

Polk State College Faculty Senate Minutes
Date: May 4, 2026
Time: 3:00 P.M.
Meeting Held via Zoom (recorded)
Steering Committee to Meet Following the Senate Meeting

Officers:

Anthony Cornett, President (present)
Greg Harris, Vice President for the Winter Haven Campus (present)
Jess Jones, Vice President for the Lakeland Campus (present)
Heather Childree, Secretary (present)
Michael Derry, Parliamentarian (present)

Others:

Chris Botelho, Senator at Large (present)
Amy Bratten, Provost and Administrative Liaison (present)

Attending Senators: Heather Childree, Misty Sparling, Chris Botelho, John Woodward, Lee Childree, Laura Brimer, Greg Harris, Gwyn Phillips, Niqui Young-Pringle-Brown, Jess Jones, Dirk Valk, Andrew Coombs, Michael Derry, and John Barberet

Faculty Attendees: Jacqueline Gray, Melissa Shapiro, Susie Moerschbacher, Heena Park, Matina Wagner, Suzy Vanbenthuyssen, Jennifer Shaw, Nerissa Felder, LaTrice Moore, Pam Jones, Christy McCullough, Consuela Bonney, Jamie Haischer, Jonathan Berkenfield, Aaron Morgan, and Von McGriff

Presenting Guests and Others:

Presenting: Kim Thomas Manning (Dean of Academic Affairs), Keith Bonney (Dean of Student Services), and Mary Clark (VP of Institutional Effectiveness, Accreditation, and Research)

Non-Presenting: Deleise Wilson (Dean of Nursing), Yovan Reyes (Dean of Early College and Student Engagement), Bert Rivera Marchand (Dean of Academic Affairs), Beth Luckett (Dean of Health Professions), Tamara Sakagawa (VP of OCPA & Chief of Staff), Belkis Capeles (Dean of Workforce Education), Christen Shea (Program Director of Criminal Justice), and Cody Moyer (Director of Learning Technology & Online Education)

The meeting began at 3:02 p.m.

I. Approval of the Minutes from the April 2026 Senate Meeting

Greg Harris motioned to approve the *Faculty Senate April 2026 Meeting Minutes* with a correction (i.e., extra word deleted in Section III); Jess Jones seconded the motion. The motion passed.



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II. Approval of the May 2026 Faculty Senate Meeting Agenda

Greg Harris motioned to approve the *Faculty Senate May 2026 Meeting Agenda*. Misty Sparling seconded the motion. The motion carried.

III. Faculty Senate Officer and Administrative Liaison Reports

A. President's Report (Anthony Cornett) - none

B. Lakeland Campus Vice President's Report (Jess Jones) - none

C. Winter Haven Campus Vice President's Report (Greg Harris) - none

D. Parliamentarian's Report (Michael Derry) - none

E. Academic Liaison Report (Provost Bratten)

1. **Department Meetings Regarding Accreditation** –Provost Bratten stated that there have been department meetings with VP Clark [Institutional Effectiveness] to discuss accreditation issues, with some common questions across departments. VP Clark and Provost Bratten created a chart to answer those questions.

[The chart has been updated by the Provost from the original presented.]

Past	From Now On
Low enrolled classes have not counted toward faculty load in the past.	Low enrolled (LE) classes count toward load.
Low enrolled classes have been paid as DIS courses (\$75 per student per credit hour)	DIS should be differentiated from Low Enrolled courses due to the definition of DIS and implied differences of teaching. A compensation model for DIS and LE courses should be proposed/updated. Recommended model: prorated pay based on enrollment. Minimum enrollment for a fully paid course is 10. Low enrolled



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	courses could be calculated toward load (or paid) at 10% per student enrolled. Example: 2 students would count as 20% of that course's workload (20% of that course's contact hours). A 3-credit hour course counts as 16 contact hours per credit ($16 \times 3 = 48$ contact hours), then that course with 2 students would be calculated as 20% of 48 ($48 \times 0.2 = 9.6$ contact hours toward load).
Full-time faculty can teach up to 240 contact hours or the equivalent of 15 credit hours each semester.	Full-time faculty can teach up to 240 contact hours (the equivalent of 15 credit hours) in Fall and Spring, for a total of 480 contact hours (30 credit hours).
Full Load = the equivalent of 15 credit hours in fall; the equivalent of 15 credit hours in spring 240 contact hours (Fall) 240 contact hours (Spring) 480 contact hours (Academic Year)	Full Load = the equivalent of 15 credit hours in fall; the equivalent of 15 credit hours in spring 240 contact hours (Fall) 240 contact hours (Spring) 480 contact hours (Academic Year)
Overload = the equivalent of up to 6 credit hours and all summer courses; Maximum overload = 96 contact hours (6 credit hours) Up to 96 contact hours (Fall) Up to 96 contact hours (Spring) Varied (Summer) Overloads are not guaranteed.	Overload = the equivalent of up to 6 credit hours in fall, up to 6 credit hours in spring, and up to 12 credit hours in the summer Up to 96 contact hours (Fall) Up to 96 contact hours (Spring) Up to 192 contact hours (Summer) Overloads are not guaranteed. Sufficient faculty = faculty are covering the courses offered without the <u>necessity</u> of adding overloads. Once there are enough extra sections to create a full load (480 contact hours per semester), we should consider hiring a new faculty member. We



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	should not have a large number of faculty taking on overloads.
Excess overloads (per semester) = above full load plus maximum overload 336 contact hours (21 credit hours) must be extenuating circumstances and approved by Provost	Excess overloads = above full load plus maximum overload 336 contact hours (21 credit hours) These are rare occurrences, must be extenuating circumstances, and must be approved by the Provost in collaboration with the academic dean

- **Loads and Overloads** – Provost Bratten referenced an email she sent April 18 regarding loads and overloads. For the summer, full-time faculty will have a traditional summer load—the equivalent of up to five 3 credit-hour courses, or 240 contact hours. Administration is avoiding excess overloads since the summer semester is already considered an overload. Faculty will need to have 240 contact hours or less for the summer. [Note: *Overloads are covered later in the agenda.*].

