

McLennan Community College

Faculty Council 2017-2018

MEETING DATE: The McLennan Community College Faculty Council met Thursday, January 18, 2018, in MAC 304. President Melody Flowers called the meeting to order at 3:00 p.m.

ATTENDEES: Melody Flowers, Andrew Clayton, Anne Merchant, Ashley Cruseturner, Bill Lockhart, Bonnie Sneed, Brian Johnson, Carol Zaricor, Cynthia SoRelle, Derek Clapp, Donna George, Elizabeth Painter, Ellen Zboril, Jessica Zbeida, Mike Campenni, Otsmar Villarroel, Shannon Thomas, Sharon Kenan, Teri Barnes, Lisa Lindloff, Kim McCoy, David Davenport, Mary Sides, Ganna Iushchenko, Deborah Williams, Vincent Clark. **ABSENT MEMBERS:** Angela Alejandro, Cynthia Morris, Donna Mendoza, Elizabeth Grassmann, Karen Garrett, LaTarsha Edwards, Meredith Heffner, Suzanne Baldon, Terri Bukowski, Yolanda Gonzalez, Bob Ammon

MEETING MINUTES

OLD BUSINESS

1) **ISSUE.** Active Shooter discussion: FCP met with Dr. McKown, Dr. Hills and Dr. Benson concerning active shooter safety measures.

DISCUSSION: FCP presented materials to MCC President and Vice Presidents concerning safety measure requested by FC for active shooter situations on main campus.

FCP related that her research bears out the fact that ongoing scheduled drills are the first layer of protection to mitigate active shooters. Dr. McKown asked Dr. Benson to set these up on an annual schedule.

FCP expressed to McKown, Hills and Benson that the next layer of defense would be a loud speaker alert system (other than My Alert) that would sound off if an active shooter was present on the main campus. Dr. McKown stated she would look into this.

Lastly, FCP showed a video and explained the Barricade Box to the President and Vice Presidents, stating the Waco Fire Marshal said this temporary device adhered to the city's fire code and the cost to install in all classrooms would be approximately \$10,000. Dr. McKown and the Vice Presidents did not commit to installing these in the classrooms. FCP suggested to them that these devices could potentially prevent lawsuits and deaths in an active shooter situation and that it might be prudent to not have a hindsight is 20/20 situation if the campus did have an active shooter. There was still no commitment from MCC Administrators to installing these fire-code approved devices.

FCP also related to MCC Administrators that teaching behind a locked door was not a favorable situation with faculty. “We have working students that arrive late after dropping off children at school etc...and do not want to interrupt class lecture to constantly be unlocking doors.”

ACTION: FCP related she has researched the topic and presented it the best she could to MCC Administration and it is now up to them to decide if they want to implement and install these safety devices. This finishes the discussion and research on this topic. (See Addendum A.)

2) ISSUE: Textbook Committee report-Sharon Kenan, Bill Lockhart (See Addendum E)

DISCUSSION: Sales are down in bookstore. Concerns related over Amazon price match. The MCC Bookstore does not actually match the price. The way the current exchange is set is that a student brings in a price from Amazon for a book that is in the bookstore. The student must then purchase the actual book from the MCC Bookstore at which point they receive a MCC Bookstore gift card for the difference in price that must be used to purchase other items in the bookstore. FC felt this was a bit misleading in the way in which the Amazon Price match is advertised to students.

ACTION: FC would like bookstore to put the full disclosure about the price match on their website and the FC Bookstore Committee will relate this to the bookstore management.

3) ISSUE: Policy Committee report-Karen Garrett, Donna George, Meredith Heffner, Ellen Zboril, Elizabeth Painter, Mary Sides and Suzanne Baldon.

DISCUSSION: FCP related the Policy Committee had tackled the issue of MCC Faculty Professional Development yet again. FCP presented PD proposal (See Addendum B)

ACTION: Motion made by Bonnie Sneed: *We propose that the PD clock not restart each time the goal is achieved.* This will help people from waiting until the last minute. Seconded by Jessica Zbeida. Passed by acclamation.

4) ISSUE: DACA Committee report-Cynthia Morris was absent.

DISCUSSION: A Faculty DACA resolution proposal has been under consideration since August, 2017 and FC would like to see said proposal.

