“Intellectuals don’t take anything at face value, so they’re often at their most effective when they uncover hidden problems that other people haven’t noticed. That is a kind of paranoia. There’s never a point when intellectuals think everything is resolved. There’s always a problem waiting to be revealed.”
(Steve Fuller, author of *The Intellectual*, quoted in Verbatim, Chronicle of Higher Education.)

Faculty Poll Sets Senate Agenda

Responding to the results of the faculty poll completed at the Fall Convocation Constituency meeting, the Faculty Senate met and formed committees to address identified concerns. The Senate decided to focus on key areas as part of the ongoing advocacy program of work. The following are the committees, chairs, members and objectives for 2005-6. All faculty members are invited to communicate their specific ideas, observations or concerns to the chair of each committee. Interim reports of committee progress will be presented to the faculty in January, 2006, and annual reports will be presented in May, 2006.

**Faculty Salary and Compensation Committee**
Cynthia De Riemer, Chair; Fred Ruffin, Katherine Lavato
Objective: To identify a survey methodology for collecting salary and compensation data for full time faculty and to analyze that data in terms of equity and fairness.

**Program Head Compensation Committee**
Ann Sullivan, Chair; Barbara Comfort, Jane Rosecrans
Objective: To survey JSRCC program heads to determine workload and duties performed both during the academic year and during off-contract periods, such as the summer; to determine if compensation received is equitable considering duties, number of faculty supervised, number of FTES, etc.
Dual Enrollment Committee
Jane Rosecrans, Chair; Bev Aronowitz, Donna Levy, George Flowers
Objective: To study selected issues regarding the management and staffing of dual enrollment courses and to communicate faculty concerns to the appropriate administrators using such means as forums, discussions, and position papers

Faculty Sick Leave Policy
Chair, Dreama Jennings
Objective: To review and clarify current policy related to leave and compensation including coverage for faculty absenteeism; methods for compensation for peer coverage; development of a substitute pool of faculty; exploration faculty needs related to leave and compensation

DTC Parking Policy
Chair, Judy Abell; Skip Bottom
Objective: To provide a point of communication for faculty regarding parking problems and concerns; to establish and maintain lines of communication with DTC parking lot manager and other administrators; to maintain a list of recommendations for improving DTC parking

JSRCC Senate Constitution and Bylaws Committee
Chair, Gwen Turbeville; Donna Levy, Cynthia De Riemer, Sharon Schimick, Ann Sullivan,
Objective: To recommend revisions of the Senate Constitution and Bylaws for approval by the full faculty

Hospitality Committee
Chair, Richard Groover
Objective: To welcome new faculty and to support the Senate’s hospitality needs at events and meetings

Other concerns which were noted on the polling form included testing center oversight; adjunct pay and welfare; college wide recycling; the state of student advising; distance learning standards and oversight; 12-month contracts for 12-month academic programs; retirement contributions for summer pay; and, hiring more full-time faculty. These concerns will be considered for Senate action as time, resources, and completion of other priorities allow.

Faculty Demographics Show Distinct Trends

Current demographics of JSRCC full-time faculty show notable trends. Selected data provide the following overview:
- Total full time faculty is 120
- Females are 52.5 % of all faculty
- 87.5% of faculty are White and 10.8% are Black
• 45.8% of the faculty have been with the College ten years or less
• 10% of the faculty earn $60,000 or more
• 65% of the faculty are over 50 years old
• 50% of the faculty hold the rank of Associate Professor or above

(Although demographic data were not available for adjunct faculty, the total number of adjuncts is currently approximately 600.) Complete data for full time faculty with comparisons with past years can be found at the Faculty Senate website.

Faculty Evaluation Taskforce
Report by Ann Sullivan

Last January, the faculty voted on and approved by a majority the new faculty evaluation plan. This plan is now available on Inside JSR at http://inside.jsr.vcc.edu/inside_hr/facultyeval/. The forms are linked to both this site and the forms page on Inside JSR. Since January, there have been days of confusion and days of worry about what is to be expected from the new plan. Ms. Polly White, upon request of the College, provided training on Performance Management, which helped teach both faculty and administrators how to write performance goals for the coming year. The Faculty Evaluation Taskforce realizes there is a need for more training. The Taskforce is planning one hour workshops on how to complete and use the new forms. Human Resources will offer training on how to prepare for promotions with a first workshop set for November 22. A second issue being discussed is what tool to use for student evaluations and how that tool should be administered. The taskforce will be working on this issue for the next several months. The status of fall student evaluations is uncertain at this time. Ideas for conducting the student evaluations are welcomed by the Taskforce.

