money for career studies
4. Adjunct workload: The IRS finally has issued a regulation on the number of hours an adjunct faculty can work; The VCCS Chancellor will change the regulation when the state laws are changed to align with the IRS ruling; TCC will stay with 12 hours for fall/spring and 8 for summer now
  - a. Dr. Kolovani addressed issues raised by the Adjunct Committee on the use of the Associate Instructor and Part Time 9 month Teaching Faculty (see motions in the Adjunct Committee report): TCC uses the Associate Instructor position on an “as needed” basis but Dr. Kolovani will check into the Part Time position for adjuncts.
5. Convocation and Awards: Dr. Kolovani requested feedback on the awards process; Mike Adams, Chair of the Awards Committee, will report to the senate next month with recommendations and these will be forwarded to the President
6. Reaffirmation in 2017: TCC has begun the process of accreditation; a QEP process task force is being formed; an internal audit will be conducted to close gaps from previous QEP
7. Dr. Kolovani asked for questions from the senate:
  - a. Textbook policy/procedure: Senate informed Dr. Kolovani of the completed policy and processes; need Discipline Leads (which requires in organizational structure change) to implement
  - b. Allison Harwell, counselor, voiced two concerns
    - i. The counselors feel there may be an excessive shift of resources towards high risk students
    - ii. Counselors v. advisors: counselors are being asked to do more scheduling and advising than counseling; Dr. Kolovani has administration looking into this problem
  - c. Ellyn shared concerns over the teaching faculty position description, specifically the need to tie the description in with Human Resources, Faculty Evaluation, and any system changes

## **IX. Close**



February 28, 2014

Hello Senators,

On February 14, 2014, the Dean of eLearning, Ginger Zillges sent an email to all online teaching faculty from Dr. DeMarte reiterating the online teaching standards that “...*promote a quality learning experience for our students.*”

Dr. DeMarte went on to say that the Center for eLearning will *create a rubric* to be shared with the Online Learning Committee (OLC) before implementation, and through the assessment process the college will be able to identify any outlier courses that are not meeting the standards and that the results will *be reported to all relevant stakeholders with corrective action to follow* by fall semester 2014. Another email yesterday came out explaining how this audit/assessment will take place. I am including it here:

I hear some of you are fielding questions/concerns regarding the audit of online courses, specifically, who will be conducting the audit and how.

I have asked Virginia Zillges to oversee the audit working with her team. She suggested we ask the OLC to identify a faculty member to serve on the audit team. I think that is an excellent suggestion and agreed.

*The presence of the reviewer will not be disruptive. Each reviewer will spend approximately 15-30 minutes in each course spot-checking for items listed on the rubric. Reviewers will not be noticed by students, and will not be noticed by faculty unless they happen to see the reviewer on the roster while conducting the audit. Each reviewer will self-enroll in the class and un-enroll themselves soon as they are finished.*

I would characterize this audit as a formative process, not summative, with the intent of helping faculty meet agreed upon standards by the start of fall semester 2014.

Daniel

Dr. Summers attended and shared this information at the VB Faculty Senate meeting yesterday and there was concern as to *the anonymity of the auditor in the course, the content of the rubric and the actual involvement of the OLC in the process.* The rubric which is under consideration and revision by the OLC is attached. I pose these additional questions/thoughts:

- There is a process in place for online course evaluation in the new Faculty Development and Evaluation plan. How do this new audit relate for FT faculty and should the procedures laid out for online classroom observation in the FDEP for be similar for this assessment, particularly for adjunct faculty? Does it appear online faculty are required to adhere to a different standard that F2F faculty are?
- Prior to the audit faculty should have access to the rubric and should be notified as to approximately when the audit will take place in their course(s).
- If this is a formative process, should the results be provided to the faculty member first, with suggested improvements and a timeline to make those improvements prior to it going to any other relevant stakeholders? What is the threshold of the rubric? What % can come in yellow without relevant stakeholders being notified and if relative stakeholders are being notified, isn't this being punitive, rather than formative?
- Where in the rubric are outcomes? The rubric measures process, but *do we have any indicators that the process leads to a quality learning experience for the students?* For example, if a faculty member has 3 or more items in the "yellow or red" category but the course outcomes indicate little attrition, excellent faculty evaluation indicating student satisfaction with the course and good course completion, would we then have to look at what we are measuring? This is an academic freedom issue, if a faculty member changes the names of the buttons (but still has the information included in the course shell), or sends students to sites outside of the LMS for assignments, this violates policy....but should it?