ACTION: A motion was proposed by Bonnie Sneed that a proposal be brought to the FC by February 9th for a statement from MCC concerning DACA. Seconded by Jessica Zbeida. Passed by acclamation.

5) ISSUE: Success Coach Liaison report-Ashley Cruseturner (See Addendum C)

DISCUSSION: This was a positive experience and many recommendations are already being implemented. FC member stated mental health concerns are not for success coaches. FC member stated success coaches may be under resourced. Ten percent of students are using this source, and they are already maxed out. FCP inquired if we need to go ahead and pass a vote to form a standing FC committee that will meet with success coaches monthly to foster collaboration. FC decided to wait on this vote and will revisit the vote in February meeting.

ACTION: FC member suggested possible the monthly meeting between V.P. of Instruction, FCP and FC VP might need to include VP of Student Success to facilitate coordination of student services.

6) ISSUE: Testing Center Committee report-Andrew Clayton

DISCUSSION: Paul Hoffmann and Andrew Clayton are working together. Limited resources on campus.

ACTION: Dr. Hills wants a report before Spring Break (March 5th).

7) ISSUE: Compensation Committee report-David Davenport

DISCUSSION: Committee needs a deadline given to them and the FCP will check on that. Steps 21-30 have received very little increase. Steps 31+ have only received cost of living increase. Discussion ensued with FC members concerning faculty/administrator salaries that are listed on the MCC Board's website as well as TCCTA website. This information shows over the last 5 years the MCC President has a salary increase of 22.9%, VP of Instruction has increase of 18%, VP of Finance has an 18% increase, VP of Student Success has an increase of 17% and VP of Research has an increase of 14%. MCC Faculty over the last five years have received an increase of 9%. FCP stressed these figures are important to know for two reasons. First, the U.S. is seeing a trend in administrative bloat for colleges and universities. Fewer and fewer fulltime faculty are being hired while administrator salaries continue to increase. FCP suggested as faculty and tax payers we should note this trend especially in terms of putting our requests to MCC administration for safety devices, building repairs and the upcoming FC Compensation Committee report.

ACTION: None.

8) ISSUE: CSC Parking (N) has changed signage so that faculty parking is more difficult. (See Addendum D) There is nothing further to be done.

NEW BUSINESS

1) ISSUE: Advising Questions/Concerns from faculty

DISCUSSION: FCP spoke with Paul Hoffman and he is very amenable to working with faculty to find advising solutions.

ACTION: None taken.

2) ISSUE: Winter Break advising issues

DISCUSSION: Proposal for an ad hoc committee to find solution for faculty advising during Winter Break. Committee not needed yet. Health Professions are working on it with the VP's. It would be desirable for programs to create checklists that Advisors could use.

ACTION: None taken.

3) ISSUE: MCC Trip Alcohol Policy

DISCUSSION: None

ACTION: Tabled until March meeting.

4) ISSUE: Faculty Council's meeting on February 8th has been moved to 3:30. FCVP will be presiding.

DISCUSSION: None

ACTION: None

ADJOURNMENT

A motion was made to adjourn the meeting by Bill Lockhart and seconded by Andrew Clayton.
FC approved this motion and meeting adjourned at 4:30pm.

Bonnie Sneed
Faculty Council Secretary

Abbreviations:

FC = Faculty Council

FCP = Faculty Council President

**FCVP = Faculty Council Vice
President**

Addendum A

MCC Faculty Council Proposal for Active Shooter Classroom Safety Measures

On 12/7/17 FC President and V.P met with Dr. McKown, Dr. Hills and Dr. Benson and submitted the following findings and requests.

1. Minimum annual active shooter DRILLS. (i.e. a live scenario where faculty must go through the locking down of the classroom and instructing students).

<http://college.usatoday.com/2015/10/15/study-campuses-show-gaps-in-active-shooter-drills-emergency-responses/>

2. An alert system in addition to My Alert. (i.e. an audible system that specifically means an active shooter is on campus.)