Faculty Senate of Virginia Report
Prepared by Ann Sullivan, JSRCC Representative

The Faculty Senate of Virginia, FSVA, is a body that represents all faculty from institutions of higher education within the state. The representatives from the individual schools are usually the Faculty Senate president or their designee. The FSVA has several agenda items for the coming year including sponsoring the recent Gubernatorial Forum at VCU; Base Budge Adequacy (JSLARCC is presently estimating that the state is underfunding higher education by over $500 million); faculty competitiveness which includes benchmarking, salaries, retirement plans, tuition credit for dependent children, faculty leave, and domestic partner benefits; and finally, FSVA will sponsor a Higher Education Advocacy Day. In addition, SCHEV has been tasked with completing a textbook study prior to the beginning of the 2006 General Assembly session. A component of the study is to convene a meeting of stakeholders to “review and analyze the textbook purchasing policies of public institutions of higher education and develop and disseminate best practices for textbook purchasing.” A member of FSVA will be
present during this meeting and will represent the faculty voice. If you would like to know more about the FSVA, you can visit their webpage at http://www.fsva.vcu.edu/index.html.

News from Chancellor’s Advisory Council (CFAC)  
Prepared by Ann Sullivan, JSRCC Representative

CFAC is a council representing the faculty from each of the 23 community colleges in the state. The discussion in this council is centered on faculty issues that affect all the colleges. The first meeting of the academic year is October 27 & 28. Faculty wishing to submit items for discussion should send an email to asullivan@jsr.vccs.edu as soon as possible.

The Learning Environment: Accountability  
Prepared by Gwen Turbeville

The Learning Environment word of the month for October is “Accountability,” sponsored by the Faculty Senate. The plans for the month have been structured to target the students, faculty and classified staff at JSRCC. Because accountability is so important in our classrooms, the bulk of the activities will involve faculty.

Mr. John Rettig, head librarian at the University of Richmond, has agreed to address all interested persons on copyright issues. His talk is scheduled for Tuesday, October 18, 1-2:00 pm in the PRC Gallery. A question and answer session will follow his presentation.

The Faculty Senate is sponsoring a “virtual brown bag” lunch to swap tips and suggestions about controlling the student urge to cheat. All faculty members, full and part time, are encouraged to send their tips and suggestions to gturbeville@jsr.vccs.edu. The email should include your tip, your name and your discipline. The suggestions will be posted on the Faculty Senate webpage by discipline.

Lastly, EVERY instructor at JSRCC is being asked to spend 5-10 minutes of class time during the month of October to discuss the concept of “accountability—taking credit only for work that is yours.” If the entire faculty addresses the issue in each of their classes, students will hear that we are all united on this important Learning Environment principle.

CAMPUS BRIEFS

Were you aware that your JSRCC email is subject to Freedom of Information Act disclosure? The content of your email can be requested for review by anybody for
any reason at any time, within the guidelines of Virginia’s Freedom of Information statutes. In a recent article in the Chronicle of Higher Education (see “Paper Trail—An Angry Professor Uses a State Law to Get Colleagues’ Email Messages and Other Records, July 15, 2005), college email was accessed to litigate an employment decision. John Ambrose, Associate Vice President for Technology, stated that the College does a nightly (Monday through Friday) backup of our whole email system on tape, which is then archived and stored for 30 days. After that, deleted emails are unavailable. “However, if an individual user has deleted a message or deleted a sent message before the nightly backup, then there would be no record of it.” He goes on to offer sensible advice: “The fact that we don’t keep records of email messages past 30 days should not remove from employees the responsibility for appropriate use of email. The best advice is pretty simple. Don’t put anything in an email that you would not want others to see in writing.”

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Tim Brown, Vice President for Finance and Administration, has announced that the College will begin paying for Fall term overload credits in February. This is a departure from the previous policy which lumped both Fall and Spring term overload pay in a single check disbursed in May. The maximum amount of overload credits a faculty member can teach is now 10 credits total for Fall and Spring terms.

Five Questions for …………………………An Interview with Dr. Genene LeRosen, JSRCC Executive Vice President

Editor’s Note: This column’s Q & A format is designed to pose questions to campus leaders and constituents. If you have ideas about who should be interviewed for future issues and/or questions you would like asked, forward suggestions to Cderiemer@jsr.vccs.edu.

Q: As the College’s Chief Academic Officer, what do you see as your priorities in this position?

