

Minutes for Special Faculty Senate Meeting on Proposed Changes to Continuing
Contracts in State Board Rule 6A-14.0411

May 21, 2012

- I) Brief presentation by Mr. Goodlette (Interim District President) and Mr. Holliday (lobbyist and government relations director for the college)
 - A) Legislature has asked for more accountability re: faculty performance. The current proposal seems to be a watered-down version of last year's legislative attempt to eliminate tenure altogether.
 - B) Council of Presidents have been asked for input. In absence of action from Council of Presidents, legislature will step in. We need to develop "accountability" as part of our COP to avoid development of performance metrics that will be designed and implemented by the state.
- II) Questions from Faculty
 - A) What's wrong with the procedures that are already in place to evaluate faculty performance? The Legislature hears anecdotes that lead them to believe that tenured faculty are not maintaining a high degree of performance. The new State Board Rule attempts to define and make more uniform standards of post-tenure review that can be demonstrably proven to be effective. Yet each college's BOT would still be allowed to develop their own matrices for evaluation.
 - B) Interest in developing faculty ranking system? Not to Mr. Goodlette's knowledge.
 - C) Why are librarians and counselors excluded from definition of "faculty" in the new Board Rule when the librarians play such an integral role in the college and in student success and are now required to create portfolios for evaluation? They may be considered "instructional personnel" by the new rule and, thus, included. Mr. Goodlette believes there will be flexibility regarding the inclusion of librarians and counselors.
 - D) New Board Rule is about getting rid of bad teachers (a small minority). What will help reward good teachers? Legislature is more interested in measuring what they are funding, not punishment and reward. There is room in the new Board Rule to assign contracts (a reward) based on positive faculty performance.
 - E) How should we gauge faculty success? This should be a subject of debate. Do we just want to show a certain percentage of students passing the course? Or do we want to demonstrate creative and rigorous approaches to engaging all students?

- F) There have been problems with assessment at the K-12 level – how will this be different? There is more flexibility. The Council of Presidents seems to want to side with faculty and provide us more latitude to assess ourselves according to standards that our college determines.
- G) When does the Council of Presidents have to respond? Perhaps by the fall. Next meeting is June 7. We hope to have a faculty response to submit to Mr. Goodlette before then.
- H) Our portfolio system works great – could we propose this to the Council of Presidents as a model for assessment? There are digital copies of the portfolios that have been compiled for SACS – these should be shared with Mr. Goodlette.
- I) Summary comment: faculty need to have continuing contracts to protect them from administrative wrongdoing (need to feel able to whistleblow) and to allow faculty to be able to maintain intellectual rigor in the classroom (avoid grade inflation, etc.). Also, business model doesn't work well in education. Self-evaluation works here (whereas it might not in the business world) because true academics care about the integrity of their profession and understand how it works. Our perspective is really rooted in our desire to see students succeed – not for self-preservation, but for the preservation of a meaningful education experience for our students.

III) Faculty Response Plans

- A) Goal is to provide a statement to Mr. Goodlette that includes a philosophy of continuing contract, faculty hiring/qualification requirements, assessment strategies, post-tenure assessment, a delineation of repercussions for negative review, significance of the TLC, and the importance of librarians as faculty members.
- B) Need to pull together statement, evaluation plan, portfolio samples, licensure results (from Nursing, Business, School of Education) to create a narrative documenting our history of self-evaluation here at Edison.
- C) Can get statistical info from Personnel about faculty retention and portfolio improvement rates to include in the statement.
- D) Can show how we have improved the portfolio process and changed the SIR II to better assess faculty performance.
- E) Should include pieces from SACS report that shows no problems with faculty assessment and professional development.
- F) Volunteers: Marty Ambrose, Amy Trogan, Laura Weir, and Sam King.
- G) Committee will meet next week, compose a narrative, and funnel it through Bill Wilcox. All faculty members with suggestions should email

committee members. Requests for stats and documents should be sent through the President's office so they receive immediate attention.