

JSCC Faculty Council Meeting Minutes—September 16th, 2009

The Faculty Council met Wednesday, September 16th at 3:00 p.m. in the Foundation Board Room of the Student Union.

Present: Mark Walls, Claude Bailey, Jayne Lowery, Stacy Dunevant, Gerald Graddy, Carol Norman, Nell Senter, Roger James, Steve Cornelison, Deron Hines, John Koons, Kim White, Amy Wake, Mechel Camp, Donna Johnsey, Belinda Higgins, and guests Pam Xanthopoulos, Jennifer Cherry, and Diana Fordham.

Chair Camp acknowledged and welcomed new at-large Council representatives Belinda Higgins and Donna Johnsey.

AGENDA ITEMS

1. Guest Discussions

A. Bob Raines—Honors Program

Bob Raines addressed the status of the Honors Program, explaining that four years ago the languishing program had been revitalized, growing from just one to sixty students, but that last year it had suffered a key blow when its financial support as an earned-credit program was cut. However, the Honors Committee now is working to redesign and re-implement the program because all students and faculty deserve the enriched experience honors work adds to learning and to teaching. He hopes for a draft proposal by mid-November that the Council could approve by December for spring, 2010 implementation.

He noted that the committee would appreciate Council input as it collects information and program models from other Tennessee institutions. With the changes last year, there would be no extra credit available to students, but students would agree to a contract for extra work, and transcripts could distinguish course work as honors-related. He noted that the program could include an application system for honors study, honors course designations in the catalog, priority registrations for honors students, and perhaps a special one-hour cross-disciplinary special topics course faculty might team-teach. He expressed hope that the college would fund a JSCC representative to the conference of the National Collegiate Honors Council, October 29th-November 1st in Washington, D.C.

B. Jennifer Cherry, Curriculum and Adjunct Coordinator:

Jennifer Cherry was asked about the credentials for DSP contingent faculty and whether JSCC was insuring these credentials were met. She cited SACS' Comprehensive Standard 3.7.1.C which sets credentials for “[f]aculty teaching associate degree courses

not designed for transfer to the baccalaureate degree . . . [as a] bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline." She stated that no JSCC DSP instructors this semester had less than a bachelor's degree, however. She explained her role in the hiring process. She receives adjuncts' application materials, confirms their credentials and any experience that might qualify them for teaching, highlights key aspects of their application packages and prepares the packages for deans or assistant deans to review. If they agree the applicants would be effective DSP teachers, these administrators then pursue the hiring process.

C. Diana Fordham, Assistant Dean of Arts:

Diana Fordham addressed questions about (1) adjunct faculty loads and (2) concerns for JSCC's use of persons without college teaching credentials as college "secondary teachers" "facilitating" content in online dual-enrollment classes.

1. Adjunct Faculty Loads:

Diana Fordham explained that TBR limits for adjunct loads traditionally have been viewed as 9 hours in the fall and 6 in the spring for 15 hours, but that the limit is 18 hours now combined over the fall and spring. Summer teaching, she reminded the Council, is separate. She noted that Frank Dodson could override this policy, as well. The Council asked how JSCC controlled these hours for faculty teaching in multiple institutions. Fordham explained that employees at other state schools teaching for JSCC were required to identify this on an Outside Employment Form. Dual-service contracts are developed for these adjuncts. Teaching and work, then, are tracked consistently for state employees. However, adjunct teachers who are not full-time state employees do not identify specific teaching loads at private colleges or any other commercial work unless they happen to note it somehow on their applications. Non-state teaching or employment of adjuncts not employed by the state, then, is not tracked as it is for state teaching loads or other work by state employees.

The Council asked about JSCC staff teaching classes as adjunct faculty during work hours. Jennifer Cherry stated that would be "double-dipping" unless they taught for free or used flex time arrangements approved by their supervisor. The Council was aware of cases in which staff were paid for teaching during work hours. Cherry emphasized that the practice was not permitted and suggested that Frank Dodson should be made aware of such cases.

The Council also had concerns that staff were teaching multiple course sections but that faculty could teach only one overload section in the Sciences area and that faculty in Arts could teach none. Fordham explained that paying overloads at the associate professor level cost \$2,342.00 per course (\$1900.00 + 7.5% + 13.5% retirement) which was \$731.00 more than adjunct pay. Fordham said that due to finances this semester, there were no overloads in the Arts area, but it doesn't mean there won't be in the future. In the Sciences area, overloads were granted to faculty because of the difficulty locating

adjunct professors for Sciences area courses. She noted a TBR policy that faculty could not teach at adjunct rates for their own institution, even if they were willing to do so.