A: I think I need to back up and help the Senate and others understand what the designation of chief academic officer is. Due to our organizational structure, it has to reside in the person with overall responsibility, signature authority as far as the system office is concerned. The system doesn’t want to hear six voices. They want to hear one. This is particularly important for a multi campus institution. We have a hybrid structure here. We don’t have provosts; we have associate vps. Our associate vps are really vice presidents. So, although I have the signature authority for communication with the system office as chief academic officer, Dr. Smith really functionally plays that role here. When I first got here I saw myself as Dean of the College. I saw Dr. Smith’s role as Dean of the Faculty and Dr. Hollins as Dean of Students. We couldn’t call it deans because deans cannot report to deans. So we were trapped into this associate vp title. I only know of a couple of campuses that
have it. My role as chief academic officer is delegated in the internal workings of the institution to Dr. Smith. This is a better question for her. Her part of my unit is only one part of what I do—a huge part. But I also have student affairs, technology, accountability and an array of other issues. I hope this helps—as you know there is a name and then there is the function.

Q: Where do you see JSRCC’s greatest opportunities for growth in students, programs, etc.?

A: I think we have a great opportunity to grow health programs. That is one part of it. I often get pulled between our communities’ needs and our region’s needs. We are also regional when it comes to automotive. So there is an expectation that we step up in that arena. Whatever comes down the pike, we should be prepared to assist the region. I think we have unmet needs that we have yet to understand. I am not sure that all of our programs are meeting community needs. To me the heart of what we should be talking about is do our programs meet needs and are our student outcomes the very best. We are not there yet because we are still in a systemic, organizational, cultural understanding of change. At the heart of it is what we do in the classroom, how our employers see us and how our four year institutions see us.

Q: If we are competing for students in our current environment, who are most likely competitors and how will we respond to these competitive pressures?

A: I just saw a new office for the University of Phoenix on Broad St. What does this mean to us? They have become successful because of their delivery. I think they are pushing us to think differently as to how we deliver our instruction. I do not think our students are the same as who would be attracted to a University of Phoenix. A lot of first generation students or students who have little support from home, will not find (U. of Phoenix) to be the most successful avenue. But I do see others pushing us to think about seat time. Do we always have to start before Labor Day? What’s wrong with a 10 week or an 8 week course that starts later? What’s wrong with thinking about 50% time in class and 50% time out? So our biggest concern will be in responding to questions regarding how we deliver our courses.

Q: You have championed Professional Development and Renewal opportunities for faculty throughout your tenure here. What have you observed as the most positive result of this program?

A: There has been some wonderful research done here on what goes in to staff development. The generational pieces like what do you need when you are new and what you need to be renewed and what you need for closure and the chance to give back. What I see here is the willingness for people to step up and to provide their talents to develop a piece of the professional development without asking a lot in return. I see the need to give back. Since I have been faculty and know faculty pretty well, I think it remarkable and reaffirming that they want to give back. The
grant process is also fun and gives people a chance to test out their grant writing ability. It is a small program but it means a lot to individuals.

Q: In many institutions, your functional areas are separated, but in ours they are blended. Where do you see the strengths in the way our current organizational chart is organized? In your view, why is it working?

A: I can do that from the perspective from my experience in other places. The beauty of what you have here is a coherent group of faculty who report to one dean. You are not going to find that at other institutions. For example, at one institution I knew you had five deans of humanities. When I see what other large institutions struggle with, we are in a much better place. You can call a faculty meeting within your school in a very effective way. The things we take for granted here are huge hurdles at other institutions that have a different reporting structure. The weakness here is that we have mid-management issues, whether it is the need for assistant deans or associate deans because now we only have one (dean) per unit, that person can't be everywhere. We are starting to address that though we can't do it all at once.

**Gathered Wisdom: Faculty Focus**

*(Editor's Note: This regular column features interviews with JSRCC faculty. Your ideas and contributions are welcomed. Contact cderiemer@jsr.vccs.edu with questions, suggestions or news tips.)*

Within the JSRCC faculty ranks, the College is privileged to have the contributions of faculty members who have been recognized as distinguished scholars and teachers. Three such colleagues were asked to share their observations about their own strengths, what they valued about their work at the College and what they “wished” to see happen for the good of the College in the future. The questions were drawn from Appreciative Inquiry methodology, which seeks to tap into the positive perspective of organizational members in facilitating change. Their responses form an intriguing thread, a conduit from their distilled observations to how we all may want to configure our mutual futures.

The three faculty members who agreed to be interviewed for this article are as follows: Dr. Gayle Childers, Professor of Mathematics, 2005 SCHEV Outstanding Faculty Award, 29 years at JSRCC; Dr. Eric Hibbison, Professor of English, 1993 SCETC Cowan Award for Excellence in Teaching of English and Outstanding Faculty JSRCC Award, 32 years at JSRCC; and, Dr. Miles McCrimmon, 2005-07 Chancellor’s Commonwealth Professor and first recipient of JSRCC Academic Scholar Award, 2005, 13 years at JSRCC.

