



## Faculty Senate Agenda

Date and Time: 1/9/26 10:00 – 12 PM  
Room: 002/003

**CALL TO ORDER:** Seth Roby

### APPROVAL OF MINUTES:

- I. 5/6/25 minutes - Phil moves to approve; Bryon seconds; passes unanimously

### COMMUNICATIONS:

- I. Senate

### REPORTS OF COMMITTEES:

APRC: Reviewing fire & emergency services. Veronica: After serving for three years, faculty are there to help assess the program, yet it's the only faculty senate committee chaired by admin instead of faculty. Should we restructure so faculty has a bigger role? Would give us more say in how to make the review valuable.

Bryon supports but cautions it's a lot of work. Me: This is another level-5 satisfying requirement, which would be helpful for those pursuing level 5.

Admin open to a co-chair position. Veronica is already piloting this and looking at potential.

Seth: Sandy is open to more faculty involvement in this process and committee, too.

Veronica: This is timely, since Gen-Ed is up next year, and it's a different beast.

Veronica will keep working with Jessie through the spring and give an update in August.

ASCR: Meeting later today. Phil announcement: get your core designations and pathways done.

PAC: has met the 3<sup>rd</sup> Friday of each month to discuss a topic relating to the classroom, instruction, promo and tenure. Schedule below:

**Jan 16**- Building better syllabi- setting the expectation AND covering your proverbial a\$\$ (Seth, Rick, Jamie)

**Feb 20**- Classroom and engagement: student engagement strategies, modes of delivery (virtual/blended, online), technology and AI (Joyce)

**March 20-** Keeping the job interesting: Avoiding burnout, events and fundraising, creating space for yourself as a professional. (Seth, Virginia)

**April 17-** Faculty share, think tank, professional development sharing. (All PAC)

Rick: This is for everyone. It's for everyone.

Bryon: It conflicts with ASCR. Will talk about rescheduling.

**BOR update- met in Missoula**

- a. Policy/process
- b. How do faculty assess, review, and update curriculum
- c. What works and what does not
- d. How do faculty ensure curriculum is of high quality, relevant
- e. How do faculty ensure curriculum is easy to navigate (reduce complexity, clear pathway)
- f. Consider transfer students
- g. Pathways/dual enrolment
- h. "Mobile students"
- i. How do disciplines adapt to workforce changes
- j. What is helpful to faculty in this process/what is not helpful?

2. Other considerations that we can integrate
3. How does faculty work together to ensure a balance between maintaining continuity and fostering innovation in academic programs?
4. What are the faculty's primary concerns regarding the impact of curricular changes on student success and time to degree completion?

**UNFINISHED BUSINESS:**

- I. Monday morning memo – Faculty Corner
  - i. Still need some volunteers. Can be one time or take a month.
- II. Radio Station- looking for DJ's - Whatever you want. Could do an hour or two. Wide-open to anyone / everyone. Can be talk. [lastchanceradio.org](http://lastchanceradio.org). Nathan will have a program 2-4 every-other Monday. If you're playing music, you need to bring CDs or vinyl. Email Karen or Nathan with any questions.
- III. Need 1 new rep from trades for Financial Appeals Comm. No one volunteered in meeting.

**NEW BUSINESS:**

1. Tenure and Promo portfolios
  - a. Level 5 promo portfolios should be in Canvas, please login and check --> If you don't have one, please let Amy K. know.

- b. Current applicants for promo and tenure- please update shells to the CBA. --> Make sure you're aligning with the CBA. Admin doesn't decide the template / structure. New faculty will be getting a new portfolio, but people in the 2-3-year range need to update portfolios themselves.
  - i. Paul: will there be some standardization of this going forward? Last time, people were grandfathered in, but this year, they're being asked to go with the new CBA.
  - ii. Jamie: Going in and manually changing but got Robyn to review it and help with differences.
  - iii. Seek help if you don't know what to change / add.
  - iv. Rick: Hopefully, bigger changes won't be an issue going forward.
  - v. Veronica: Is it worth thinking about this in future negotiations? Grandfathering in. How do we do this in language? Could it be a choice? Focus it on tenure after promotion?
- c. 1<sup>st</sup> year teachers- a new shell will be given to you in canvas that aligns with CBA – Don't start building your portfolio in Canvas until those templates are ready. Make sure to save your documentation, though.

- 2. Highly encourage faculty to take advantage of professional development training. (you find or something provided by admin).
- 3. Continued conversations about the new STARS dual enrollment initiative. I want faculty to voice opinions now and be able to get ahead of what could be larger attendance numbers, classroom sizes/constraints, instruction modalities, and maintain academic rigor.
  - a. Rick: A student turned in a horribly written research paper (no writing skills), and they got an A in WRIT 101 and an A- in LIT 110 (dual enrollment). This was a dual-credit student (taking at high school). What avenue do we have to figure out who's doing right by the students at the high school level and who shouldn't be teaching college courses?
    - i. Karen: There isn't an avenue. There was some of this when Steph was in charge. Visited Sentinel in Missoula, and they were doing great, but we can't check in on all our partner schools.
    - ii. Veronica: Plan or talk to have more alignment here?
    - iii. Seth: We can ask about rigor. And other elements: Are they emotionally ready for college? Socially?
    - iv. Kim: Where are these conversations happening and are we involved in them?
    - v. Rick: With over half our students being dual-enrollment, shouldn't we have another staff member to help with oversight?
    - vi. Two questions posed in earlier meeting: 1) How do we hold the line on quality? 2) What is our agency and control around number of students?

- vii. Karen: The college is driven by bodies in the seats. They're not going to scale back when it's a growing population.
- viii. Bryon: Concerns about reputation. It's taken a long time to be established as a two-year college. We're going to be perceived as another high school.
- ix. Rick: If you're going to implement something, it needs to be funded (re: East Helena, where we're satisfying many of their core requirements)
- x. Email any additional thoughts to Seth.

**GOOD AND WELFARE/QUESTION AND ANSWER:**

1. HC Showcase- encourage your students to apply. You should apply, too! Applications due by February 13.
2. Update from Karen: Sophia Learning. Students can sign up and take all the classes they want. Classes are supposed to be transferable to college. Watch for these on transfer transcripts—not transferable / comprehensive.
3. Rick: As Gen-Ed Chair. Financial aid is stressed by BBB's [Big Beautiful Bill] impact on financial aid in the fall. Will impact enrollment, registration, TRiO, Veterans, etc.
4. Anything you want me to take to Sandy?