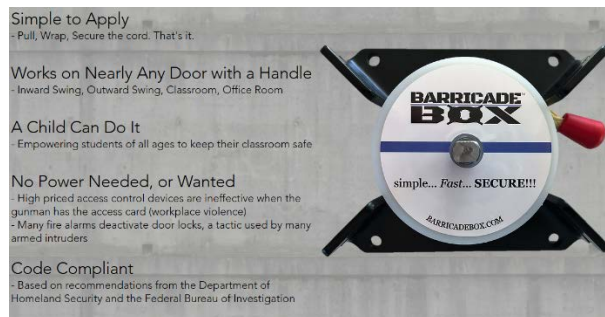
https://www.convergint.com/shooter-detection-systems/?utm_source=Google&utm_medium=CPC&utm_campaign=ShooterDetectionAdB&gclid=EAlaIqobChMIoe21sdL41wIVWVrjACh2yAALNEAAAYASAAEgIOgvD_BwE

3. A temporary door locking system installed asap. FC President spoke with Waco Fire Marshall Kevin Vranich and he advised to search for a temporary barricade for the doors.

He said as long as it is not permanently installed it is lawful and meets fire code.

These are highly rated, easy to install and use. Cost is \$50 each. FC estimated we have 200 classrooms. 50 x 200 plus installation costs. (\$10 000 plus installation).

<https://www.lockdowninternational.com/barricadebox>



Addendum B

2017-2018 Faculty Council Policy Committee

Proposed Changes to the MCC Professional Development Process

Committee Members who met and approved these changes on 1/17/2018:

Donna George, Karen Garrett, Elizabeth Painter, Meredith Heffner, Mary Sides and Ellen Zboril. Suz Baldon was teaching and could not attend.

FC President Melody Flowers also present.

The FC Policy Committee researched and reviewed previous proposals and other community college's best practices for Professional Development and decided the following:

To keep much of the previous FC Ad Hoc Professional Development Committee's Recommendations proposed 9/2017. This committee's information follows verbatim.

The recommendation from FC Ad Hoc PD Committee 9/2017:

“MCC has had a tradition of regarding faculty members as professionals and treating them as such. In keeping with this tradition and in accordance with the current policy on Academic Freedom, Responsibility, and Tenure, here’s the recommendation of the ad hoc committee on Professional Development:

Faculty Council recommends that the current every-four-year professional development policy be modified to become a line item in each employee’s Professional Development Plan and thus part of the annual Evaluation Portfolio, rather than a separate every-four-year policy.

Faculty Council recommends that the current every-four-year professional development policy be modified to become a line item in each employee’s Professional Development Plan and thus part of the annual Evaluation Portfolio.”

The current 2018-2018 FC Policy Committee agreed with the spirit and nature of the AD Hoc Committee’s recommendation and concludes this overall change would also include the following process.

1. **All campus faculty members would maintain an ongoing portfolio** that includes professional development requirements.
2. Professional Development requirements would include **meeting 48 clock hours of PD coursework every four years.**
3. **Each year faculty members would meet with their division/program director and decide what might be needed for their individual courses or the division or the college in general** and what type of professional coursework would be required to meet these goals.
4. This **coursework would be proposed (as in the past)** from items such as attending conferences, attending seminars/workshops or taking a formal university course **OR taking courses from the catalog proposed below.**
5. This course work could also be chosen from a **Professional Development Catalogue** developed and maintained by Staci Taylor in the same manner as the Valencia College Faculty Development Catalog.
<http://valenciacollege.edu/faculty/development/documents/faculty-development-catalog.pdf> Staci has done excellent work in building certificate courses. These courses could be listed in this catalogue along with many other courses. (At Valencia many of their faculty teach these courses.) This would give an **efficient repository for MCC faculty to go to and find PD courses that they know would meet the requirement for counting as PD credit.** It would be decided in the meeting between the division/program director and faculty what courses might work for the faculty member’s instructional needs. These courses would **give a choice to faculty who did not want to**

spend time and money traveling to a conference or seminar far away. At Valencia these courses are offered face to face, online and hybrid. A faculty member could pick a series of these to fulfill PD requirements or propose something else.