Provost Bratten explained that a full load is 15 [credit hours] in the Fall and 15 [credit hours] in the Spring. In the fall and spring, an overload can generally be two 3-credit classes (or slightly above for odd-credit-value courses) without being considered "excessive." The summer classes are not part of the contract and are paid as "overload pay," rather than at the daily rate. A person can teach up to 12 credits (80% of a full load) in the summer (regardless of what is taught as an overload during the fall and spring).

Provost Bratten next explained how the College calculates the idea of sufficient faculty for SACS reporting. Full-time faculty should be able to cover courses without the necessity of adding overloads. Adjuncts should be brought in for only a few classes in certain content areas, or if the College has a few extra course sections and extra people are needed to teach them because faculty members are already at their full load. To avoid overloads, the College brings in adjuncts. Once there are enough extra sections to create a full load, the College should consider hiring another faculty member. She also said she learned that the College should not have a large number of faculty taking overloads. Excessive overloads is anything over 21 credit hours, which is five 3-credit-hour classes plus two 3-credit hour classes as overloads. Anything over that must be extenuating circumstances and must be approved by the Provost in collaboration with the Academic Dean.

- **Graduation** – There were over 350 graduates at each ceremony. Administration is working on eliminating the overlap of graduation with final exams.

IV. Committee Reports and Updates



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- A. **Distance Learning Committee (DLC)** – **Dirk Valk** reported that DLC met April 16.
1. The College's course accessibility status is at 80% institution-wide. The number needs to be at 90%. Learning Technology will run workshops over the summer to help with this task.
 2. Sixteen-week fall syllabi are due June 26; 12-week fall syllabi are due July 22.
 3. *Harmonize* [Canvas Discussion tool] will no longer be available, as Canvas's discussion functionality has improved and few faculty have used *Harmonize*, which is an add-on feature.
- Niqui Young-Pringle-Brown** encouraged faculty to explore the Ignite AI feature in Canvas, which is free until June. She also recommended the fall *Eagle AI* course.
- B. **Gallery Committee** – **Andrew Coombs** reported that the student exhibition at the Winter Haven Gallery runs through May 8. The reception and awards ceremony were last week. The Best in Show winner is behind the black curtain.
- C. **Eagle Faculty Excellence Award** – **John Barberet** recognized Diana Cobble, the first faculty recipient of the Eagle Faculty Excellence Award, for her work with American Sign Language and the community.
- D. **Presidential Search Committee** – **Anthony Cornett** reported that when Dr. Falconetti was hired there were town hall meetings. These will be announced soon, and they will happen during the first week of June. He hopes that there will be in-person and live-streaming access for those who are not on campus.
- Niqui Young-Pringle-Brown** said that because of procedure, she wants to make sure all faculty and staff have the opportunity to interact. It's important that everyone is heard.

V. Old Business

A. Collegiate Salary Issues

Provost Bratten said that there is an in-person Collegiate high schools meeting at the Winter Haven Campus on May 19, from 3:00-4:00 p.m. The College's attorney will be present.

- **Michael Derry** asked if there will be sufficient time for Lakeland Collegiate and Gateway Collegiate faculty to get to Winter Haven.
- **Provost Bratten** said that's why 3:00 p.m. was chosen.
- **Misty Sparling** asked if faculty will be getting answers to the [Teacher Salary Increase Allocation (TSIA)] questions from February [sent to HR].
- **Provost Bratten** said yes.
- **Niqui Young-Pringle-Brown** asked if there will be an overview provided for those unable to attend.



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- **Provost Bratten** said a summary will be sent out.

B. Polk State College Procedure 6002: Standing Committee System (Anthony Cornett)

1. **Anthony Cornett** suggested that for the section indicating that *committee members may be removed for lack of attendance or failure to follow committee procedures*, that instead of stating that *committee members may participate in an annual training session*, that *committee members must participate in a training session*, because a person cannot be penalized if he or she is not trained in what not to do.
 - **Niqui Young-Pringle-Brown** said that trainings and committee meetings should not happen during class times (e.g., utilizing block scheduling) and asked that this be indicated.
 - **Anthony** suggested: “Training sessions will be held at a time that is convenient to the majority of participants.” Some of these meetings may be live-streamed.
 - **Jennifer Shaw** questioned the Standing Committee make up and wondered how membership will be affected since the Biology and Physical Sciences Department is being split.
 - **Provost Bratten** said that this is a good point to collaboratively consider during the summer.
 - **Anthony** continued revisions. The procedure says that *each committee chair must submit a copy of the committee's annual objectives to be archived*. There needs to be at least a date or timeline for that. Perhaps this should be: *by the start of the fiscal year (July 1) or the start of the fall session*.
 - **Provost Bratten** asked if it could be *after the first meeting of the year* so the committee could discuss that.
 - **Michael Derry** iterated that there is a Fiscal Year, an Academic Year, and a Contract Year. He suggested that the wording be “after the committee’s first meeting that takes place within 30 days of the start of the Academic Year.” If the Academic Year starts August 10, for example, committees must have a meeting and goals by September 9.
 - **Anthony** countered that some committees only meet a few times a year. If a committee doesn’t meet until November, members should have 30 days after that point.
 - **Michael** said the objective should be to ensure early awareness of what needs to be accomplished. If committees wait until the first meeting of the year, new objectives would be submitted into the planning phase of the year.
 - **Provost Bratten** pointed out that if the committee has not met, members would not have a say in the objectives.
 - **Niqui Young-Pringle-Brown** indicated that Michael’s approach may be constrictive and not allow individuals on multiple committees to participate. Does every committee know its charge in September?
 - **Michael** said that they should know their charge because it’s in the definition of the committee. It should say *the first 30 days* because some committees (e.g., Distance Learning Committee) have to report to DBOT in September.