2. Roles of Persons Without College Teaching Credentials in JSCC Classes:

Noting the growth of dual enrollment courses over the last three years (from 65 students to 700), Fordham acknowledged this fall there was a larger demand for these courses than there were “live bodies with credentials to put in the high schools.” She also emphasized that dual enrollment courses will be a “bread and butter” aspect of JSCC’s operations in coming years, especially if the University of Memphis moves into the Jackson area. She noted JSCC’s commitment to the area market for these classes and stressed that if JSCC doesn’t do what it must to keep market share, we will lose it and “won’t get the market back” as other schools like Freed-Hardeman, Bethel, and UTM take it over.

She noted a new SACS standard that she believes enables persons without college teaching credentials to present or “facilitate” college courses accessed online and to grade course work with rubrics IF a credentialed teacher develops the content and the rubrics. Following the Council meeting, she forwarded to the Council SACS’ “Best Practices for Electronically Offered Degree and Certificate Programs” (<http://www.sacscoc.org/pdf/commadap.pdf>). The document’s item 2.B, below, addresses the matter of teacher credentialing for online programs or courses:

Academically qualified persons participate fully in the decisions concerning program curricula and program oversight. It is recognized that traditional faculty roles may be unbundled and/or supplemented as electronically offered programs are developed and presented, but the substance of the program, including its presentation, management, and assessment are the responsibility of people with appropriate academic qualifications.

The Council was concerned that those “presenting” or “facilitating” the course material actually *were* “teaching” it. Diana Fordham emphasized her view, though, that the credentialed content developer was controlling or teaching the class, not the un-credentialed presenter of content.

Fordham explained that this is now the model in Tennessee, that Walters State and Pellissippi State Community Colleges were using this approach. She noted that unless JSCC delivered and staffed its dual-enrollment courses this way, JSCC full-time faculty would be required to travel to local high schools to present dual-enrollment courses, and that the administration wanted neither to pay exorbitant travel claims to faculty nor to stretch the limited resources of full-time faculty in this manner. She noted the example of a Composition I class that had suddenly been developed the week of fall in-service to cover the lack of a credentialed college teacher in a local high school. She suggested that this approach would enable JSCC to take one credentialed full-time faculty member who develops course content and “multiply” him or her to cover several courses through “content presenters” who are not necessarily credentialed for college instruction. Fordham stressed that this approach “can be done and that it will be done,” emphasizing

JSCC's commitment to maintaining dual-enrollment contracts this way with area high schools.

The Council expressed the following concerns and questions:

- It is important for faculty to have conversations about this approach rather than to be abruptly presented with surprise requirements. How will faculty keep true to academic standards and do this too?

Fordham emphasized that administrators, too, cared that JSCC's academic reputation was the best it could be. She noted that this approach had been a temporary solution to a surprise problem staffing a few fall dual-enrollment classes, but that now we must design the approach to "make it work."

- Initially, some faculty understood this approach to staffing classes was a temporary "band-aid" solution to a one-time emergency. That's not the case, then?

No. Fordham reiterated that currently JSCC was doing this in four high schools, and that, "it is a model now all over Tennessee."

- High schools are "dictating" to JSCC and influencing, detrimentally, how we design our programs, "because they can." Why can't dual-enrollment students be "mainstreamed" with other college online students?
- The sort of class "text" determines the use of a credentialed teacher or a non-credentialed teacher? How is the difference between a printed textbook and an electronic course "shell," with content, a rationale for putting college classes in the hands of teachers or "presenters" without college teaching credentials?

Fordham replied that the content is controlled by someone who does have college teaching credentials. Fordham emphasized that current online instructional technology enables this to be a legitimate approach. She referenced her own history course as an example of online content a teacher without college teaching credentials could present to a college class. She agreed to make her course available to the Council and to demonstrate how it is possible to regard just the content developer as the genuine "teacher."

- This is a curriculum design issue, and it is appropriate to discuss it first with faculty before implementing it. When was this ever discussed with faculty?

