



TVCC Faculty Association Executive Council

Friday, March 28th, 2025

Regular Meeting with Dr. Morrison Minutes

A regular meeting of the Executive Council of the Faculty Association of Trinity Valley Community College met in the conference room of the Athens Administration building with a call to order at 9:01 a.m. on Friday, March 28th, 2025. The following were present:

- TVCC President Dr. Jason Morrison
- VP of Instruction Dr. Spencer Wagley
- VP of Student Services Tammy Denney
- AVP of Academic Affairs Erica Richardson
- Tom Sheram
- Jennifer Stephens
- Angel Ellis
- Sam Austin
- Valerie Holmes
- Lesa Hendrix
- Deanna Frye
- Rob Risko

I. Four-Day Work Week and Dual Credit Faculty

Discussion was held regarding the implementation of the four-day work week and its application to faculty teaching dual credit courses. The short answer provided was yes—ISDs are considered off-campus instructional sites and are included in the four-day work week framework. Erica Richardson clarified that faculty may teach on a day without holding office hours or hold office hours on a day they are not teaching. In the past, there had been inconsistencies in how schedules were handled, with some supervisors allowing faculty to be on campus only two to three days per week. This practice is now being standardized, and written guidelines will be provided to ensure consistency.

Tom Sheram requested that the 37.5-hour workweek be explicitly stated, which Erica confirmed will be added. Angel Ellis raised a concern regarding the language in the attendance documentation, which mentions a “weekly schedule.” She asked whether this implies faculty must update their schedule weekly, likening it to submitting timesheets. Erica Richardson clarified that this is not the case—faculty are simply expected to submit a one-time weekly schedule at the beginning of each semester.

II. Website Improvements and Access to Key Items

Dr. Morrison shared that the college website is undergoing extensive renovations, with over 1,500 outdated pages identified. He asked for continued patience and encouraged faculty to report any missing or problematic pages to Joanna Fritz's office. Tammy Denney noted the catalog remains available as a PDF and that the weekly newsletter contains useful links. Rob Risko inquired about tracking metrics, and Dr. Morrison confirmed that the new website will support better data collection and a clearer layout.

III. Pay Scale and Class Size Considerations for TDCJ Faculty

The pay scale for faculty teaching at TDCJ was discussed, with questions about when it was last reviewed. Erica Richardson explained that while the scale has been adjusted over time, there are still differences between face-to-face and ITV (interactive video) instruction, though both receive stipends.

The topic of small class sizes was raised, specifically comparing TDCJ classes to low-enrollment courses like Calculus. Erica noted this is not a fair comparison, as Calculus is a specialty course not offered in the prison system. Dr. Morrison emphasized the need to increase enrollment in TDCJ programs, and that future considerations, including pay scale adjustments, depend on student population growth.

Rob Risko asked about recruitment efforts, and Erica confirmed that some recruitment is taking place at high-traffic TDCJ locations. Sam Austin added that instructors at the units often receive requests for specific classes and generally aim for 15–20 students per course, staying within safety guidelines.

Erica acknowledged inconsistencies in how processes have been handled and said efforts are underway to improve them, including creating student cohorts. Four enrollment specialists are currently involved in supporting these efforts. Spencer Wagley mentioned that the college is in a transitional phase between service providers and is still assessing the impact of that change.

Tom Sheram raised the importance of educating faculty on enrollment and headcount expectations, as there is a common misconception that all courses, regardless of size or subject, should be allowed to run. Erica agreed and explained that certain courses, like History 1301, have much broader demand than others like Calculus. Running all courses with only five students would not be financially sustainable. Dr. Morrison added that some smaller classes may run as a courtesy, but the typical break-even point is 10–12 students, with occasional exceptions allowing for nine. He also noted that while a faculty workload formula is being explored, it is a complex issue due to the diversity of programs offered.

IV. Spring Break Alignment with ISDs

A question was raised about aligning the college's Spring Break with area ISDs. Dr. Morrison explained that with 37 different ISDs in the region, full alignment is not realistic. The college's Spring Break is strategically scheduled around the 1st and 2nd 8-week course schedules to

minimize the risk of losing students in those accelerated terms. The primary goal is to communicate the schedule clearly and early to all stakeholders.