6. Once the division/program director and faculty have decided what their PD requirement would be to meet the next four year mark that faculty member would begin to work on this goal. However, this does not mean they do nothing for the next four years and then hit the requirement at the very end. **We propose that each year during the conversation between the division/program director and faculty they would discuss interim goals that would lead to completing the big four year goal.** This conversation could include a myriad of things. Maybe it means completing four (12 hour courses) chosen from Staci's PD Catalog. It may also mean attending four conferences. Possibly a faculty member wants to totally flip one of their courses and develops four shorter goals that would lead to the final goal of a flipped classroom at the end of four years. Point being, each year there would be a discussion about appropriate courses/work that would need to be done to meet the four year goal.
7. The division/program director would then sign off on the PD work to be done by the faculty member. This PD form would stay in the division/program director's possession until the work was completed. **The completed work would then be forwarded to the Dean's office for record keeping.** In short the PD form would not need higher approval than that of the division/program director.
8. If a faculty member does PD credit work every year or more often than every four years their 4 year clock would NOT RESET. If for example a faculty member completes FSI one summer (48 clock hours of course work) they would have fulfilled their requirement for four years. Dr. Ball came up with the reset idea and there is no justification for it. On the other hand we would also propose that a faculty member could not stack up or bank PD credit. For example if a faculty member takes FSI for four years in a row they would not be exempt from PD requirements for 16 years. The resetting of the clock only punishes faculty who take extra PD (or Step) credit/course work every year.

These are our recommendations and feel putting the conversation back at the local level will enhance instruction as well as the review process by maintaining a PD section within the Teaching Portfolio.

Addendum C

Success Coach Joint Task Force Report

16 January 2018

HISTORY

GENERAL CONCERNS

RECOMMENDATIONS

CAVEATS AND ADDITIONAL CONCERNS

APPENDIX: PROPOSED PROTOCOL FOR REFERRALS

HISTORY

In a meeting of the McLennan Community College (MCC) Faculty Council (FC), 5 October 2017, President Melody Flowers reported that MCC Vice President of Instruction (VPI) Fred Hills inquired whether FC would like to add a permanent (non-voting) success coach representative to FC meetings in aid of facilitating a better working relationship between success coaches and faculty. In addition, President Flowers reported that Laura Wichman of Institutional Effectiveness also expressed interest in a permanent non-voting seat on FC to lend support and resources at these meetings. After a lengthy discussion, FC opted NOT to create a permanent non-faculty position on FC but voted to create an ad hoc faculty committee to coordinate and communicate with Success Coaches (FC appointed Representative Ashley Cruseturner to chair).

After communicating with VPI Hills (20 October), Cruseturner related to all faculty (via email on 24 October) the existence of the recently formed ad hoc committee and asked for appropriate feedback related to this issue of cooperation and collaboration. Over the next few days (24 October through 2 November) nineteen faculty members responded with various experiences, insights, and suggestions (see document entitled "RESPONSES FROM SUCCESS COACH FACULTY COUNCIL EMAIL. FALL 2017").

VPI Hills instructed Cruseturner to form a faculty committee representing discipline and departmental diversity in order to "open a dialogue with the success coaches on relationships, the early alert system, and how to work more closely together" (24 October). FC President Flowers and FC Vice President Andrew Clayton authorized Cruseturner to form a committee constituted of faculty outside of the current FC representatives (25 October). Cruseturner spoke with Claudette Jackson, MCC Director of Student Engagement, and scheduled a 10 November meeting of the ad hoc faculty committee and interested colleagues on the success side (25 October) hereafter known as the Success Coach Joint Task Force.

Professor Misty Edwards (Psychology), Instructor David Fleuriet (Mental Health/Social Work), Associate Professor Leigh Long (Psychology), Assistant Professor Mandy Morrison (Music), and Assistant Professor Crystal Neville (Office Technology) agreed to serve on the ad hoc faculty committee (5 November). In addition to Director Jackson, Paul Hoffman (Director of Student Development), Letitia Monsey (Associate Director of the Completion Center), and Laura Wichman (Director of Institutional Research) agreed to serve on the Task Force.

Meeting with Cruseturner, VPI Hills expressed his full support for the project and reaffirmed the charge of the ad hoc committee to look for areas of collaboration, share faculty perceptions of how a success coach can help faculty and students, ways to increase access and ease of use for faculty, ways to facilitate ease of use for our students, and ways faculty could better communicate with the success coaches, who seek to understand better how faculty interact with the support system and discern ways in which success coaches and faculty might collaborate more effectively (9 November).

