

Rollins College

## Rollins Scholarship Online

---

Faculty Affairs Committee Minutes

College of Liberal Arts Minutes and Reports

---

11-3-2020

### **Minutes, Faculty Affairs Committee Meeting, Tuesday, November 3, 2020**

Faculty Affairs Committee

Follow this and additional works at: [https://scholarship.rollins.edu/as\\_fa](https://scholarship.rollins.edu/as_fa)

---

**Faculty Affairs Committee**  
**Agenda 4**  
**Meeting of November 3, 2020**  
**12:30 – 1:45**

**WebEx:** <https://rollins.webex.com/meet/ddavison>

- I. Call to Order
- II. Approval of Minutes
  - A. October 6, 2020
- III. New Business
  - A. Presentation regarding CIE race and gender results  
Guests: Provost Singer, Director of Institutional Analytics Meghal Parikh
  - B. Update regarding adding text box on CIEs (see below); guidance provided to evaluation committees regarding the impact of COVID on teaching evaluations
  - C. EC clarification regarding placement of “advising” on FSAR
  - D. Suggestions for simplifying (eliminating?) the FSAR—see information on back page
  - E. Proposed CIE statement—see attachment from Leslie
  - F. Other new business
- IV. Adjourn

(attachments)

Attachments

**III-B. Text box added for faculty to provide comments and statement about COVID.**

“The College was responding to the Covid -19 global pandemic during this semester.”

The logo for Rollins College, featuring the word "Rollins" in a white serif font on a dark blue background.

## CLA EVALUATION RESULTS

**Welcome, Myrna H Kitmanyen.** As an Administrator, you have been assigned one or more viewing reports. To view course evaluations, please select the viewing type, select a semester, then an instructor report.

Select a viewing type(s): DEAN - access to all evaluations

Select A Semester:	Select an Instructor:	Select a Course:
Spring 2014 - Liberal Arts	Kitmanyen, Myrna H	IFT 109-1X: Access: Data Collect/Ana

[ [Course Ranking this term](#) ] [ [Mean of Hours of Study this term](#) ]  
[ [Average scores for the Instructor this term](#) ] [ [Average scores for CLA this term](#) ]  
[ [Manage CLA Faculty](#) ]

## AVERAGES AND TEXT RESPONSES

**Instructor:** Myrna Kitmanyen  
**Semester:** Spring 2014  
**Course:** IFT 109-1X Access: Data Collect/Analysis  
**Course GPA:** 0

**Faculty Comments:**  
This course was a lot of fun to teach.  
(Please disregard this comment as it is for testing only.)  
[\[Click here to add comments.\]](#)

**Clas**  
- Fre  
- So  
- Jun  
- Se

### III-C. FSAR information

Jenny,

Within Olin our team that produces the Celebration of Faculty Scholarship booklet each year indeed uses the FSAR data on publications for our initial data collection. We do not rely on it exclusively, however. Once we start building the booklet with FSAR data we reach out to faculty members multiple times to ensure accuracy and fill in gaps. We have a form for this purpose. This means that if the FSAR goes away we have other mechanisms we can use and potentially modify to capture the work of the faculty.

*Deborah*

Deborah Prosser, Ph.D.

Director of Olin Library

Rollins College

[dprosser@rollins.edu](mailto:dprosser@rollins.edu)

---

I do not use the FSAR on a regular basis but the FSAR can prove invaluable whenever we need to prepare a faculty roster for a SACSCOC substantive change, and certainly the tool (or a similar tool) would be critical in preparing the faculty roster that is required for the SACSCOC decennial accreditation report.

Udeth

---

Jenny,

I made a quick search of the 2015 SACSCOC compliance report and we did indeed make use of FSAR completion/process and samples of reports to document faculty productivity for publications, service, professional preparation, and achievements in keeping with stated policies in the Faculty Handbook for the former SACSCOC Comprehensive Standard 3.7.2 Faculty Evaluation. Fortunately, we did not have to write to the new SACSCOC Standard 6.3 *Faculty Appointments and Evaluation* in the Fifth-Year Interim report, but must do so for the next decennial reaffirmation in 2025 and the requirements of the new standard are very similar to those of 3.7.2.

If you need further details, I can send you a copy of Standard 3.7.2 from the 2015 compliance report. We could replace the publication information from the sources that Deborah Prosser mentions, but documentation of service, professional preparation, and achievements would not be so easy, in my opinion. As Udeth mentioned in his response, when we are preparing the SACSCOC faculty roster of teaching qualifications, the data in the FSAR could save much time in having access to current achievements/qualifications beyond vita information.



**Toni Strollo Holbrook, M.B.A., Ed.D.**

Assistant Provost for Institutional Effectiveness

Courtesy Assistant Professor of Education

Office of the Vice President for Academic Affairs | Provost

### **III-E. Revised CIE statement from Leslie**

Proposed Rollins College CIE introductory statement:

Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the annual reviews of instructors. Rollins College recognizes that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race, gender, sexual orientation, and physical abilities of instructors. Those who identify with these categories may be rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned.

As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance)."