I am happy to report that I have spoken to Dean Ginger Zillges and to Dr. DeMarte and *the process has been postponed until these questions can be adequately addressed*. It was originally set to take place in March. After our Senate meeting on Thursday March 6<sup>th</sup>, I would like to forward the Senates remarks on this subject to the above administrators' as well as the OLC for their consideration. Please share these comments with all online teaching faculty and send me your feedback. We will have discussion at the Senate meeting, but will have limited time as Dr. Kolovani will be joining us as 3 PM.

Thank you,

*Ellyn*

Ellyn Hodgis M.Ed., R.T. (R)(M)  
Associate Professor  
Faculty Senate Chair

	<b>Competency</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>
	An Official Course Syllabus with course outcomes from the Official Course Outline posted in i-INCURR	Official Course Outcomes are present and current	Course Outcomes are present but are not from i-INCUR	No course outcomes present
		Syllabus is present and current	Course Syllabus is present – not current. Syllabus missing 2-3 required components	No course syllabus present
	The Blackboard (Bb) course template based on QM Standards for online courses	All of the following: <ul style="list-style-type: none"> <li>• 8 Standard Content Areas</li> <li>• Start Here has 9 essential areas.</li> <li>• Course Information includes syllabus, schedule, and course policies</li> <li>• Course Content populated according to discipline and instructor teaching style.</li> <li>• Discussions (can be blog, discussion board, wikis, or multiple tools)</li> <li>• My Grades</li> <li>• Student Services (pre-populated)</li> <li>• Course Tools (Bb Tools)</li> </ul>	1 Content Area Title changed	<ul style="list-style-type: none"> <li>• Over 11 Content Areas.</li> <li>• 2 or more Content Areas renamed.</li> <li>• Content Areas Combined</li> </ul>
			Missing 2-3 required placeholders	4 or more essential required placeholders missing
	Alignment of course outcomes,	Clear alignment between all elements	Some attempt at	Minimal to no alignment



	learning objectives, instructional activities, resources, and assessments	(per QM standard)	alignment	
	Student engagement: 1. student to content 2. student to teacher 3. student to student	All three engagement areas are evident.	Missing one area of engagement.	Missing two or more areas of engagement.
				Course is Self-Paced
	Hours per week equivalent to F2F courses	Engagement is estimated to be $\geq 150$ mins/wk	Engagement appears to be between 150 and 120 mins/week	Engagement is approximately $<120$ mins/week.
	Use of Bb as LMS for instruction and assessment.	Assignments and instruction are submitted in Bb (with the exception of publisher websites).-	Evidence of Assignments and instruction using Bb tools exists, although not fully implemented.	Assignments are submitted via email.
				Assignments are not evident.
				Instruction is not evident.

Suggestions for the second version of the rubric so far

- 50 minutes per credit hour rather than the metric on version one as courses have different lengths.
- Take the time metric off completely
- MyGrades content area. If those auditing the course are looking at it from a student's perspective, they should be able to select that button to see the current semester's assignments, grades/point value (percentages), and total.
- Maybe clarify how the audit relates to the faculty evaluation or if it's not related at all.

There is also a link to version one of the rubric on our eLearning news page <https://insidetcc.tcc.edu/eLearning/faculty/news.html>  
Click on Standards hyperlink to view the rubric.

# TIDEWATER COMMUNITY COLLEGE

## POSITION DESCRIPTION

**POSITION:** Teaching Faculty in (Discipline)

**POSITION NUMBER:** FAXXX

**DATE ESTABLISHED:** November 2013

**SUPERVISOR:**

---

**POSITION SUMMARY:** Responsible for teaching discipline courses in which he/she has specific training or competence. Plans, organizes, teaches, and provides feedback to students to promote and direct student learning in either a classroom or online environment to students with a wide variety of academic backgrounds and experiences. Engages students outside of class in support of the curriculum and co-curriculum; provides thorough, timely, and effective feedback to students regarding the mastery of course and program learning outcomes; develops curriculum and works collaboratively with colleagues to select program and/or discipline resources; assists in the selection and development of faculty; participates in and/or leads the instructional activities of the discipline and governance of the division, campus, and college; demonstrates the computer skills required to work in an academic environment that utilizes computer technology not only in the classroom but in its administrative practices; demonstrate ability to work cooperatively and collegially with other faculty and staff members; and collaborates with appropriate academic discipline and community partners in support of institutional effectiveness and student learning.

