

**Roane State Community College**  
**Faculty Senate Minutes**  
**April 8, 2022**  
**Oak Ridge Campus**  
**City Room**

Attendees:

April Insko, President	Melanie Hildebrandt	Jill Landenberger, visitor
Jala Daniel, Vice President	Stefanie Holmes	Gabriel McAteer, visitor
Deborah Miles, Past President	Elizabeth Lewis	Heather Doncaster, visitor
Monica Boles, Secretary	Teresa Manis	
David Blevins, Parliamentarian	Jillian Miller	
John Brown, TBR Faculty Sub-Council Representative	Jimmy Miller	
Krysten Anderson	Vickie Pierce	
Turner Bowling	Pamela Siergiej	
Jessica Dalton-Carriger	Ted Stryk	
Gary Gravely	Elizabeth Weaver	

- I. Establish Quorum at 2:00 pm
- II. Approve March 18, 2022 Faculty Senate Minutes
  - A. Motion made to approve the March 18 Faculty Senate Minutes. The motion received a second and passed unanimously.
- III. TBR Faculty Sub-Council Update
  - A. Next meeting April 22
  - B. Dr. Thomas Ray Sewell from Walters State was hired for the Associate Vice Chancellor for Academic Innovation position
- IV. Vice President's Report – Jala Daniel
  - A. The 3 finalists for the Sarah Ellen Benroth Award for Outstanding Teaching was sent to Cathy Smith on April 12, 2022
  - B. Remember that an Adjunct Faculty Committee will be established for the 2022-2023 academic year. **(See Appendix 1 for details)**
  - C. A motion was made to change the wording of the Sarah Ellen Benroth policies and procedures to state that an *average* of 9 hours instead of a *minimum* of 9 hours is required for nomination. The motion received a second and passed unanimously.
- V. President's Report
  - A. Old Business
    1. Follow through on administrative support for FS Resolutions
      - a. Faculty Workload and Compensation – Ongoing
    2. Suggestions for Future Workgroups **(See Appendix 2 for survey results)**
      - a. Final Exam schedule – Update from Elizabeth Kitts
      - b. The suggestions were sent to Dr. Ward.
    3. Policy Reviews

- a. Tenure and Promotion Policy – Ongoing
4. Library Representative – Update from Elizabeth Weaver
  - a. This was sent to TBR.
5. Academic Misconduct Agreement
  - a. Online options – update from Turner Bowling
    - i. Turner spoke to Dr. Ward about an electronic version of this. Dr. Ward had the following questions and expressed concern about giving students one more task to complete for admission:
      1. Who will be responsible for this new requirement?
      2. Where will this form be housed?
      3. Would this be visible in Degree Works?
      4. Would this prevent students from registering for classes?
      5. Is this something that we should be having a face-to-face conversation with students about?
    - ii. Turner Bowling has agreed to take the lead on investigating how other schools are managing this.
    - iii. The Academic Misconduct Committee will decide if it is acceptable to use a quiz in Momentum to serve as “signing” the agreement.
6. Committee for document submission timeline/policy revision protocol – Elizabeth Weaver
  - a. No update from Elizabeth on this.
  - b. April met with Dr. Whaley, Karen Brunner, and Dr. Ward regarding the procedure. She was informed that they already have a form similar to what we presented. The difference is that our form includes priority level and a timeline. April will get the form to review. The Administration will add the requested information to the emails that they send in regards to the policy revisions. They have no problem providing the information we have requested.
7. Student completion rates – Elizabeth Weaver
  - a. This is ongoing. Elizabeth will be meeting with additional Faculty to determine the data needs.
8. Testing Center proctors
  - a. Communication seems to be the main issue here. Deans should request this information from faculty. Faculty should communicate this with their Dean up front.
9. Form E - Update
  - a. April spoke with Abby Schoolfield and she met with Dr. Ward. The Promotion and Tenure Committee made the decision to have a face-to-face meetings for the Form Es this past year. The Promotion and Tenure Committee would need to review this again in the Fall of 2022.
  - b. A comment was made that Form Es need to be adjusted. This question was posed: How can we accurately evaluate someone that we don't know? A suggestion was made that maybe portfolio shells in Momentum can be made available upon employment. This would give a space for new faculty to be able to upload documents for their peer review group to see. This way if you don't know the person, you can at least see what they have been doing. We should ensure that the categories in Momentum align with the portfolio requirements. April Insko and David Blevins will review this process and bring information back in the fall.
10. Divisive Concepts in Higher Education