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- **Anthony** added the wording that: “the annual objectives will be submitted within 30 days of the start of the Academic Year.” He indicated that the procedure does not have to talk about the first meeting because it’s going to be implied that there will be a meeting to set the objectives within 30 days.
 - **Jennifer** asked if this applies to every committee since some committees, like the Petitions Committee and Academic Hearings do not have goals other than to hear the petitions.
 - **Provost Bratten** said that the Committee Chair would simply indicate that *the goal is to meet the purpose of the committee*, allowing this procedure to apply to the varied committee roles and schedules.
2. **Anthony** then brought up committee compositions [Procedure 6002-Attachment 1]. He met with Dr. Clark and Dr. Bratten, to change some of the committee compositions discussed at last month’s Faculty Senate meeting.
- a. Academic Quality Council: The AQC’s purpose was revised based on the *SACSCOC Manual*. Because of the frequent fluctuation of deans’ titles and positions, language was changed to indicate *two academic deans* [as AQC voting members]. Instead of listing each Faculty department, the wording was changed to 16 *Faculty members* and 3 Pro/Tech instructional personnel. The Chair and Resource Members are nonvoting (this is now indicated in the procedure). Changes were made to better align to the composition of other sister institutions regarding Faculty representation. For example, the Valencia is 19 Faculty to 2 Administrators and Hillsborough is 17 to 5. Other participants were moved to Resource Members [non-voting].
 - b. The Calendar Committee: Membership was dropped from 17 members to 7 to streamline the scheduling process. One Faculty Member must be from the Faculty Senate.
 - c. College Safety Committee: A Science Lab Manager was added.
 - d. Membership Totals: **Anthony** said he counted the members of each committee and added that information into brackets with the committee names. There are a lot of even numbers on committees. He feels that the procedure must be further revised to use odd numbers [to avoid a tie] since chairs do not vote.
 - **Christy McCullough** said that she’s been on the Calendar Committee in the past. The Collegiate high schools have a weird schedule compared to the rest of the College.
 - **Anthony** said there is one Charter High School Administrator on the committee. It was originally 12 Administrators and 5 Faculty; now it is 5 Administrators and 2 Faculty.
 - **Jennifer** said that Senate cannot vote on these changes now because the Senate does not know what will happen with her department’s separation from the Physical Sciences. This change would give her department a different seat than the rest of the Science Department.



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- **Anthony** said that he didn't think it would change since the [Standing Committee] designations are for Faculty and not for a particular faculty department.
- **Provost Bratten** indicated that there would be a meeting of Faculty with the deans to discuss the changes in reporting.
- **Jennifer** asked when that meeting will be.
- **Provost Bratten** responded that it is up to the deans.
- **Jennifer** wondered what happens if she's in multiple departments.
- **Provost Bratten** said, then Jennifer would be in multiple meetings.
- **Michael** said that Faculty Senate needs to know how individuals will be represented since moving faculty between departments affects representation.
- **Anthony** said that DBOT Rule 2.24 states that [regarding membership for the Procedure 6002 Standing Committees] the Senate's Steering Committee meets with President's Staff Liaison to determine how to fill the committees' positions once HR sends the call out for committee volunteers.
- **Michael** clarified that he was talking about representation on Faculty Senate.
- **Jess Jones** said that the Winter Haven Science Department is broken into Biological and Physical Sciences, whereas Lakeland is combined. Wellness is in there as well. He doesn't think the division of the department will impact Faculty Senate representation.
- **Anthony** concurred with Jess.
- **Michael** said that he was trying to give Provost Bratten a heads--up that Faculty Senate would need to know [of any potential changes] for the August 6th Senate meeting.

Greg Harris motioned to approve the procedure. Jess Jones seconded the motion. The motion carried.

VI. New Business

A. Directed Independent Study (DIS) Counting as a Course Load (Provost Bratten)

Provost Bratten started this conversation during her report. She asked if anyone had questions and reshared her chart [cf. Section III. E].

- **Niqui Young-Pringle-Brown** asked if there is a DIS mathematical equation that can be used, beyond the \$75 [per student, per credit hour] figure, to calculate DIS as part of the faculty member's load.
- **Provost Bratten** said that other institutions call it pro-rated pay. At Polk State, the minimum enrollment to make a full class is 10 students. Low-enrolled classes would be prorated. If a course has 7 out of 10 students, the faculty member would receive 70% pay for that class.