### **FUNCTIONAL RESPONSIBILITIES:**

Teaching: Responsible for creating a learning environment that facilitates students' acquisition of knowledge and skills in a discipline and/or program. Teaching encompasses the following four components:

1. **Instructional Design:** utilize and distribute established course syllabus as found in the college's i-INCURR; select appropriate textbooks and/or learning resources; design and implement assessment strategies that effectively measure student achievement of established course learning outcomes
2. **Instructional Delivery:** align course activities with student learning outcomes for the course; employ a variety of active learning strategies to foster student engagement; employ appropriate technology and supporting materials that support course and/or program learning outcomes; and provide students with prompt and meaningful feedback on course activities and assignments, communicating with students in a timely and respectful manner

3. Instructional Effectiveness: deliver instruction so as to align with stated learning outcomes; participate in college policies and procedures for participation in student surveys of instruction; conduct meaningful and timely assessments of student learning including at least one assessment within the first two weeks of class; participate in the college's assessment of General Education learning outcomes when requested; and analyze previous semester's student ratings of instruction and develop and implement appropriate action plans as necessary
4. Instructional Expertise; demonstrate currency in academic discipline, methods of teaching, learning, and/or instructional technology

Scholarly and Creative Engagement: Participate in activities specifically associated with the faculty member's formally recognized area of expertise through conferences, workshops, academic coursework, scholarly research and publications, and grant activity

Institutional Responsibility: Performing assigned or presumed duties according to one's role at the college. The following are some of the institutional responsibilities of teaching faculty: participate in the college's development and evaluation plan for full-time teaching faculty; publish and hold office hours; serve as an academic advisor; participate in required department, division, campus, committee, and college meetings; keep accurate student attendance reports/records; submit grades in a timely manner according to established college calendars/guidelines; adhere to college and VCCS policies; actively participate to one's peer teaching community at the college, and maintain a collegial working relationship with faculty, staff and administrators at the college

Service: Quality participation and commitment to students, the college, and/or community organizations. Service activities are divided into three categories:

1. College representation where there is a *direct* connection between the faculty member who engages in the specific activity and his/her position at the college
2. College citizenship where the activities are in support of the college or VCCS initiatives wherein the faculty member is not in a leadership role for the activity
3. Community citizenship where participation by the faculty member is part of the person's involvement in the community as a citizen who happens to be a college employee

#### **QUALIFICATIONS:**

1. Appropriate level of education (required): in general, transfer courses require a master's degree in the discipline and career and technical courses require either an associate degree (with appropriate work-related experience) or a bachelor's degree (with appropriate work-related experience) based on the VCCS 29 form
2. Teaching experience at the community college level (preferred) or higher education institution (required)
3. Ability to design and implement curriculum that aligns elements of student learning to the student's educational goals

4. Ability to develop and implement diverse teaching and learning strategies to accommodate the diversity of community college students to promote acquisition and application of knowledge
5. Ability to use consistent, timely formative and summative assessment measures to enhance student learning
6. Commitment to stay current and continually improve knowledge and understanding of the discipline
7. Knowledge of and willingness to use emerging technologies and alternative delivery methods appropriately, including online delivery, hybrid course options, content software, web-enhancements, etc.
8. Ability to effectively communicate interpersonally (in group and one-on-one settings) orally and in writing

**HOURS:** Varies, may include days, evenings and week-ends

**SALARY:** Actual **salary** depends on individual qualifications and experience and is based on a 9-month appointment

**CLOSING DATE:**

**SPECIAL APPLICATION INSTRUCTIONS:** For consideration, applicants must submit a cover letter addressing their qualifications for the position, a current résumé, unofficial copies of transcripts of all undergraduate and graduate degrees and any additional relevant coursework, and a completed Commonwealth of Virginia Application for Employment (available online at <http://support.tcc.edu/hr/StateApplicationForm.doc>). Unofficial transcripts will be accepted with the application; however, no offer of employment will be made prior to official transcripts being provided to the college. Please direct correspondence to:

Chair, Faculty Search Committee (Discipline)  
c/o Office of Human Resources  
Tidewater Community College  
121 College Place, Suite 607  
Norfolk, VA 23510

Applications may also be faxed to 757-822-1652 or submitted electronically to JOBS@tcc.edu. E-mail attachments are accepted only in uncompressed MS Word or Adobe Acrobat (PDF) file formats.