Erica Richardson added that the academic calendar for the next year has already been published, which may help with coordination and planning.

Tammy Denney noted that the current structure has been consistent with classes begin the Tuesday after Martin Luther King Jr. Day, run for eight weeks, and then break for Spring Break.

V. Employee Absence Reporting

Concerns were raised about the current online absence reporting form not sending a confirmation to the employee upon submission, leaving uncertainty about whether the request was received.

Erica Richardson explained that when using My Cardinal Connect (MCC), the status should show as “Requested” once the absence report has been submitted. This serves as an initial confirmation before a follow-up email is sent indicating whether the request has been approved.

Spencer Wagley added that employees should receive an email notification once the request is approved.

Angel Ellis suggested that Division Chairs send periodic reminders or clarifications to faculty regarding the proper steps for absence reporting.

VI. Caring Campus Initiative

Questions were raised regarding the Caring Campus initiative, including what it is, how it will impact the college community, and how participating faculty were selected. Some faculty expressed concern about not being included and requested greater transparency to avoid confusion or misinformation.

Dr. Morrison acknowledged the concerns and took responsibility for the lack of initial communication. He explained that Caring Campus is an external organization that analyzes institutional data and then selects individuals based on that information. The process is largely guided by the organization itself, and they intentionally do not share all details with the college to maintain the integrity of the program.

Spencer Wagley confirmed that the organization requested and received data from the Office of Institutional Research (IR), and all further communication regarding participant selection and data refinement was handled directly with IR. The initiative will be formally launched once the required steps have been completed and an implementation plan is in place.

Tom Sheram asked whether there is a faculty-specific component, noting that many instructors are already feeling overwhelmed. Dr. Morrison responded that Caring Campus is designed to

support faculty by sharing effective techniques through peer collaboration. The goal is to build a stronger, more supportive environment across the institution.

Angel Ellis added that there are also many resources available to faculty and staff through the college's insurance provider, which could complement the initiative.

VII. Caring Campus Initiative

Concerns were expressed about mandatory trainings being due all at once or during Spring Break. Dr. Morrison stated that he would speak with Human Resources to explore the possibility of extending deadlines for future trainings.

Spencer Wagley noted that having all trainings housed in NEOED has helped streamline compliance tracking, even though it may feel overwhelming initially.

Tom Sheram emphasized that while some trainings are state-mandated, faculty and staff would benefit from having more time to complete them. Tammy Denney acknowledged the burden and expressed hope that the process will become more manageable moving forward.

VIII. Weekly Updates and Enrollment Reporting

Faculty expressed appreciation for the weekly updates from Dr. Morrison's office, noting that they are informative and encouraging—especially in highlighting enrollment growth. Tom Sheram offered a thank-you on behalf of the group.

Tammy Denney inquired about enrollment reporting, noting that there is a little over a week remaining before fall enrollment begins. She asked when the administration would prefer to begin receiving regular enrollment updates. Angel Ellis suggested that updates could potentially be included in Morgan Brown's regular communications, which have also been very helpful.

Spencer Wagley reminded everyone that enrollment numbers tend to fluctuate regularly. Tammy Denney added that any early updates should be shared with a caveat, as many student-athletes—such as football players—typically enroll later in the cycle.

IX. Other Items

Discussion included a recent student report of being locked out of Canvas, with the student speculating that it may have been IT's way of prompting a password change. Dr. Morrison asked whether the system provides any kind of notification in such cases. Tammy Denney said she would follow up with IT for clarification. Tom Sheram added that faculty should also remind students to regularly update their passwords.

Deanne Frye suggested that since access issues impact all students, it might be helpful to include a reminder about password updates in the master syllabus template. Angel Ellis agreed.

Angel Ellis also noted that several faculty members had expressed concern about a tight deadline—reportedly 24 hours or less—for submitting syllabi. Erica Richardson shared that she was aware of the concern and had approved extensions where needed. She clarified that courses

were released on Tuesday, as scheduled on the academic calendar, which had been previously distributed via Outlook.

The meeting was adjourned at 9:59 a.m.