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- **Niqui** said the number would not be static as it is in the chart; it would be a moving target.
- **Chris Botelho** asked if the \$75 per student per credit hour would be used with low-enrollment courses.
- **Provost Bratten** said that *DIS compensation* will not change. Low-enrollment is being separated from DIS because it is different from teaching a DIS course. DIS is intended to be research-focused, as opposed to teaching a course with 7 out of 10 students [low-enrollment course]. The content in the low-enrollment course is the same as a course taught at capacity. The calculation for DIS is in procedure. There is nowhere in procedure that says how low-enrolled classes are compensated. With the SACS review, she wants to make sure there is a clear distinction between DIS and low-enrollment classes.
- **Chris** clarified that for low-enrollment classes, there is currently no pay strategy.
- **Provost Bratten** clarified that in the past, low-enrollment courses were paid as DIS even though they were not taught as DIS.
- **Jacqueline Gray** asked if DIS courses would count towards the faculty member's load.
- **Amy** confirmed that every class listed to a faculty member's name counts towards that faculty member's load.
- **Jacqueline** asked for clarification. Dr. Bratten said that DIS and low-enrollment courses should not be taught the same, that DIS is more research-based. Why is that counted towards the load?
- **Provost Bratten** said that with DIS, a faculty member is still teaching, so it counts towards the load. More information will come at the meeting after Convocation for how faculty will be compensated for low-enrollment courses.
- **Chris** queried that if the low-enrollment course counts towards the load with 7 students, but faculty will be compensated at a rate of 70% of a full course, how could the course count the same as a load?
- **Provost Bratten** said that no, if the compensation is adjusted because the faculty member has a low-enrollment class, that would also require an adjustment of the contact hours awarded to the faculty member's load.
- **Chris** asked if overloads are supposed to be done only in extenuating circumstances.
- **Provost Bratten** clarified that only excess overloads need extenuating circumstances. Overloads should still be few and far between.
- **VP Clark** said that SACSCOC views overloads as a bad thing. The concept is to ensure that institutions aren't putting excess loads on faculty, and that faculty are not doing more with less, because there are a number of things that go into teaching. It's not just showing up to class. It's things such as curriculum design and development; evaluation; actual teaching; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional, community, and professional service, as appropriate. Faculty are doing a lot within the semester and are not just standing in front of a class. In the fall and spring of this Academic Year, 75% of faculty taught at least one overload. That puts Polk State in



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potential noncompliance. For the SACSCOC fifth-year report, I am hoping to say that there are a couple places where we didn't follow the College's procedures—some “oopsies”—because it is key to follow the College's procedures. But moving forward for the Summer and Fall 2026 semesters, there should not be excessive overloads to demonstrate that the College has sufficient Faculty. HLC [future accreditor] will not be any different. It's key to follow our procedures. While some peer evaluators may not agree with the procedures, they have to take into consideration if the institution is following its procedures and not having excess overloads. They may question whether the College has a sufficient number of Faculty.

- **Chris** said that 75% of the faculty are teaching overloads because they need the money. Is the College looking at fixing this aspect so Faculty don't need the overload to supplement compensation?
- **VP Clark** said she's been tasked with looking into that.
- **John Barberet** had three points:-
 1. There is a distinction between online and face-to-face classes when it comes to overloads. He received a memo from Dr. Bratten saying the College needs more F2F classes, so he signed up. His F2F class for the summer has 0 students, but his online class is full, with 30 students. He asked if there is a way to get students to come to campus--to create community so they sign up for F2F.
 2. Regarding low enrollment, he taught at the JD Alexander Center during the Spring 2026 Semester. He had one student in HUM_2020 and a second class with two students, but he was getting paid full time because the College scheduled these to support the JD Alexander Center. He loves the campus, but there's something wrong with this situation.
 3. Regarding his French classes, students need two semesters of French to transfer [to a university], but when enrollment drops and the class is cancelled, students are hurt. The College has to offer the class, so why is he taking a pay cut for low-enrollment classes?
- **Provost Bratten** said that in procedure if there's an upper-level course, a course rarely taken, or a course in a sequence that students need, then that course is to run for full pay. The JDA Center is its own situation. Administration was tasked with doing everything they could to get students onto that campus. Administration will report the data to the DBOT. Students are asking for hybrid classes first, then online, then F2F. Recruitment efforts [for enrollment] cannot be answered for because that falls under a different unit [other than Academic Affairs].
- **John** suggested that the College offer specially designed courses for students with accommodations.
- **Provost Bratten** said we don't have segregated classes for those with disabilities.
- **Andrew Coombs** reiterated the difference between contact hours and credit hours, particularly in art and science classes. It's important that contact hours be used. DIS is being paid by contact hour, not credit hour. Regarding class minimums, is there anywhere in procedure where minimums are stated? It's been a shifting goal. At one



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point it was 50% [of course enrollment], then it was 8 students, and now it's 10 students.

