Faculty Concerns:

- Jan. 6 – first day of classes. Duty week give faculty only 3 days to prepare for
  the new semester. Contact Susan Kazama to register concerns on the
  scheduling of the first day of classes. Can it be pushed back? This will need to
  go to Vice President Risa Dickson.

- Community colleges need to push for summer courses being the same cost as
  the regular tuition. It’s a state budget issue to subsidize the tuition. Any
  changes need to be brought to the attention of the Board of Regents. The
  Interim Chancellor will bring it to the attention of the Council of Chancellors’
  meeting.

- Should there be a lottery to determine sabbaticals? The Interim Chancellor
  suggested to the Faculty Senate that they create a faculty review committee
  with members who already were granted a sabbatical to choose the next
  sabbaticals recipients. For it to be a fair process, the applicants should be
  anonymous. APTs can also apply for professional improvement leave.
  Another suggestion would be a blended committee (faculty and APTs) to
  grant sabbaticals and professional improvement leave. What happens after
  the sabbatical? The only requirement is a report. Were the objectives
  accomplished? Is there evidence?

- Is summer tuition given back to the departments? Currently, summer tuition
  is used for college operations. There is no direct link to what courses are
  taken in the summer and to the department teaching the courses. The Vice
  Chancellor is considering incentivizing departments with performance
  funding monies to increase summer enrollment.

- How does the college determine what delivery modes are appropriate for
  their students? The decision is left to the individual faculty member to
  determine if the delivery mode is a flipped class, hybrid, online, etc. Should
  this be a departmental discussion?

- How is the relevancy of the course/program determined? The relevance of a
  course/program is determined by workforce needs, advisory boards,
  industry standards, accreditation standards, sector changes, state economy,
  etc. How is it determined in liberal arts? Transfer pathways to the Bachelor’s
  Degree and to the mission of the college.

- How is the rigor of the competencies in general education determined? The
  competencies must meet the hallmarks to determine breadth. Diversification
  hallmarks are broader. Foundation hallmarks are better at determining rigor.