FIRST JOINT TASK FORCE MEETING. 10 November 2017. VPI Hills and Vice President of Student Affairs Drew Canham kicked off the meeting with well wishes and blessings and left the Task Force to its work. The Task Force discussed a multitude of issues and concerns and plans of action (see attached meeting notes). Faculty committed to familiarizing themselves with the referral process (where needed) and Insight. The Task Force agreed to send out a blind faculty survey and meet again on 28 November to continue the conversation and discuss the results of the survey.

“RESPONSES FROM SUCCESS COACH FACULTY COUNCIL EMAIL. FALL 2017” document shared with Task Force plus VPI Hills and VP Canham via email (10 November).

After creating a success coach survey for faculty designed to augment and expand the data collected from the earlier faculty email, Director Wichman shared a preview with the Task Force (13 November), which the Task Force heartily approved. Cruseturner sent the live survey out to faculty via email (16 November) to be completed by 27 November. Wichman reported results from survey (see “Early Alert Faculty Feedback Report”) (27 November).

SECOND TASK FORCE MEETING. 28 November 2017. The Task Force once again discussed a multitude of issues and concerns and plans for improvement and agreed to issue a report with concerns and recommendations submitted to Vice Presidents Hills and Canham and also FC (see notes).

Associate Director Monsey submitted a draft of faculty protocol (see document entitled “Student Referral Protocol Draft 11.28.2017”) for referring students to Success Coaches (1 December).

GENERAL CONCERNS

- Faculty opting into Completion Center (CC) programs (reaching out to Success Coaches) at a rate of only 10 percent. Faculty sees that rate of participation as wholly unacceptable.
- Sense that faculty maintains a generally negative perception of the CC programs and its usefulness to solving student issues.
- Lack of faculty knowledge concerning rates of success in the CC. What does success look like? At what rate are our students in difficulty succeeding with the help of the CC? Where is the data? What is working? What needs to be fixed?
- Faculty investment in CC programs unlikely without more data and education and a sense that administration on all levels values this program and wants it to succeed and wants faculty to assist in every way possible
- Faculty generally ignorant regarding 1) the nuts and bolts of Insight and 2) protocols and guidelines as to when faculty should bring in the CC regarding a student in difficulty.
- Lack of pertinent information and user-friendliness for faculty attempting to engage Insight
- Faculty worries about turnover in the Completion Center among Success Coaches and bemoans the dearth of personal relationships between CC staff and departments and individual faculty. Who are the Success Coaches? What do they do exactly? How is a Success Coach different from an advisor? Or a disability specialist? Or a CC specialist dedicated to a specific program? Who is MY success coach? Who is MY student’s success coach?
- Faculty complaint that there is not enough “feedback” or FOLLOW-UP when Insight is engaged. How can faculty be more in the loop--if desired.
- Is there enough HUMAN VOICE contact in system? How hard are we trying to actually reach out to students who are lost?
- If we succeed in channeling more traffic to the CC and Success Coaches--are they equipped to handle an extra load? At a 10 PERCENT rate of penetration, CC and Success Coaches seem pretty maxed out. What would 50 percent look like?
- The downsides of motivating faculty to opt into the CC programs and seeing systemic failure would be catastrophic for the program.