- **Provost Bratten** said that course minimums will change any time there's a price change. A traditional course's break-even point is 9 students enrolled, so 10 students is being used as the minimum because it's above the break-even point and easier to do the math to prorate pay. If tuition changes, the College may have to reconsider this number--or if the DBOT directs a change.
- **Andrew** asked for clarification. A low-enrollment class counts towards a faculty member's load, but the course would be discounted [in contact-hour calculation and payment]?
- **Provost Bratten** said that if there were 8 students in a course the compensation would be 80% of the contact hours. It becomes complicated if that is a faculty member's fifth class. There needs to be a conversation. What can a faculty member contribute to the College to replace that 20%?
- **Andrew** said that with low--enrollment courses, the number of contact hours [spent with students] is the same. Critique might go faster, but then there would be time to do something else.
- **Provost Bratten** cautioned Andrew not to do anything different content-wise from a full-load class because that becomes a SACS issue.
- **Andrew** asked about changing meeting times since there are less contact hours paid.
- **Provost Bratten** said that can't happen.
- **Andrew** also said he thought there was a push to offer more in-person classes and and to run them as full even though they're low enrollment [to increase enrollment and student options].
- **Provost Bratten** said she thought the President was open to that. She asked that Dr. Clark and Anthony help her remember to bring that up at the next President's Staff meeting.
- **VP Clark** clarified that if the low-enrollment course is part of a five-class load, that it would not be discounted. The discount [in contact hours and compensation], from an accreditation standpoint, would come into play with **only the overload**.
- **Provost Bratten** said this is all just being discussed--it is not set in stone. We are just checking for buy-in to see what sticks.
- **Andrew** echoed Chris's points: Faculty members have been teaching overloads because they've been losing pay due to inflation, and this needs to be addressed. Faculty are having to take other opportunities, and they become invested elsewhere. The institution suffers when it is losing faculty to other opportunities. This will haunt the institution and take years to recover. The sooner the College can solve the situation, the better.
- **Aaron Morgan** asked if the minimum course requirement of 10 students is to be put into procedure, and if it is to be changed in procedure when the price point changes.
- **Provost Bratten** said that the number could be put into Procedure 1006.
- **Aaron** reiterated that DIS is for higher-level classes but that John Barberet's low-enrollment classes were HUM 2020. If we're really concerned about SACS and



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explaining why we have so many overloads, we need to explain [to SACS] that the orders regarding the JDA Center were to *staff the building at all costs*. Who is the person who makes the decision between [the status of a class] as DIS or low-enrollment?

- **Provost Bratten** said that the [DIS] decision would be a collaboration between the student and the faculty member and then the dean to put it on the schedule. DIS should be rare.
- **Aaron** said that he met with the Vice President and explained every DIS, but that it wasn't just for higher-level courses. The College has classes that the students want, but the courses do not "make" [achieve minimum enrollment]. His understanding is that [DCs] then ask the professor to do the class as DIS, but isn't the student asking for a low-enrollment class?
- **Amy** said that if it's a class needed for graduation or transfer that it will be offered.
- **Aaron** asked how, as a DC scheduling, he's supposed to know if it's a class for graduation or just another class that becomes low-enrollment versus other regular classes and a regular faculty contract. There is a HUM_2020 class in this same situation now, in the Summer A Session. There's a need to open an online class. Everyone's contract is filled. If there is a need, and he opens it, and only eight students sign up and everyone's contract is filled, how should he approach it? Students are asking for an extra class. Is it a DIS or low-enrollment class?
- **Provost Bratten** said that if a student needs the course to graduate, the College can look at the 2-year Education Plan. If the student has to take it this summer because there are no other slots in the Education Plan, then yes, he or she needs it right then, and-- even if it's only one student--it will be a low-enrollment course. Conversely, if a student wants to study baroque paintings and it's decided that will fit HUM_2020, that could be offered as a DIS course because it's a niche topic or niche request.
- **Aaron** said he doesn't have the authority to look at a student's schedule [Education Plan]. It seems that the reason SACS is nervous about overloads is because of what John is doing at JDA for HUM_2020 [inefficiency in scheduling], and it was the College's decision to send someone to teach at the JDA Center.
- **Aaron** continued that it would be beneficial for SACS to know about the two Faculty Compensation studies that violated procedure. He thinks faculty will not have faith in one person looking at compensation to indicate whether or not faculty are underpaid by a significant portion. Faculty have seen the College's Administrative budget balloon 30% one year and 40% another year, and yet Faculty compensation has not matched that. In the Faculty Compensation studies, Humanities was determined to be underpaid by 27%, Business was said to be underpaid in the 30% range, and Nursing was underpaid by 20%. If the College has an opportunity to explain overloads, it is because Faculty are doing more with much less money.
- **VP Clark** said that she has not been directed to run a compensation study; she's been directed to look at current finances.



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Greg Harris motioned to extend the meeting. Michael Derry seconded the motion. The motion carried, and the meeting was extended at 4:29 p.m.

- **VP Clark** said that for the SACS fifth-year report, the College is only required to respond to the 22 Standards that are there. Standard 6.1 is one of them, and that is why Administration is looking at faculty overloads. The issues with compensation are not part of a SACS review.
- **VP Clark** then brought up Math faculty. There are a significant number of Math Department faculty who have excess overloads because of the number of low-enrollment classes labeled as DIS. There also are not enough professors in that department. It's hard to hire subject-matter experts because of the competition from Florida Polytechnic. In the narrative to SACS, the College could address why there are Math Department faculty with excess overloads, and we may or may not explain the efforts to increase enrollment at a particular location [JDA] based on whether that is relevant. It does not help to *explain* that the College does not have enough faculty.
If the College is not compliant in a Core Requirement, it will likely be placed on probation, which means it is not in "good standing" with the accrediting body.
- **Aaron** said that he is willing to discuss the Evergreen and Gallagher reports and faculty pay concerns.
- **Niqui** thanked Dr. Clark for the methodology and the department meetings. She asked if Dr. Clark was 100% sure that the new accrediting body will use the same parameters as SACS.
- **VP Clark** said that HLC has standards that address faculty workloads too. As the College changes accrediting bodies, it has to maintain the SACSCOC accreditation. Faculty overloads are a concern nationally.
- **Niqui** suggested that Cody Moyer's team give Faculty Senate data on online courses. What are the attrition rates? How does that compare to the College's graduation rate?
- **Niqui** also reiterated that historically, the terms DIS and low-enrollment have been used interchangeably, but they're not interchangeable.
- **Jacqueline** asked if Administration has looked into instances where there was low enrollment in an adjunct's class and another in a full-time faculty member's class.
- **Provost Bratten** said that Administration is already collapsing sections.
- **Christy McCullough** said that students who complete their major's classes online are missing the valuable intangibles of in-person interaction. Polk State is losing business. Kids want online and easy.