Fordham reiterated that this approach to staffing all came about "since the start of school, as an emergency staffing problem." As it exists right now, the approach is a "band-aid." However, we [faculty] are discussing this now, and for future implementation of this approach there will be compensation. She noted that a Composition II course shell was not yet developed.

- What would prevent JSCC from using “facilitators” without college credentials in regular online classes? Could this approach spread to every online college course JSCC offers?

Fordham explained that nothing would prevent this, though she would not want to see that happen. She raised the different issue of the Distance Education committee needing to do the work to start “driving” who would actually do the designing and who would do the teaching of JSCC’s online materials and courses.

- If course content is “facilitated” or “presented” or otherwise “mediated” by someone without a deep knowledge of the subject, how can faculty be certain college-level standards can be maintained? The integrity of a college course cannot be maintained without the professional discipline experience and perspective associated with college-teaching credentials.

Fordham reiterated that she would make her history course shell available for faculty to examine.

Following the Council meeting, concerns were expressed that Item 2b of SACS’ “Best Practices for Electronically Offered Degree and Certificate Programs” did not offer a basis for hiring persons without college teaching credentials to present college material in an online format to college students. Concerns, rather, were that Item 2b specifically reserved the “presentation, management, and assessment” of a program’s courses—“the substance of a program”— as “the responsibility of people with appropriate academic qualifications.”

2. Approval of the Minutes

The 09-25-09 Council meeting minutes were approved with the correction that 12-month faculty could apply their four hours of night office service flexibly, at any time, to their on-campus required hours.

3. Constitutional Changes to the Faculty Council

Nell Senter reported that the Council sub-committee formed to study Council constitution changes had met. They are working on whether one Council representative for every seven full-time faculty (the “Rule of 7” ratio) would continue to work if representatives came from discipline areas roughly parallel to the old department categories. At the next Council meeting, a proposal would be offered to the Council. The sub-committee also is looking at issues for revision in the 2005 *Handbook*.

4. Committee on Committees

The Council accepted Danya McMurtrey, Gerald Graddy, Mary Jo Boehms, John Koons, Carol Norman and Kim Cotter as volunteer candidates for a Committee on Committees that

Beth Stewart soon would be organizing. Amy Wake agreed to recruit two volunteers from among the Nursing area, and later submitted Joy Boyd's and Dee Jones' names.

Mark Walls agreed to replace Gerald Graddy as the Council's representative on the Developmental Studies Committee, and the Council agreed that Becca Rhea would be asked to serve as the Council's designated representative on the Learning Resources Committee.

5. Liaisons for Improved Communication

Chair Camp described an approach using designated Council liaisons from the Council to research and to communicate issues to diverse areas of the institution. Discussion of ways to enable wider communication on topics followed, including the use of list-serves and J-Web groups to facilitate Council and general faculty discussions beyond the limits of a Council meeting. Camp and others noted the sorts of concerns these liaisons might pursue with the authority of the Council to support their inquiries: the inadequacy of the recent retiree reception, difficulties with holding registration through the first week of school, problems with textbook availability, and complications of late student enrollment. Donna Johnsey agreed to talk with the bookstore about problems with book availability. Mechel Camp reminded the Council of the meeting on advising Wednesday, September 23rd.

6. Faculty Handbook Revisions

Mechel Camp briefed Council representatives on her summary of August 28th and September 9th, 2009 meetings with the VPAA, the deans, assistant deans, and the Director of Assessment regarding the Council's sub-committee response in June, 2009 to proposed changes to the *JSCC Faculty Handbook*. Her summary identified what, from the June response, was accepted, modified, or rejected in the meetings. Highlighted items in her summary reflected June sub-committee suggestions that were not accepted or that were changed in the recent meetings. Items not highlighted in her summary were accepted.

The following motion was made, seconded, discussed, and approved:

The Council will distribute to all faculty Mechel Camp's summary of 08-28-09 and 09-09-09 meetings, the Council sub-committee's June 23rd 2009 response to the VPAA, and the VPAA's April 10th, 2009 proposal for changes to the JSCC Faculty Handbook. Faculty will be asked to send, within five days, any concerns or questions to their Council representatives regarding the VPAA's acceptance, rejection, or modification of the June 23rd, 2009 counter-proposals.

The meeting adjourned at 5:00 p.m. Next meeting: October 14th at 3:00 in the Foundation Board Room.

Mark E. Walls, Secretary

Mechel Camp, Chair