- a. This bill was signed into law on April 8, 2022.
- b. In answer to the question posed during our last meeting, if a faculty member is sued, will the college support the faculty member? The State attorney general's office would appointment someone to represent the faculty member.
- c. Here is a link to an article, "Questioning a Questionnaire" discussing a Florida, state-mandated survey on the climate for college viewpoint diversity.  
[https://www.insidehighered.com/news/2022/04/05/florida-union-urges-nonparticipation-ideological-survey?utm\\_source=Inside+Higher+Ed&utm\\_campaign=529a41586d-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fbc04421-529a41586d-233882933&mc\\_cid=529a41586d&mc\\_eid=ea5aa50653](https://www.insidehighered.com/news/2022/04/05/florida-union-urges-nonparticipation-ideological-survey?utm_source=Inside+Higher+Ed&utm_campaign=529a41586d-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fbc04421-529a41586d-233882933&mc_cid=529a41586d&mc_eid=ea5aa50653)

## B. New Business

1. Introduction of 2022 – 2023 Faculty Senate President & Vice-President
  - a. April Insko - President
  - b. Jala Daniel - Vice-President
2. Confirmation of President-Elect's Nomination for Secretary and Parliamentarian
  - a. David Blevins - nominated for Parliamentarian. Confirmed by voice vote of acclamation.
  - b. Krysten Anderson - nominated for Secretary. Confirmed by a voice vote of acclamation.
3. Nominations & Election of TBR Faculty Sub-Council Representative
  - a. John Brown was nominated to continue as TBR Faculty Sub-Council Representative. Confirmed by voice vote of acclamation.
4. Dr. Arthur Lee
  - a. Faculty Senate will provide a memorial for Dr. Arthur Lee. Elizabeth Weaver, Jessica Dalton-Carriger, and Sylvia Pastor will head this up. They will work with Tamsin Miller on this.
5. Simple Syllabus
  - a. Gen Ed audit recommended that we use some syllabus software.
  - b. Concern was raised by some faculty members who are currently using the Simple Syllabus software with TN eCampus. They expressed that the product has been problematic and buggy.
  - c. Faculty Senate has discussed this and it is not something that we want to pursue at this time.
6. Class
  - a. This is a new software product that is similar to Zoom. The claim is that faculty can be more interactive with their students with this software.
  - b. We are encouraged to check this product out if we are interested.
7. The Roane State Foundation is trying to bring awareness to scholarships that are available to students. A suggestion was made that we add this to the optional section of the syllabus template. This might be a good place to bring awareness to other college sponsored resources available to help students.