B. Student Accommodations



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[Note: *This item was merged with Section VI. D. Trends in Academic Integrity and Accommodations.*]

C. Overloads

[Note: *This item was discussed with Section VI. A. DIS Counting as a Course Load.*]

Anthony Cornett said that there's been some confusion about collapsing courses. Anthony had a conversation with VP Clark and Provost Bratten regarding the overload issue and how it can be fixed by collapsing courses. It's not that overloads are a problem; it's having lower-enrollment courses of the same type running simultaneously.

D. Trends in Academic Integrity and Accommodations (Dean Kim Thomas Manning)

Dean Manning said there were some instances where both the professor and the dean were sure that the classroom was accommodating a student's disability; however, after more discussion with the student and the case ending up in Compliance, she discovered that the student was not receiving the accommodations. She asked some faculty members what the College could do better to assist. Previous accommodations-based trainings were dense with information that wasn't practical. Dean Manning contacted Kim Pearsall [Director of Disability & Counseling Services] and Melvin Thompson [Director of Student Development and Title IX Coordinator/Compliance], and they are working on a more straightforward faculty training. It will be deployed through NEOGOV [i.e., the resource for HR trainings].

Regarding academic dishonesty and AI usage, Dean Manning indicated that faculty need to ensure they provide due process. Faculty are relying too much on a singular AI detector to determine if a student has engaged in dishonesty. The student must be allowed to have a conversation with the faculty member. She indicated that a faculty member should follow all steps of Procedure 5026: *Academic Dishonesty*. If a faculty member has not followed all of the steps, the College has to back-track to figure out how to correct things for the student.

- **Jennifer Shaw** stated that there are many cheating issues related to remote proctoring.
- **Dean Manning** indicated that those types of issues are not the ones she is referencing.
- **Jennifer** said that the College needs a plan to revise Procedure 5026 [*Academic Dishonesty Procedure*], due to difficulties in its usage. The College does not meet the SACS criteria for academic integrity. Procedure 5026 needs to be revamped for cheating with AI and remote proctoring. She volunteered to work on this procedure.



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- **Michael Derry** said that he's supposed to be the Faculty Senate representative for Procedure 5026.
- **Dean Manning** said there is no workgroup yet, and she will relay that there are two volunteers.
- **Jaqueline Gray** asked for an example for how faculty are failing to provide accommodations to students.
- **Dean Manning** said that the accommodations contract was rolled out for faculty to discuss with the student whether or not the individual wanted the accommodations. The notification made it seem as if there is room for negotiation. If a letter has gone to a faculty member, the faculty member must provide the accommodations. *The student does not have to ask for the accommodations; they must just be set up no matter what.*
- **Andrew Coombs** indicated that the Art Department could use guidance regarding in providing accommodations within a lab setting [with room limitations]; he suggested that maybe the Science Department has strategies that could be shared.

E. Procedure 5029: *Student Code of Conduct Violation: Student Groups and Organizations* (Dean Keith Bonney)

Dean Bonney said that the procedure was updated to meet compliance requirements by Melvin Thompson [Director of, Student Development, Title IX Coordinator/ Compliance].

- **Anthony Cornett** said a lot of the changes relate to statutory references that are newly in place.
- **Micheal Derry** said the procedure now included legal definitions.

Jess Jones motioned to approve the procedure. Andrew Coombs seconded. The motion carried.

F. District Board of Trustees Rule 4.01 *Code of Conduct for Students and Student Organizations* (Dean Keith Bonney)

Dean Bonney said that the major change is on page 9, regarding unauthorized use of AI. The rule was updated to meet statutory compliance.

- **Anthony Cornett** said that a statutory box needs to be added at the top if relevant.
- **Anthony continued:** Procedure 1030 [*College Student E-Mail System*] also needs to be reviewed. There are code of conduct issues related to it, and it hasn't been



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reviewed in 7 years. Also, Procedure 5026: *Academic Dishonesty* is not aligned with the policies in Rule 4.01. The College should [form a workgroup to] work on 5026 and Procedure 1030 over the summer and get it to Faculty Senate in August.