When asked about the contribution they valued the most during their tenure at the College, all identified a specific project, program or effort where their efforts
yielded tangible results for their students and colleagues. Given the long term employment of each interviewee, it is intriguing that none noted the grand total of their years as proof of contribution. All identified a specific instance where something new was created and students were well served. Whether designing a course of study for paraprofessionals or chairing a teaching network or fighting for the integrity of a core course, each of these faculty members saw both their own individual contribution and the interdependence of work with colleagues as key to achieving desired results.

Who better to ask about the core values of their College than those who have been honored as outstanding colleagues? Asked to identify the dominant values of JSRCC, responses echoed a common theme. One interviewee spoke of the sense of mission seen in peers. Another spoke about how much peers care for students. Still another saw a whole new focus on making everything better for both students and faculty.

The interviewees were asked to identify three “wishes” they would want for the College. In responding, their unique perspectives became most evident. Here is their Wish List:

- Tolerance for diversity—uniformity is seen as solidarity but that is a mistake, according to one interviewee—there are different ways of doing everything
- Greater flexibility so that planning adjusts to reality and acknowledges that “things happen”
- 70% of all courses taught by full time faculty
- JSRCC would become a bigger part of the community, seen as a place where school age kids would spend time here and the College would be seen as a shared, welcoming public space
- A seamless transition between high school, the community college and the four-year senior institutions
- More fully use the expertise of the very talented people already here—don’t call a consultant when you already have a resident expert
- Need for more innovation in how we offer classes, like a Weekend College
- Pay adjunct faculty more and make them a full-fledged part of the College

Among them, these three faculty members have 74 years of combined experience at JSRCC. It is clear from this list that these years have yielded a depth of care and a compassionate vision of what the College is and what it can be. Those we have recognized as exemplary can also show us how to also become exemplary.

What we’re reading

(Editor’s note: As a regular feature of the Senate Voice, a non-fiction book review discusses a selection of interest to the campus community. If you would like to submit a review or suggest a book to be reviewed, contact ederiemer@jsr.vccs.edu.)

The author and his team of researchers sought to answer the question whether there are companies which can move from long-term mediocrity to become outstanding, “great” companies able to sustain excellence over time. The book describes the exacting approach taken to study 28 businesses over a five year period to determine if indeed really “great” companies have common characteristics. Of the great companies identified, many are familiar names, such as Kroger, Scott Paper, Wells Fargo, Gillette and Fannie Mae.

Pouring over data and intensive interviews, the Collins’ team identified key factors in all of the good-to-great companies. Not all factors are easily applied to academic institutions; however, it is instructive to see what these great companies had to give priority to in order to create excellence. All had CEOs who had a long term and unshakable focus on the core business of the company involved. These CEOs were far from the dazzling, ego driven Donald Trump types, but were often seen as modest, self-effacing, diligent yet fanatically driven to get results.

With the right CEO in place, each good to great company then turned to the process of “getting the right people on the bus”. The selection of the right management team was paramount. With the right people on board, good to great companies set the stage to pursue their core business. They invoked the Stockdale Paradox, which is “to retain faith that you will prevail in the end, regardless of difficulty, and at the same time, confront the most brutal facts of your current reality, whatever they might be”. Good to great companies would endure the vagaries of stock prices and the pressures of investors to remain focused on their core business. Collins’ team also found that the role of technology was neither a primary cause of either greatness or decline.

In the book’s summary section, a question was posed: **How can you practice the discipline of the “right people on the bus and the wrong people off the bus” in situations where it is very hard to get the wrong people off the bus—such as academic institutions and government agencies?** Collins responds that in such institutions it will simply take more time—perhaps one or two decades. He counseled “gradually creating an environment where the wrong people felt increasingly uncomfortable and eventually retired or decided to go elsewhere” (p. 217) as a possible strategy.

Dr. Gary Rhodes, a fan of Collins’ book, responded to an email query that, “I believe in the principles of Jim Collins’ *Good to Great* book, especially the concept that if we can hire either “great” people or “good people who can grow into great” (and continuing with many great people who are already part of our college) then we can become a great college.”
The book is an informative read—complete with charts, graphs, chapter summaries, easy to understand explanations of the study’s principles. If you are wondering how Collins’ principles might apply to life at JSRCC, then this book will introduce you to the lingo and concepts. Now whether you are on the right or wrong bus? That is the question.

*The Senate Voice* welcomes questions, comments, observations, content ideas and reader contributions. Contact cderiemer@jsr.vccs.edu or call 523-5749.