RECOMMENDATIONS

1. Establish specific protocols or guidelines as to when and where faculty should engage success coaches (that is, are we to contact success coaches at a certain amount or percentage of absences? Are we to contact success coaches when a student falls below a certain grade average? Are we to contact success coaches when a student exhibits certain kinds of behavior?). Protocols and guidelines should be data-driven and mindful of Completion Center capacity to successfully process students (see document entitled “Student Referral Protocol Draft 11.28.2017” below).
2. Emphasize Early Alert. We should concentrate our efforts on getting referrals to Success Coaches early in the semester (again based on data).
3. Establish an institutional importance to exploiting this resource. Once we decide how and when to channel students into the CC system (protocols), all levels of administration must commit to instilling importance to this segment of our college. VPI and deans and division chairs must lend their prestige to this enterprise. Think about the use of cohorts. Make this important and individual to various departments and other academic divisions in the same way SLOs and ULPs and other local tasks are accountable and mostly accomplished.
4. Make the system more user-friendly. Clean up website. Provide at-a-glance brochures for first-time or lapsed users. Study and implement most efficient entry into Insight from MCC webpage. Consider an easy-to-use “if then” map for faculty. Increase advertising in buildings and online. Provide training as needed.
5. Imagine new paths for feedback and follow up. CC and Success Coaches must create a better sense that referrals are important and doing good. Perhaps allow faculty more access to student information in terms of progress and feedback. Give the system a more comprehensive “dashboard” feel from the faculty side.
6. Provide appropriate training for faculty, mindful of the many different levels of involvement faculty may desire: emphasize ease of use for a first-time user or more detailed training for a frequent user who would like a greater presence in the student success process.
7. Create space for more faculty Success Coach interaction and collaboration. Create an opt-in (voluntary) “Circle of Care” informal organization with perhaps a newsletter and mixers and other opportunities for sharing success stories. These interactions could keep faculty abreast of personnel, organizational, or even policy changes within the CC.
8. Examine the possibility of cross-training staff within student services to assist Success Coaches during peak times of the semester (certainly during our Early Alert push).
9. Rethink rollout at the beginning of semester. Return to Success Coaches visiting departmental meetings--but, also (see above), commit to prioritizing CC at every level of administration during the week of preparation and game-planning prior to the first day of class.
10. Understand CC priority must be cultivated and also re-sewn with every academic year--teaching new faculty and reminding veterans.
11. Committee feels certain this current dynamic presents the potential for a huge increase in faculty participation (perhaps up to 50 percent in a very short time); therefore, we recommend a detailed plan of implementation that allows Success Coaches maximum opportunity for

success in meeting increased workloads. Perhaps a pilot program in the spring with a division or even a few departments participating (of course, Spring 2018 may be impractical at this late date). But even a staggered implementation for Fall 2018 probably makes sense. Our committee believes we will only have one opportunity to make a second impression. We do not want to dither--but we do not want to move with too much haste either. Our next move represents a pivotal moment in the life and potential success for this worthy program.

12. Create a standing liaison committee of enthusiastic and committed faculty and success colleagues to thoughtfully work out the details within this broad framework with an ongoing mission to assess current and future changes and innovate as necessary.

CAVEATS AND ADDITIONAL CONCERNS

1. In terms of feedback and follow-up (see Rec #5), frankly, this is very complicated. Programming drives the parameters for Insight. It is currently unclear how to control faculty access so that they have access to pertinent or relevant information without access to unnecessary personal student stories and without excessive system/email notifications. (Brian Jackson in IT might be a good person to consult for explanations and options going forward.).
2. In terms of training (see Rec #6), who would conduct this training? Regardless, it will need to go through PD. Would video modules work for this? We are thinking about already stretched schedules and conducting multiple training sessions.
3. In terms of interaction and collaboration (see Rec #7), Do we mean physical space or creating opportunities to interact and collaborate? YES! A newsletter would be great. Same comment as above...could this work well quarterly?
4. In terms of cross-training (see Rec #8), we are aware that this is already being explored at a different level. We understand that there are many concerns at work here (for example, peak times overlap in Student Success and not everyone has the passion or desire to Coach). We are aware that this is a hot button issue in other conversations between advising, coaching, and other areas in student success. And we register this "recommendation" (for lack of a better word) with great humility.

Respectfully Submitted,

Paul Hoffman, Claudette Jackson, Letitia Monsey, Laura Wichman, Misty Edwards, David Fleuriet, Leigh Long, Mandy Morrison, Crystal Neville, and Ashley Cruseturner

APPENDIX: Student Referral Protocol Draft 11.28.2017

Refer when a student:

1. misses any 1 of the 3 first class meetings without "reasonable explanation" (see #7). For online courses: the student has not logged in within the first week.
2. is significantly (?) tardy without "reasonable explanation" (see #7) on 2 or more occasions.
3. has missed 5-10% of class meetings. For online courses: _____?
4. exhibits behavior in class that is disruptive to others and you have not been able to address it with classroom management techniques.
5. is making (or on track to make) a D or F in your course.
6. Commits academic dishonesty.

7. provides an explanation for tardies, absences, poor grades, or behavior, but you are concerned that the explanation suggests (a) this will be a recurring problem or (b) they need additional resources and support. (ex: "I couldn't make it to class because I don't have transportation.")