- **Dean Manning** said this is part of what she shared earlier. She emailed Chris Shea that Michael Derry and Jennifer Shaw will be on the workgroup to look at these procedures.
- **Anthony** asked if the *Student Organization Handbook* [SALO] can also be looked at.
- **Provost Bratten** said it is a good idea for Melvin to look at this first.
- **Anthony** stated that the Faculty Senate did not receive the *Student Organization Handbook* with the procedure, but that it is supposed to be attached to it.
- **Anthony** also stated that in the past, Procedure 5028 [*Student Code of Conduct: Sanctions and Assignment of Penalties for Violations*] and Procedure 5025 [*Student Appeals Hearing Protocol*] have been reviewed together. The two rules and this procedure relate to each other so it would be good if the College could review these over the summer. Procedure 5021: *Student Media* is also referenced in this document. Perhaps Melvin could review these over the summer and get them to Faculty Senate in August.
- **Michael Derry** said some of his constituents asked about the section on AI policies established by the professor. Does that mean that each professor needs to make a statement on the syllabus regarding whether students can use AI for the entire course, or AI is not allowed in the course, or AI is allowed on one assignment but not on another assignment?
- **Provost Bratten** indicated that *Simple Syllabus* has a section for faculty to specify AI policies. It is the faculty member's duty to communicate clearly.
- **John Barberet** asked about Rule 4.01 and Study Abroad Programs. He has done eight 1- or 2-week programs; he was told that there is an "invisible classroom" within the program and that students should comport themselves as such. Is there a policy for this?
- **Provost Bratten** said that the Study Abroad Program has documentation in Kim Simpson's [Program Coordinator for Global Initiatives] office. The idea is that when students are under College sponsorship, everything in the *Student Handbook* applies.
- **John** said there are situations, like drinking, where students may engage with the culture [i.e., prohibited in the Handbook]. It's hard to enforce when you're there. Faculty have had several situations where they've tried to enforce the rules, but couldn't. Is there retroactive punishment?
- **Provost Bratten** said that faculty, staff, chaperones, and program leaders need to hold students accountable while they're on the program.
- **Pam Jones** said that with trips, unfortunately faculty are facing a difficult situation. Students sign papers agreeing to properly adhere to Polk State's rules, but once they're at the location, they don't. What is the punishment for the student who violates policy regardless of extensive training?



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- **Provost Bratten** said the Global Initiatives Committee needs to be consulted. Administration needs to ensure that faculty feel safe to enforce the rules.
- **Jacqueline Gray** suggested that students be sent home for noncompliance.
- **Anthony** said he has sent students home on Phi Theta Kappa trips.
-

Jess Jones motioned to approve the rule. Greg Harris seconded. The motion carried.

G. District Board of Trustees Rule 4.33: Hazing (Dean Keith Bonney)

Keith Bonney said that the rule was updated to meet compliance and was aligned by Melvin Thompson according to statute.

Andrew Coombs motioned to approve the rule. Greg Harris seconded. The motion carried.

VII. New Business from the Floor

A. Procedure 6012: Teaching Faculty Evaluation System (Susie Moerschbacher)

Susie Moerschbacher asked if there were any updates on Procedure 6012.

Anthony Cornett said that there are not, as they were having trouble with scheduling and it slipped his mind. If the committee could meet during the summer, the procedure would be ready for August.

B. HR Warning (Jennifer Shaw)

Jennifer Shaw said she received a warning in her HR file that was not based on any written policy. The process was based on something in a *Staff Handbook*, but there are no policies to address anything about this for Faculty. HR said Faculty policies will now be retroactively created to back up her warning. Faculty should not be given a warnings for things that are not on even on the books as policies.

C. Changes to the Biological Sciences and Nursing Department (Jennifer Shaw)

Jennifer Shaw read the following into the record.

Faculty Senate: Biological Sciences: Monday May 6th, 2026

Dear Senators and Fellow Faculty Members,



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It was brought to the attention of the STEM+ faculty on Wednesday April 29th, 2026 that Biological Sciences will now be under the supervision of the Nursing Department. It was unclear if this is all of Biological Sciences or select courses such as Anatomy & Physiology (A&P; BSC2085C, BSC2086C), Medical Terminology (HSC1531), and Microbiology (MCB2010C).

These changes were made without any consultation or meetings with the Biological Sciences faculty members, including those teaching the three courses listed above. This unilateral action violates the true spirit of transparency and shared governance. It is a violation of Rule 2.24, Article VI, Section 1:

“Section 1. The Senate shall be primarily interested in and involved with the initiation, review, monitoring, and evaluation of rules, policies, and procedures affecting faculty in the following areas: a) matters of educational policy including curriculum, instruction, degree programs, and registration; b) personnel policies including evaluation, promotion, academic freedom, salary, fringe benefits, conditions of employment, academic organization, budgetary processes, student affairs, faculty appeals, and grievances; and c) other matters of faculty interest.”

Our courses are considered general education courses and should be housed in the Science Department. While courses such as BSC2085C, BSC2086C and MCB2010C are pre-requisites for the Nursing program, they are also general education courses as well as pre-requisites for a large variety of other degree-seeking students. For example, not only do other Health Science students take these courses, but so do those seeking degrees in Nutrition, Kinesiology, Athletic Training, pre-Pharmacy, pre-Med, pre-PA, Psychology, and Exercise Physiology/Science; many of these students also take courses in Chemistry and/or Physics. Keeping A&P in the Biology dept allows for a stream less transfer for students applying to universities. We are concerned that it will be transformed into a pre-Nursing class with changes in curriculum, which is a direct violation of SACSCOC Standard 9.3, as our standards and curriculum must remain aligned as a general Biology course. If there is concern regarding our curriculum, these concerns should have been brought to us first, before unilaterally making a decision to move a large block of classes to be supervised under a different department.

I have spoken with many faculty members of the A&P team and we are against this change. We were not consulted, our opinions were not taken into account, and it splits a department. We are still unclear if all of Biological Sciences is moving under Nursing or if it is just select courses. If it is just select courses, that puts a few faculty members under the supervision of two different Deans. If all of Biology moves under Nursing, that splits the entire Science Dept and moves general Biology majors courses under Nursing (Principles I and II).