## Appendix 1 (From Faculty Senate Constitution)

### I.

#### A. Adjunct Faculty Committee

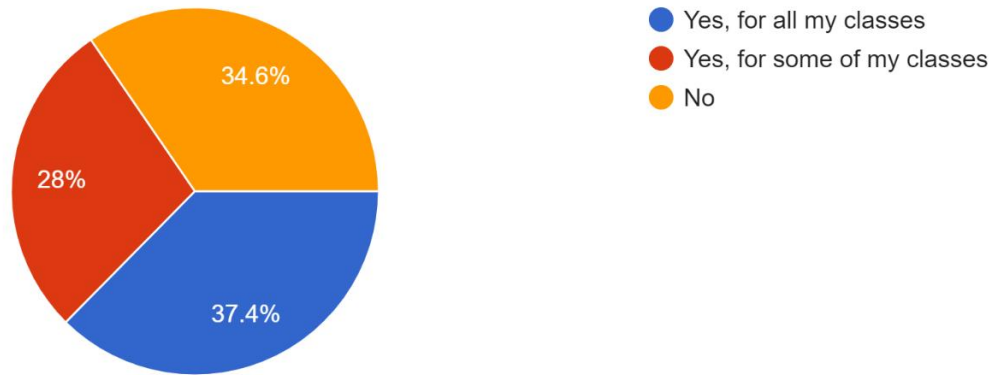
1. Part-time faculty members, also deemed adjunct faculty, shall be represented by a standing Adjunct Faculty Committee established within the Faculty Senate. This committee will serve to embody the professional and academic interests of the adjunct faculty at Roane State Community College. This includes recommending policy and practices regarding the recruitment, employment, orientation, support, and development of adjunct faculty at the college.
2. Representatives shall be selected according to the following criteria:
  - a. During the college's fall adjunct in-service meeting, information will be distributed to all adjunct faculty regarding Senate representation. Additionally, an email communication via the adjunct faculty listing regarding Senate representation will be sent the first week of classes in August. Interested adjunct faculty will be encouraged to contact their division Dean or a Senator within their division.
  - b. On a volunteer basis, the division may accept up to 5 adjunct faculty representative nominations.
  - c. The Adjunct Faculty Committee will consist of 1 adjunct faculty representative per academic division, voted in by the faculty of that division.
  - d. The adjunct faculty representative is expected to serve for 1 academic year.
  - e. To be eligible, members of the Adjunct Faculty Committee must be teaching within the current regular semester (fall or spring) and must have taught at least 1 course per semester within the previous two academic years.
  - f. In the event an adjunct faculty representative is unable to serve the remainder of an academic year or is not employed at the college in a subsequent semester, nominations and elections will promptly take place within the semester of the vacancy according to listed criteria.
  - g. The Adjunct Faculty Committee is required to elect its own Chair from within its members.
  - h. The Chair will serve as the voting member for the Adjunct Faculty Committee. Non-chair adjunct faculty members do not have voting rights.
  - i. The Chair of the Adjunct Faculty Committee as well elected adjunct faculty representatives are expected to attend all Faculty Senate meetings. Should the Chair of the Adjunct Faculty Committee be unable to attend, he/she should appoint a substitute from the adjunct committee to vote in his/her absence.

## Final Exam Schedule Change Survey, administered online to all full time and adjunct faculty 3/14 – 3/22/2022

107 responses (26.6% response rate based on 402-person mailing list)

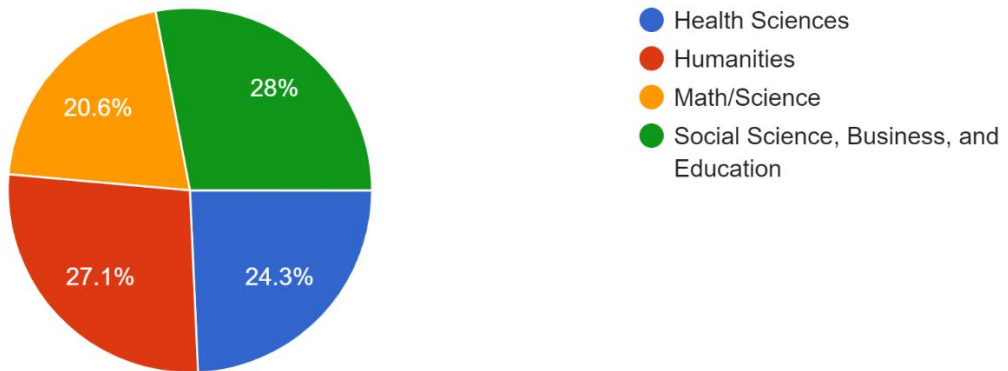
Do you administer any final exams during the scheduled final exam week?

107 responses



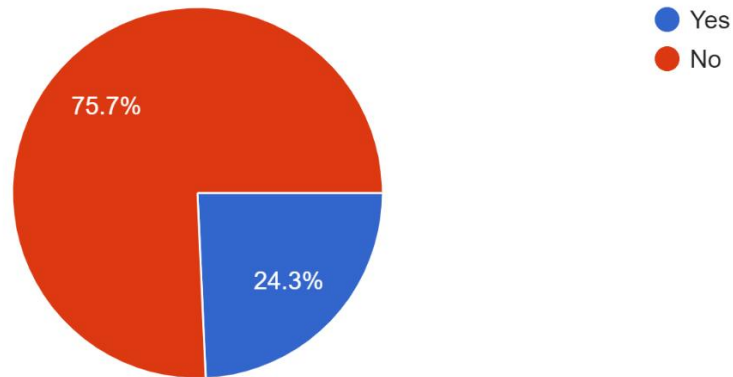
What division are you in?

