

## Faculty Council Standing Committee Report

**Committee:** Workforce Committee

**Co-Chairs:** Tonya McMillion and Karina Taylor

**Reporting Period:** October 2025

### Summary of committee's work since its last report to Faculty Council:

Collin College Workforce Faculty Council Meeting Summary - October 10, 2025

Attendees:

- **Karina Taylor** – Vet Tech (Wylie Campus)
- **Leslie Teal** – EMS (McKinney Campus)
- **Tonya McMillion** – Video Production (Frisco Campus)
- **Nadia Bilal** – Cybersecurity (Frisco Campus)
- **Tammy Bennett** – Construction Safety (Technical Campus)
- **George Malone** – Fire Science (Public Safety Training Center)
- **Bill Kukula** – Real Estate (Frisco Campus)
- **Gage Waggoner** – Paralegal (Plano Campus)
- **Ann Cervantez** – Computer Applications (Frisco Campus)
- **Mike, and Landon,(Guests)** – Representing Welding/Workforce Leadership

### Main Discussion Topics

#### 1. Discipline Lead Pay and Course Release Confusion

- Multiple new discipline leads reported inconsistencies in compensation (some contracts listed different pay rates).
- Previously, discipline leads received ~\$3,500 per year.
- Now, they receive **\$2,000 + one course release**.
- Faculty questioned:
  - Can they still earn overload pay during a release semester?
  - How many overloads are allowed when a release is granted?
  - How this applies to workforce faculty who have 3-class full loads (2 after release).
  - How does this impact faculty who teach 96 contact hours?
- There is no consistent communication between deans and associate deans, with some giving conflicting information.

---

#### 2. District-Wide Scheduling (DWS) Issues

- Workforce faculty are often scheduled in classrooms without the necessary software or equipment.
- Animation, Game Art, and video production require specific software; assigning generic classrooms makes teaching impossible.
- DWS decisions sometimes overlook program-specific needs (e.g., Fire Science and EMS must adhere to state-mandated schedules that conflict with standard academic calendars).
- Course Issue Examples: courses rescheduled from 4-hour to 5-hour blocks, new meeting patterns that disrupt workflows, or false “conflict” flags in Workday for Fire Science academies.

---

### 3. Faculty Ranking and Promotion Barriers

- Workforce faculty feel it’s difficult to reach the full professor rank as a workforce professor.
- Criteria heavily favor academic disciplines (research, publications, peer-reviewed conferences).
- Workforce faculty often attend industry certifications, trainings, and competitions (e.g., SkillsUSA) — none of which are valued equally.
- COE (Council on Excellence) evaluators often misunderstand or dismiss workforce activities as “non-academic.”
  - Suggestion: Create a separate COE or subcommittee dedicated to workforce evaluation.

---

### 4. Annual Appraisals & Professional Development Funding

- Workforce faculty are frustrated with the academic-style appraisal format that doesn’t reflect industry practice or applied teaching roles.
- Professional development (COE) funding is inconsistently approved:
  - Industry certifications (such as Welding CWI, EMS, Real Estate, and Fire Science) are often rejected as “not academic.”
  - Approvals depend on a few individuals (not the full COE).
- Landon (Welding) noted that welding certification training is routinely rejected, even though it’s essential to maintaining program accreditation.
- Some programs (e.g., Fire, EMS, Paralegal, Construction Safety) cannot legally operate without these certifications.

---

### Additional Concerns Raised

- Accreditation and External Approvals:

- Several departments (Paralegal, EMS, Fire, Vet Tech) must submit massive state or national reports every few years — often hundreds of hours of work with no recognition or compensation.
- Faculty also handle advisory boards, job placement efforts, and industry partnerships—roles that are not typically mirrored in academic programs.
- **Workload and Scheduling Conflicts:**
  - Faculty teaching 8-hour days, four days a week, struggle to meet committee and ranking requirements.
  - Webinars and virtual training don't count for rank credit, despite being the only practical PD format for workforce instructors.
- **Funding Transparency:**
  - Faculty questioned whether the college truly allocates \$2,000 per full-time faculty member as advertised for COE PD funds.
  - Concern that the funds are pooled and selectively distributed — not equitably.

---

## Proposed Solutions and Next Steps

1. **Collective Presentation to COE**
  - The faculty agreed to organize and present a unified workforce report to the COE.
  - Include examples of discipline-specific duties, PD requirements, and accreditation workloads.
  - Aim to educate COE on workforce realities.
2. **Escalate Concerns if Needed**
  - If COE is unresponsive, escalate to **Regina Hughes (faculty leadership)** and **COE Chair Diana Gingo**.
3. **Push for Representation**
  - Ensure Workforce faculty are proportionally represented on COE.
  - Request that workforce members be consulted before rejecting PD funding requests.
4. **Explore the Creation of the “Council of Workforce Excellence (CWE)”**
  - A parallel structure dedicated to workforce development, professional standards, and fair funding approval.
5. **Document Everything**
  - Landon is compiling spend authorizations and rejected PD requests as evidence.
  - May be used as supporting documentation for policy review or future faculty council proposals.

- Faculty across multiple campuses and disciplines share a deep frustration with administrative systems that are not designed for workforce education.
- There is a united desire to advocate collectively rather than as individual departments.
- The tone was professional but candid — full of realism and constructive frustration.
- There is a general consensus that the college needs a separate recognition and support structure for workforce faculty.

The meeting was collaborative and forward-looking. Participants shared experiences across campuses, compared processes, and discussed ways to refine communication and recognition of workforce-specific work. The conversation remained constructive and centered on improving clarity, coordination, and consistency as the new academic year approached.

**Action items completed since last report to Faculty Council:** See above

**Members who have been contributing to the work of the committee since the last report to Faculty Council:** See above

**Actions items that are still pending, ongoing subcommittee work, etc.:** See above