It also brings up a variety of questions:

- 1. Does the Science Lab Manager, who sets up Chemistry, Physics, Biology, and Oceanography labs still set up labs under the Nursing Dept (such as A&P and Micro) or does a Nursing Lab Coordinator now do that?*



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2. *Who has control over our lab fees?*
3. *Who purchases materials such as fetal pigs, slides, models, agar, petri dishes, etc?*
4. *Does payment to Directed Study tutors come out of the Science budget or Nursing? (Directed Study is tutoring for A&P and Micro students.)*
5. *Who is our DC? Do we vote for a new one?*
6. *What happens with Senate representation? Do we get a new Senate rep and lose one seat in Science?*
7. *Who hires adjuncts?*
8. *Are hiring credentials going to change to incorporate Nursing faculty into the Biological Sciences? SACSCOC sets credentialing standards to state that the candidate must have 18 graduate hours within the discipline.*

Respectfully submitted, Professor Jennifer Shaw

D. Online Anatomy and Physiology (Jennifer Shaw)

Jennifer Shaw read the following into the record.

Faculty Senate: Online Anatomy and Physiology: Monday May 6th, 2026

Dear Senators and Fellow Faculty Members,

We come to you as full-time Anatomy and Physiology instructors to share a decision that administration has made without consulting with the faculty teaching BSC2085C and BSC2086C regarding online instruction.

Historically, these courses have always been taught F2F; however, since Spring 2020, we have been teaching these courses online every semester. It was recently unilaterally decided that we are not to teach these courses online and Nursing will no longer accept online A&P; the A&P team was never consulted regarding any of these changes (violation of Rule 2.24, Article VI, Section 1). This unilateral decision is also a violation of shared governance and transparency. Transcripts do not designate course modality; this decision would only result in discrimination against internal candidates since faculty names and CRN can be easily looked up. This is not true for transfer students that took A&P elsewhere.

What happens to students that already took BSC2085C and/or BSC2086C online and passed? Do they have to retake the course in a F2F modality? How is modality for transfer students going to be determined? There are many more questions that I have brought up to Dr. Bratten but have not received a solid response.

Nursing never came to us to discuss any issues or concerns with online student preparation or lack thereof, despite many requests from me, via Dr. Bratten, to set up a meeting to discuss the online aspect of the course with Nursing.



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Students want and request online A&P for several reasons: daycare issues, working full time, paramedic scheduling, etc. Many of our online students take the course for convenience and money saving ability so that they can pay for daycare and/or cut back on hours once in the Nursing or Health Science programs. We have paramedic students that work 24 hour rotating shifts and cannot take a F2F class; these students typically apply for the Nursing Transition program.

We also have students applying for other programs that do take online A&P, both at our institution and other institutions. Students take A&P not only as a pre-requisite for Nursing, but also for seeking degrees in other Health Science programs, Nutrition, Kinesiology, Athletic Training, pre-Pharmacy, pre-Med, pre-PA, Psychology, and Exercise Physiology/Science.

In addition, this deters students from attending Polk State College, resulting in decreased enrollment for the College. We would be the only College in the entire Central Florida area that does not offer online A&P as an option making us an anomaly. Central FL, Seminole State, Valencia, Lake Sumter, Eastern FL State College, HCC, South FL College, Pasco-Hernando, St Pete College, Broward College, and Daytona College all offer the courses online.

There have been suggestions made to Dr. Bratten from the full-time A&P team for resolutions in order to maintain online A&P. Such suggestions have included only full-time A&P instructors teach the course online (this suggestion was made because many of our adjuncts do not use remote proctoring), and/or online A&P instructors must have the Quality designator.

Our biggest concern was that this decision was made unilaterally, without involving A&P faculty, in a large decision that directly affects us as well as our students. Students want an online option; our classes fill quickly with long waitlists. This is a disservice to our students.

In conclusion, the full-time online A&P faculty were not consulted and disagree with this unilaterally made decision by administration.

Respectfully submitted on behalf of full-time online A&P instructors, Professor Jennifer Shaw

- **Niqui Young-Pringle-Brown** said that while students cite F2F as a barrier, at some point, some programs use F2F coursework. Does Nursing accreditation require this to be F2F? Do we have data that says how our students fare pre-COVID and post-COVID regarding F2F and online classes?
- **Jennifer** said she has students who ask to get into her online courses [classes fill quickly]. The students in these courses are not just going into Nursing. The course is used for many other programs. Once students get into their specific programs, they know if they'll have to go F2F. But these courses are Gen Ed and prerequisite courses [i.e., used for many purposes]. Students are saving money by not paying for day-care or are working full-time and stockpiling money so that when they do have



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to come F2F, they can survive. The medic students know that once they're in the Transition Program, they will be required to be on campus. It typically works out successfully for those students. She has accumulated data for students in her online sections. For the most part, if they pass the class, they've been successful in their future programs (PA, doctorate, Nursing, OT, etc.).

- **Niqui** asked what the accrediting body says about online classes.
- **Jennifer** said SACS and the Nursing accrediting body ACEN, indicate that online Anatomy and Physiology courses are acceptable as long as the online version has the same rigor as the F2F version.

E. Full-Time Equivalent (FTE 3) Enrollment (Jamie Haischer)

Jamie Haischer asked what the College's FTE 3 Enrollment was for Fall 2025 and Spring 2026.

- **VP Clark** said that number is not due until May 8, and numbers are not validated until July 2. Any numbers she gives would not be validated. She can give Jamie the number by July 3.
- **Jamie** asked if there is a big change expected between May and June.
- **VP Clark** said that Administration has been doing a lot of clean-up of the data; therefore, they will take time to validate the data.
- **Jame** asked: In the past, has there been a huge difference?
VP Clark said that, yes, since the implementation of Banner there has been a difference.

VIII. Adjournment

Greg Harris motioned to adjourn the meeting. Niqui Young-Pringle-Brown seconded the motion. The motion carried, and the meeting ended at 5:32 p.m.



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