107 responses



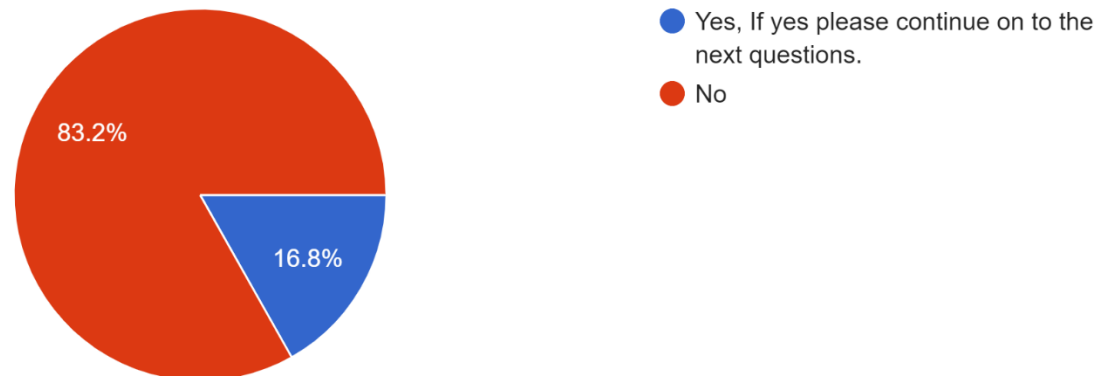
Do you teach for a closed program (ex. nursing program)?

107 responses



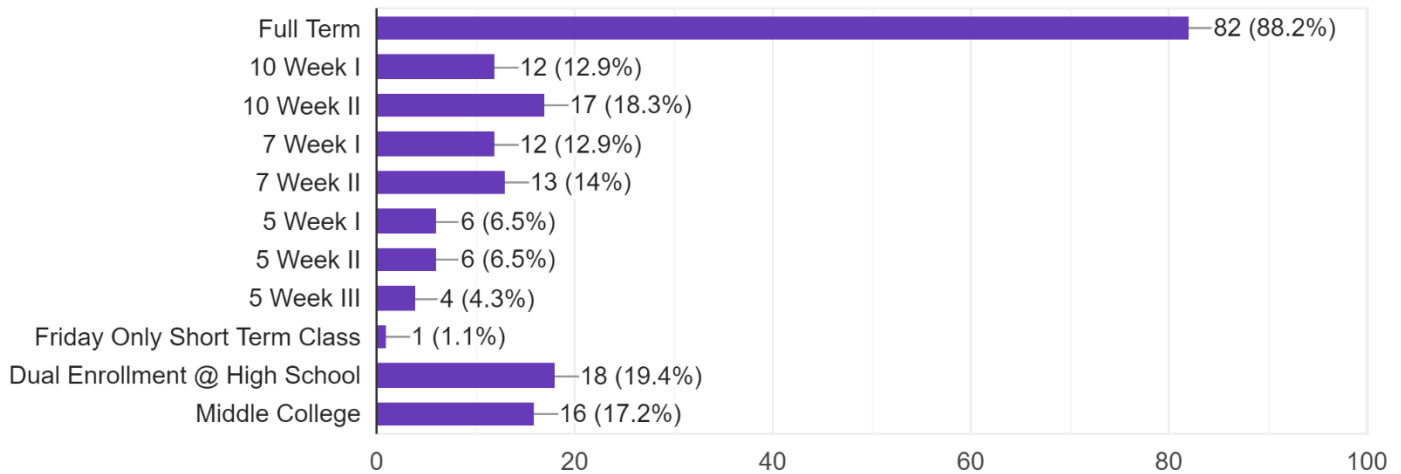
If you do not give a final exam during the designated final exam week is it because you teach an accelerated or night class?

