FACTC Meeting Notes Summary

*Fall 2021*

# COVID-19 Processes

Who communicates with students when COVID-19 cases arise varies according to campus. The same is true for the faculty role in ensuring students have completed the vaccination attestation process. FACTC has the following suggestions gleaned from faculty experience across the state:

* Initial notification of COVID exposure should come from one source for the college (i.e. not individual faculty informing their class). This ensures consistent language and that students are reliably informed.
* Students should be invited to direct questions not pertinent to classroom management/instruction to the same college source. Faculty are not in a position to share information about students with other students.
* Follow up with students who have not attested as to their vaccination status should come from a consistent source for the college rather than individual faculty.

# [SB 5194 Case Study](https://docs.google.com/document/d/12kyPBU27GyrDZOwjDMPtOp8hRCAm6e4sUkcY6to5XuM/edit?usp=sharing) Discussion

* Whatcom CC has created a [Rationale for hiring FT faculty-SB 5194](https://docs.google.com/document/d/1bRSHQu1DwyD2xkJbmDGuavIKXXCzYphW/edit?usp=sharing&ouid=108913475106019863862&rtpof=true&sd=true)
* Departments of great need for full time tenure faculty (ex. Nursing or other highly technical fields) sometimes have zero applicants.
* How will the decision of which departments get positions at a particular college align with supporting underrepresented students?

# Emerging issues and conversations

* Teaching during COVID is challenging.
  + Adapting to serve students who cannot attend class due to quarantining is labor intensive
  + Student access to resources (computer labs, study spaces, etc.) has decreased
  + Return to campus has been bumpy. Vaccine mandates for faculty and staff are not applied equally to students.
  + Classroom masking enforcement takes time and energy
* There is an increased focus on equity in our curriculum and in hiring.
* Guided Pathways (GP)
  + What stage of implementation are other colleges engaged in this year?
  + Who has good examples to share?
  + What is the role of the faculty advisor and how is it changing with GP?
* ctcLink implementation and subsequent low enrollments
* Divisiveness, unhappiness on issues of workload/compensation
* Inclusion of the faculty voice in decision making is often perfunctory rather than substantive

# High Wage High Demand (HWHD) pay allocation differentials across departments and across the state

# FACTC Moving Forward

* Align with college/faculty work work already in progress (GP, Equity, ctcLink, etc.)
  + What’s happening on your campus with equity work?
  + How is your campus rolling out GP?
    - What are you proud of?
    - What does your campus need help with?
  + Faculty experience with ctcLink rollout
* Dig deeper into how colleges are approaching SB 5194
* Poll faculty to discover what big topics/input they would like to share with the SBCTC and others
* Continue to share campus approaches to reopening/COVID response/processes
* Continue to be informed about legislative developments and seek opportunities to advocate
* Discuss development of discipline groups in FACTC
* Discuss adding a Corrections Education representative. Are there other areas like this which need representation on FACTC?
* FACTC winter quarter meetings will be in zoom. Doodle poll to determine dates sent to FACTC reps. (update Nov 8: winter meetings will be Jan 26 from 3-5pm and Feb 3 from 1-3pm)