Addendum D

From: Stephen Benson

Sent: Thursday, December 14, 2017 8:05 AM

To: Melody Flowers <mflowers@mclennan.edu>; Fred Hills <fhills@mclennan.edu>

Cc: Andrew Clayton <aclayton@mclennan.edu>; Johnette McKown <jmckown@mclennan.edu>

Subject: RE: CSC Faculty Parking Issue

Melody,

I have done some research into the parking lot situation at the CSC and found that the committee working on the new wayfinding signs made the recommendation to change the front lot at the CSC to students/visitors because the campus police were constantly ticketing students for parking in that lot. The only way to really remedy the problem if it remained faculty parking was a gate, which might give a bad impression to visitors. Parking Lot D along the side of the building is still designated as faculty/visitors, do you know if it get filled every morning as well? It looks like there are a good amount of parking spots along that side. Additionally, as you know Parking Lots P and S are fairly close to the building and can be used by faculty. I understand these lots aren't as close to the building, but many of our faculty and staff walk longer distances to get to their buildings across campus.

Please let me know if you have any other questions.

Thanks, Steve

From: Melody Flowers

Sent: Monday, December 11, 2017 3:56 PM

To: Stephen Benson <sbenson@mclennan.edu>; Fred Hills <fhills@mclennan.edu>

Cc: Andrew Clayton <aclayton@mclennan.edu>; Johnette McKown <jmckown@mclennan.edu>

Subject: RE: CSC Faculty Parking Issue

Greatly appreciated Dr. Benson.

melody

Addendum E

Bookstore Committee Report (Nov.-Dec. 2017)

The Bookstore Committee met at 10:00 a.m. December 8, 2017. In attendance were Bill Lockhart, Lori Southern (Chair), Nikki Popko, Rebecca Long, Sara Roberts, and Sharon Kenan.

The following items were discussed:

--All textbook adoptions have been submitted. The bookstore completed the spring semester adoptions process early "thanks to the faculty."

--To date, the bookstore has bought back over 400 used books from students. The major buy back period will be next week. To publicize buy backs, signs have been placed in the bookstore, bookmarks have been handed out, and notices will be placed on the website. The bookstore appreciates faculty encouraging students to return rentals and to take books to the bookstore for buy back.

--There was a big turnout on faculty/staff appreciation day. However, turnout was low for the open house, so few textbook adoptions were checked. Next semester appreciation day and the open house may be combined and held on the Monday before finals week.

--To sell a book back to the bookstore, students need to show a student ID (dual credit students may show a high school ID if they do not have an MCC ID). Students may also log in to WebAdvisor at the bookstore to show they are enrolled. Parents purchasing books for students are required to show a driver's license ID. These extra security measures reduce the likelihood of counterfeit and stolen books being "bought back" by the bookstore.

--Updated University Center schedules are being requested and sent to the bookstore. General merchandise continues being purchased for UC students, including additional Tarleton long sleeve shirts.

--The bookstore will have extended hours during the last week of school. It will be open over the holidays until 2:00 p.m., except on Christmas Day and New Year's Day. Hours will be posted on the website.

--Rental returns are due December 18th. The bookstore is expecting to check in over 3,000 rentals. Students may mail rentals back to the bookstore. Packages should include the student's name and phone number, and in-store returns should be taken to the cashier.

--The bookstore fits and sells 1) physical training workout clothes for law enforcement cadets and 2) scrubs for all health professions on campus. The bookstore also receives/distributes commencement gowns after students place orders in WebAdvisor. (Renting costs \$50-70 and purchasing costs \$375-700.)

--Financial aid funds will be available for students to use for textbook purchases from January 9 to January 22, 2018.

--Results of a bookstore survey will be available soon. Responses from 133 faculty, staff, administrators, and students were received. The survey is intended to assist bookstore staff in understanding "how they are doing" and "how they can improve."

--Currently, the bookstore is down \$51,000 in sales (used book sales are up and new book sales are down). Compared to Baylor and area community colleges, however, MCC is doing well. As stated at a previous meeting, sales were up \$200,000 last year due to increased enrollment from dual credit students.

--Bookstore personnel said they thought it would be helpful for students/groups touring campus to come into the bookstore, rather than walking by and having the bookstore pointed out to them.

--The Bookstore Committee is scheduled to meet again January 26, 2018.