107 responses



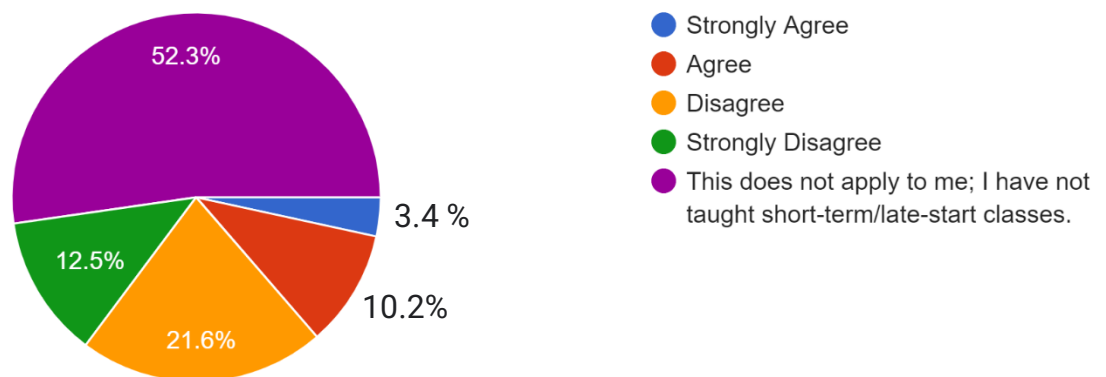
In a typical semester what type of classes do you teach? Select all that apply.

93 responses



By starting short-term/late-start classes earlier, thus allowing for more instructional days, these classes could be included in the final exam schedule. This change would apply to all short-term/late-start classes. If you have taught or currently teach short-term/late-start classes, to what extent do you agree that this would be a good solution? Please note that if late-start class schedules are changed it will affect all short-term schedules.

88 responses



- Agree/Strongly Agree: 12 responses
- Disagree/Strongly Disagree: 30 responses
- This does not apply to me: 46 responses

**Please list any pros and/or cons to potentially changing the schedule. (31 responses)**

- Accelerated courses are exactly that, accelerated. If you add more instructional days, how many? a few days? A week? While the workload is heavy for the student, it is their choice to take such a course.
- Changing the final exam schedule could help late start classes or Friday only classes. However, it may cause confusion for normal full-term class schedules. I'm not sure about starting late-start classes earlier. If they start early, what's the point of calling them "late-start"? We have late-start classes to accommodate students who, for various reasons, can't take a full-term class.
- I like the course schedule as is, if we change the course start dates for short term, that might be confusing for students to have classes beginning at different times. Also, that is the point of having short term classes.
- I may not be understanding the suggested change and its intended consequences correctly, but I have not encountered issues with simply giving the final exam on the final day of the early-start course. Being a part of the final exam schedule has not been a scheduling hang-up for me, nor has it deeply affected my course content. I think, however, that having more instructional days would be lovely, of course. On the other hand, I'm not sure disrupting the duration/schedules of all of these classes for the sake of getting a final exam slot is worth it.
- Presumably, this will be for subsequent rather than current term. BTW, not shown on survey above is choice to use Exam day for make up day. Thanks for your efforts to gain more complete understanding.
- pro - all classes would have a scheduled final exam period, con - more complicated scheduling than now
- Pro: It would be easier for students to accommodate work schedules. Pro: It would prevent scheduling conflicts for both students and faculty (e.g. being scheduled in Harriman from 10a-12a and Oak Ridge from 12p-2p for finals - no drive time accounted for).
- Sorry. I do not understand. How could our 3 back to back 5 week classes in MGT start early. Also do not understand this question. " By starting short-term/late-start classes earlier, thus allowing for more instructional days, these classes could be included in the final exam schedule. This change would apply to all short-term/late-start classes. If you



have taught or currently teach short-term/late-start classes, to what extent do you agree that this would be a good solution? Please note that if late-start class schedules are changed it will affect all short-term schedules.”