The college offers a competitive salary and an excellent benefits package. Additional information about TCC and the position may be obtained by calling (757) 822-1709.

All TCC positions require satisfactory completion of background checks prior to

employment.

Tidewater Community College is an EEO/AA employer and is strongly committed to achieving excellence through cultural diversity. The college actively encourages applications by and nominations of qualified minorities, women, disabled persons, and older individuals.

This Full-time Teaching Faculty Position Description was developed and reviewed by:

Developed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Daniel T. DeMarte  
Vice President for Academic Affairs  
and Chief Academic Officer

Developed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Franklin T. Dunn  
Executive Vice President

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Ellyn J. Hodgis  
Faculty Senate Chair

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
Edna V. Baehre-Kolovani, Ph.D.  
President



February 14, 2014

### College Faculty Senate Mid-Term Report-2013/2014 Academic Year

Faculty is working with administration in piloting Class Climate, a new tool to improve response rates of student evaluation of faculty which is a required element of the new VCCS Faculty Development and Evaluation Plan. MTE classes are the target for the pilot.

Endorsed the early registration proposal brought forth by the Student Success Committee.

The senate has continued to discuss the combined Convocation/Awards day as it was presented last year. Comments included were 1) that it was nice to have an audience for those getting the awards, but that 2) a more formal recognition, such as stating the individuals names for those with significant years of service would be more meaningful. In addition the senate passed a motion requesting 3) a more defined state of the college address at convocation. And for those who cannot attend an 4) electronic method of viewing the event be available. There were also some omissions that just need to be corrected.

Senate approved its' Ad-Hoc committees recommendations on the TCC Full Time Faculty Evaluation and Development Plan, and the Plan was then put to the faculty for a vote and was approved by a 96.5 % margin over the VCCS model plan with 202 votes, a true majority of the full time teaching faculty. The senate chair accompanied Dr. Jones on the majority of the APPDEP sessions; meetings scheduled to help faculty understand what is required annually under the FDEP. The VCCS rejected the TCC plan and returned it with suggested revisions. The revisions were made with input from the Ad-hoc committee and the TCC Plan was sent out again to the Full Time Teaching Faculty for a new vote. The vote was passed with an 87% majority of the 163 full time faculty members who voted. The Chancellor approved the revised TCC plan on 12/16/13. The faculty had to choose between the TCC plan and the VCCS model plan. The VCCS suggested revisions make our plan very similar to the model plan, and by the vote, it would seem that it is well supported. With that in mind; The Virginia Beach Campus Faculty Senate moves that a small subcommittee of faculty members be formed to draft a letter to the Chancellor expressing the faculty's discontent with the manner in which the VCCS policy regarding the Faculty Evaluation Plan was implemented. Once completed, this letter shall be presented to the College Faculty Senate for approval and signatures. **Motion passed.** We are working on this now.

Provided considerable input to administration on the Academic Calendar and changes related to final exam week. Faculty were represented on the reformed Calendar committee, but the focus of the committee was the logistics of getting the required elements into the calendar, and the committee only met once. Many faculty have expressed concerns, but at this time we require more information before a consensus can be reached. Judy Williams has offered a workable solution for 50 minute 3 day a week classes.

The senate spent a good deal of time discussing the changes in Pre and Co Requisites, which were implemented without the knowledge of many faculty members and affected issues such as student advising. After the fact we found that a Pre/Co-requisite policy had been approved by the Curriculum committee. The senate does approve of the new policy, but would like to have had better communication regarding its implementation.

Provided input into and some of the subject matter experts for the January 9, 2014, Faculty Professional Development Day, which was deemed to be a success. Over 280 attended. The logistics followed this senate motion: In order to improve efficiency and increase faculty participation, the faculty senate recommends planning the Faculty Professional Development day and discipline meetings on a single campus or virtually.

The senate Awards committee has collected nominations for the annual awards, including an outstanding adjunct faculty award which was added last year. The senate approved allowing nominations from Deans as well as from peers for the first time this year.

Respectfully submitted,

Associate Professor Ellyn Hodgis  
Faculty Senate Chair