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241>

**Faculty Affairs Committee**  
**Meeting Minutes**  
**Meeting of November 3, 2020**  
**12:30 – 1:45**

**Approved 11/17/2020**

**WebEx:** <https://rollins.webex.com/meet/ddavison>

Don Davidson, Chairperson 2019-2021  
Missy Barnes, Expressive Arts Rep 2020-2022  
David Caban, Business Rep, 2019-2021  
Ashley Cannaday, At-Large Rep 2019-2021  
Don Davidson, At-Large Rep, 2019-2021  
Samuel Sanabria, At-Large Rep, 2019-2021  
Margaret McLaren, Humanities Rep, 2020-2022  
Leslie Poole, At-Large Rep, 2019-2021  
Rachelle Yankelevitz, Science Division Rep, 2019-2021  
**Absent:** Leigh DeLorenzi, Social Sciences-Applied Rep, 2020-2022

Minutes by Rachelle Yankelevitz, Science Division Rep, 2019-2021

***Guests:***

Jennifer Cavanaugh  
Karla Knight  
Susan Singer  
Meghal Parikh

- I. Call to Order
  
- II. Approval of Minutes
  - A. October 6, 2020
  - B. Approved, pending the correction of Missy being present at Oct 6 meeting and the one before.
  
- III. New Business
  - A. Presentation regarding CIE race and gender results
    - a. Susan notes a few things: the differences, although statistically significant, are small. Also, these differences are not just at Rollins but at other institutions. CIEs are one of multiple ways to assess teaching. Implicit bias is not intentional, and bias expected. Let's not make light of this nor panic.

- b. Don – Number of data points is about 32,000 which makes small differences more likely to appear significant.
- c. Meghal summarized the analysis.
  - i. Includes all course sections from 2016 to 2019. Male vs female, white vs underrepresented minority (URM). Core questions and overall faculty member questions were included, not all questions. On a scale of 1-5, how many 1s (poor) and 2s (fair) went to each group? Also comparing averages across groups.
  - ii. Females always had higher proportion of 1s & 2s than males did.
  - iii. Average score for males is higher on each question than is average for females. Questions included: “Rate your professor on the following characteristics” 10 questions on the CIE.
  - iv. Same thing for white vs URM: proportion of 1s and 2s for URM faculty is higher than proportion for white faculty.
  - v. Same for average scores: averages are higher for white than for URM
  - vi. Some of our international faculty are excluded from this analysis depending on their immigration status.
- d. Discussion of how to interpret these results. Most of the differences are magnitude of about 0.05. This means if a male had a score of 4.5, a female might have 4.45 or so.
- e. Susan asks whether FEC usually looks at averages or at frequency of 1s and 2s. Margaret – the raw numbers play into the averages, so these analyses go together. (1s and 2s and average scores) Don – If the score is over 4, then some 1s and 2s probably wouldn’t make much difference in interpretation.
- f. Leslie – these results show we should keep discussing bias in CIEs.
- g. Rachelle – even though the differences appear small, these patterns would be a concern if faculty are compared by being ranked (high to low scores).
- h. Jennifer – rankings were previously used for merit pay which we no longer do. Currently rankings are not used, although the CIE tool does have an option to generate rankings.
- i. Don – 1s and 2s are usually used as a reason to look at the comments and get more context during the evaluation.
- j. Discussion of how to move forward with these results. Leslie – We can use this in our report to show that bias is a problem here at Rollins, not just other places.
- k. Susan – keep in mind the research on microaggressions. Even these small but significant differences can add up when combined with other factors. Appreciates the balanced approach to interpreting these results.
- l. Rachelle – Using effect size could help contextualize the differences. These data have the problem that small differences can appear significant

given large number of data points. Effect size can be more informative than significance in this situation.

- m. Margaret – we should draft a paragraph for FAC and department chairs summarizing this analysis and results, so that evaluators can be aware of this aspect of the CIEs.
  - n. Samuel – We should also raise awareness of other identities we have not looked at, such as LGBT. There are other personal characteristics that can influence CIEs such as accent. Don – the articles we had found about bias against LGBT were incorporated in our white paper which is with EC.
  - o. Don - We should ponder how to present the results while keeping them in perspective. The most important audience might be the CEC. Don proposes options for how to proceed with regard to EC. We have an obligation to take this information to the faculty at a general meeting.
  - p. David agrees providing peer institution data would provide context.
  - q. Sam – do we have historical data about how many women vs men/white vs URM have not received tenure? This would tell us whether there are biases in the tenure process and help us decide how to proceed with this.
  - r. Don and Jenny – there are very few tenure denials, partly because people exit at midcourse if there are major issues.
  - s. Margaret – emphasizes that the evaluators need to be aware of the bias, however slight. There should be a paragraph which makes people aware of this at the time of use of the CIEs.
  - t. Don – Provost’s office should conduct this analysis every 3-4 years to quantify how we’re doing over time. Committee members agree this is a good idea.
  - u. Don will get in touch with EC about continued conversation about this information.
- B. Update regarding adding text box on CIEs; guidance provided to evaluation committees regarding the impact of COVID on teaching evaluations
- a. The CIEs for fall 2020 and spring 2021 will have a text box in which faculty can add a comment to the CIE. After the student response time window closes, the faculty member can go in and add this comment.
  - b. A statement will be added to fall 2020 and spring 2021 CIEs regarding COVID: “The College was responding to the Covid-19 global pandemic during this semester.”
  - c. Rachelle – can we add this statement and textbox to Summer 2020 CIEs? Jenny will investigate.
  - d. Don – recall that we reviewed the analysis comparing Maymester 2020, 2019, and 2018 CIEs. We will redo this analysis comparing fall 2020 to historical falls and spring 2021 to historical springs as well.

#### IV. Adjourn