- We don't need to follow the "final exam week" model for these accelerated classes. Students may find that to be quite puzzling and against the idea of taking an accelerated class. We need to be more progressive in our thinking on these types of classes. They are a good thing and are their own model. Students like them.
- The system currently in place seems to work very well for both students and instructors.
- I teach full term courses and sometimes weekly courses. I don't see any issues in having a set date for final exam. For some sections, like Friday or Saturday, the date of the final exam can be left to the instructor. However, it should be allowed to be included in the syllabus that there will be a final exam during the final exam period. Date will be TBA.
- The finals are essential for the academic process. The finals week is important to wrap things up with projects and makeups as well as exams. We have always relied on the final exam period because it works. If it isn't broken, don't fix it in this case makes the most sense to the academic process.
- I honestly have no dog in this fight (I'm sorry). For me, the schedule is good now.
- Our Final Exam in NRS 1620 Med-Surg I takes the student 3 hours. This time slot is not provided for our testing needs.
- I requested my 7 wk course change to 10 wk. it's an unreasonable expectation for students to absorb 2 chapters in a 3 hour class for 7 wks. An extension will allow us to properly cover the content and allow them an opportunity to absorb, retain and reflect on the material. Learning occurs during our class discussions as opposed to textbook regurgitation.
- 5 week back to back MGT classes would be adversely effected. The schedule is best left as it is. David Rath
- It's really just the short turn around between the last day of class and when grades are due. Giving a final during the final exam period makes things even more of a scramble to grade everything in time. Term papers alone take 40 hrs to grade on top of every day duties.
- CON- more competition for limited room space. It is already a feeding frenzy to make sure you have a room to test in. During my final last year, we had to call security to open the nursing lab to take a final due to another class having swiped my classroom.
- It would not make sense to have finals for the first 5-week term during finals week.

- I'm not sure of either pro or con, but I would like to use a short-term window to teach intro to science for my certificate program. Probably unhelpful.
- since my late start class ends on the last day of classes I just change the day my course closes and I give my final exam during final exam week.
- All I want is an extension for our final grade submission. There's no good reason why we shouldn't be able to submit final grades on the Monday after finals. Other schools have done this for years and TBR seems fine with it, so it appears someone at RS is just being stubborn.
- I utilize the Final Exam week for each of my classes and my Final Exams are structured for a 2-hour time slot. I hope that the Final Exam schedule is not altered to meet the requests of a few faculty members causing a disruption for the majority. Any changes should be voted on by the entire faculty. This should not be a case of "the squeaky wheel gets the grease". I agree that faculty members teaching night classes should be allowed to have Final Exams. This could be accomplished without changing the current scheduling of Final Exams. Thursday already has times built-in to resolve conflicts.
- Reason for not scheduling test during finals week. Some of my students in the past are still taking Gen ED courses and those test are sometimes scheduled during finals week. In the past some of these scheduled time are during our class scheduled times, therefore, it is easier for me to schedule my finals during the last week of class.
- I give my final on the last day of class. Changing the schedule will not change when I administer the final.
- The schedule currently doesn't accommodate all classes
- As a behavioral sciences instructor, my finals are often papers/presentations. They are always due the final night of that class so coinciding with test week is not of a particular concern to me.
- The only con that I see in making a change would be that the baby boomer faculty that should have retired 10 years ago, of which this college is so blessed in not having a short supply, will bitch incessantly about having to change the way that they have done something for all eternity. We all know that change is bad and might cause us to have to work a little harder, to which that generation is not accustomed. Maybe, just maybe, if tenure were to be abolished, and every faculty member held equally accountable for their lack of productivity, inability to do their jobs in the classroom, and constant sexual harassment of students, particularly female, the boomers wouldn't be an issue. Food for thought! Cheers

- The proposal could be written more clearly but it doesn't make sense as written. If you start a five-week class early, it's no longer a five-week class. Three six-week classes don't fit into the semester. This proposal needs a good bit of clarification before it would be palatable. Also, results to question 4 of this survey need to be tossed out because it is poorly worded. In order to be valid, answers to "If you do not give a final exam during the designated final exam week is it because you teach an accelerated or night class?" would have to include "does not apply." What is a person who does give a final exam during the designated final exam week supposed to answer? I can't leave it blank.
- None
- I would like to see evening/night classes have a scheduled exam period

**Additional comments received via email:**

If I understand the concern correctly the Contemporary Management Program will be affected if classes can not be held during final exam week. We have 3 back-to-back five week MGT classes currently scheduled on Thursday evening 5:30-9:30pm.

Unfortunately, there is no way to start these classes a week early. Our big selling point for these adult students is full time status (12 credit hours) with only one day a week classes. There are also Gen. Ed. classes offered for our students in this same fashion.

To accommodate these Math teachers wanting a 2 hour final during finals exam week they simply need to avoid 5:30pm or later final exams. Which they always have. This needs to be an added exception. Our MGT program is based on 5 week classes. There are only 15 Tuesdays/Wednesdays/Thursdays in a semester.

As our Senator please advocate on our behalf.