

Rollins College

Rollins Scholarship Online

Faculty Affairs Committee Minutes

College of Liberal Arts Minutes and Reports

11-17-2020

Minutes, Faculty Affairs Committee Meeting, Tuesday, November 17, 2020

Faculty Affairs Committee

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Faculty Affairs Committee
Agenda 5
Meeting of November 17, 2020
12:30 – 1:45

Approved 12/01/2020

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
Leigh DeLorenzi, Social Sciences-Applied Rep, 2020-2022
Rachelle Yankelevitz, Science Division Rep, 2019-2021

Secretary: Leigh DeLorenzi, Social Sciences-Applied Rep, 2020-2022

Guests:

Karla Knight

- I. Call to Order
- II. Approval of Minutes
 - A. November 3, 2020- approved
- III. New Business
 - A. EC clarification regarding placement of “advising” on FSAR
 - B. Suggestions for simplifying (eliminating?) the FSAR—see information on back page
 1. What are the goals and objectives of the FSAR for the institution?
 2. To what extent can the FSAR auto-populate the number of advisees we have?
 3. Discussion of the history of the FSAR and its development at Rollins.
 4. Discussion on potential items or sections that could be simplified/eliminated. Questions about whether all of the sections are used. For example, the section that asks people to elaborate on the ways they’ve changed their

courses/teaching. If these sections aren't being read or being used toward promotion, grants, etc, are they necessary?

5. Suggestion for simplifying publication menu – copy/paste from CV rather than filling out the publications in complicated format.

C. Proposed CIE statement—see attachment from Leslie

1. Introductory statement was drafted by Leslie, and FAC members discussed the content of the statement. FAC members recommended including age and accent to instructor characteristics that might be related to bias.

D. Identify and organize remaining work on CIE

1. Discussion about whether the CIEs should reflect whether a course is online or face-to-face format.
2. Committee agreed to systematically review the CIE instrument for any items that may be more likely to reveal gender/racial bias. Also looking at the instrument broadly to identify questions that may not be objectively tapping teaching effectiveness.
3. Discussed zeroing in on the data findings that demonstrate biased items.
4. Also cautioned against going down the rabbit hole of overhauling the instrument when more effort could be spent on finding additional methods for evaluating teaching in addition into the CIE.
5. Between now and our next meeting, FAC members will review the CIE instrument and provide recommendations for discussion on how the instrument might be edited to reduce bias while effectively reporting on student learning outcomes.
6. Margaret volunteers to draft a statement for CEC evaluators in Canvas (on tenure portfolios) so that evaluators are also being alerted/cautioned about the potential for racial/gender bias in CIEs.
7. One member comments on concerns she has regarding implicit bias in the whole evaluation process across CECs and departments. So how can we examine the ways that bias influence evaluation of teachers – even beyond the CIE.

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.”

Rollins

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 <input type="button" value="v"/>	Kitmanyen, Myrna H <input type="button" value="v"/>	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.](#)]

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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

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>