

Rollins College

Rollins Scholarship Online

Faculty Affairs Committee Minutes

College of Liberal Arts Minutes and Reports

3-23-2021

Minutes, Faculty Affairs Committee Meeting, Tuesday, March 23, 2021

Faculty Affairs Committee

Follow this and additional works at: https://scholarship.rollins.edu/as_fa

Faculty Affairs Committee

Approved 04/06/2021

**Agenda 12
Meeting of March 23, 2021
12:30 – 1:45**

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

Don Davidson, Chairperson 2019-2021

David Caban, Business Rep, 2019-2021

Ashley Cannaday, At-Large Rep 2019-2021

Don Davidson, At-Large Rep, 2019-2021

Leslie Poole, 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

Samuel Sanabria, At-Large Rep, 2019-2021

Absent due to scheduling conflict: Missy Barnes, Expressive Arts Rep 2020-2022

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

Guests:

Jenny Cavanaugh

Karla Knight

- I. Call to Order
- II. Approval of Minutes
 - A. March 2, 2021- Approved.
- III. New Business
 - A. Finish discussion of the Faculty Salary Equity Study (previously distributed)
 - a. Should we reach out to see if doing a separate salary analysis for the market-driven disciplines? Don to ask Meghal for more information as to whether this is possible.
 - b. Discussion on whether it would be beneficial to have future studies to examine things like compression, conversion, market-differences, etc. Questions and discussion on the impact of Cupa HR data on study outcomes, salary differences. Want to have a clear picture of what's happening at Rollins.

- c. Margaret: Should the study be mixed method so that we aren't just relying on cupa-data (for the larger N). Could this dilute information on compression (etc) at our institution?
- d. Using Cupa-data – we are no longer relying on those differentiations of salary. Starting salaries are now more uniform. However, those faculty hired longer ago might have been negatively impacted by this change.

B. Anti-racism campus (previously distributed)

- a. Jenny reminds us that she did not author this document, but she's distributing it again so that the information does not disappear.
- b. How can diversity be more deeply embedded in each of the standing committees? Brainstorming discussion about the pros and cons of resituating the diversity council. How can we elevate the status and influence of the committee rather than just discussing it. The committee wants action, rather than having the conversation sit on the shelf.
- c. It might be interesting to have the Vice President of the faculty sit on the diversity council.
- d. Discussion on misunderstandings related to tenure standards and service on diversity council. The committee counts as service toward the fulfillment of tenure, even though there are incorrect assumption that junior faculty must serve on governance committees.
- e. How can we support faculty of color? How can we be regularly invested in conversations with faculty of color regarding their experience working here? Survey results over the years have indicated that women faculty of color have difficult experiences teaching and working on campus. Discussion of different affinity, support groups.
- f. It's good to ask what the campus can do, but the department is the "home" of the faculty. How can we have discussions about what is happening at the departmental level? They may be getting lots of campus-wide support, but what support are they getting "at home"?
- g. In the classroom – common reads are good opportunities to discuss racism in the classroom. Business courses could tie anti-racist topics to ethical behavior. Every department should decolonize their syllabi and courses.

C. FSAR

- a. Is it really used? By whom? We know the library uses it to collect details for the celebration of faculty scholarship. Jenny uses it to find out what the administration can do to help.
- b. It would go a long way to make a public statement about the purpose of the FSAR most clearly.
- c. Would submitting an updated CV each year be sufficient? It might create additional work in extracting the information, but it would be less redundant.

- d. Our work lives are not primarily scholarship. Discussions in favor of a streamlined FSAR, a statement describing the purpose of the FSAR. Just submitting a CV is too cumbersome for Karla who has to extract the data.
- e. Making the FSAR easier to use– copy/paste, leaving it open all year round, etc.
- f. If we don't do something now, we will lose momentum on taking action. A subcommittee volunteers to meet and discuss how to immediately simplify, streamline the FSAR. (Margaret, Rachelle, Samuel, Missy).

F. Other new business

IV. Adjourn

From: Paul Harris <PHARRIS@Rollins.edu>
Sent: Sunday, February 28, 2021 3:15 PM
To: Donald Davison <Ddavison@Rollins.edu>
Subject: RE: CIE report

Hi Don,

This is an excellent White Paper. Every time I had a “but what about...” moment, it was addressed in the next paragraph or two. I fully support the recommendations.

A few of notes:

- Student evaluations are about how students perceive the professor and the learning experience. That being said, they are a measure of one aspect of teaching effectiveness, which is whether or not the student perceived the class to be a positive learning experience. Part of teaching is relationships and instilling the love of learning – this is particularly true at a small liberal arts college like Rollins. If teaching is solely about information, being in a classroom is one of the least effective and most expensive ways of receiving an education.
- A number of years ago I was on an ad hoc committee headed by Jill Jones where we advocated systematic standardized peer review (i.e., trained faculty to be reviewers) as a more effective method of teaching evaluation. That report was largely ignored because it required resources. I wish we would revisit that.
- Keep in mind that the more we know and interact with people in a meaningful way, the less likely we are to draw on stereotypes. We’ve got 50 some years of literature that shows bias is less likely to have an effect when we start thinking of others as individuals rather than outgroup members. These types of meaningful interaction are more likely to occur at a school like Rollins – it is part of our mission and our marketing. Most of the research on bias takes place at larger institutions where interpersonal contact is much more limited. Bias does exist, but our students are placed in a setting that is much more likely to ameliorate some of its effects.
- It appears as if the effects of bias on evaluations are minimal. However, this does not mean that bias does not exist. What it may indicate is that faculty who are the likely targets of bias (women, non-white, LGBTQ+) have found effective ways to change the attitudes of the students in their classes. These types of changes are a defining quality of the college experience. Incoming faculty who are likely to be the target of bias should be given support by their colleagues and the institution to help develop strategies to assist in this endeavor.
- I fully support finding ways to make the CIE (or SPCI) leaner and more specific – just do it scientifically. In the past, attempts have involved committees launching into writing question with little or no technical knowledge of survey construction.
 - Have a plan – know what you want to assess before any question are revised or written (people always skip this part)
 - Draw on faculty with experience in survey construction to make sure that questions are properly worded to avoid biased responses
 - Pilot test questions

- Draw on Meghal/institutional research to determine if new or revised questions are reliable and valid
- Revise the tutorial to reflect changes and assist colleagues in understanding, using, and framing their results
- Some general questions (e.g., “approachable”) are appropriate when measuring subjective responses to course/instructor experiences. A lot of factors and biases are likely to influence whether students find us approachable: gender, age, race, etc. However, hopefully we all want to be perceived as approachable. That means we have to find ways to overcome those barriers with our students, and that we should want to know how successful we are at altering those perceptions. My students found me much more approachable as a young professor than they do know that I am older. I’ve had to alter my strategies of student interactions as I’ve become more “intimidating.” That’s part of the job.

OK, that’s more than I thought I was going to write. I’m happy to answer any other questions that might come up. My congratulations to the committee for their hard work and for producing such a thoughtful report.

-Paul