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Minutes, Arts & Sciences Executive Committee Meeting, Thursday, April 24, 2008

Arts & Sciences Executive Committee

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Approved Minutes
Executive Committee of the Arts and Sciences Faculty
April 24, 2008

Members Present: Don Davison, Barry Levis, Paul Harris, Rick Vitray, Wendy Brandon, Sharon Carnahan, Laurie Joyner, Roger Casey

- I. Call to Order – Davison called the meeting to order at 12:37 PM.
- II. Approval of Executive Committee Minutes –The minutes of April 3, 2008 and April 10, 2008 were approved as distributed.
- III. Old Business

none
- IV. New Business
 1. Honors Degree Program (see attachment 1) – Levis reported that he had a discussion with Ed LeRoy about his concerns regarding the proposal for changes in the Honors Degree Program. LeRoy understood the proposal and withdrew his objects. At the direction of Don Davison, Levis sent out the proposal to the full faculty with an explanation and asking for any additional concerns. Carnahan said that the new catalogue did not have the changes approved last year. Casey saw financial problems with what the faculty had passed and so directed that the catalogue not be changed. Levis suggested that Casey was beating a dead horse. Davison said that it was obligatory for the Dean to report to the faculty that he was holding up the changes. Joyner said that she read through the faculty minutes and saw the faculty had strongly supported the change: she had therefore supported it. Carnahan said that the financial implications had been discussed thoroughly, and there had been some concerns raised and discussed. Brandon thought that perhaps proposals of this sort should be vetted by Finance and Services to see if there were problems. Harris argued that administrators need to lead and not go through the back door. Davison felt that the issues are too complicated to go to the faculty. Carnahan disagreed and thought that the proposal has been discussed enough and should go to the faculty. Davison said that AAC should ask for projections for any new projects. Joyner suggested that AAC should report to faculty any concerns. Harris said that when there is an administrative veto that the faculty needs to be informed. Davison sees this as an indication of the breakdown of comity between the faculty and the administration. There is a serious problem if the administration does not announce decisions to

the faculty. Vitray wondered if every proposal should be reviewed by Finance and Services. Carnahan thought that process might discourage the development of new initiatives. Joyner argued that academics must drive the programs of the college and not the budget. Carnahan suggested that the dean of the faculty does sit on AAC and can stop an ill-advised proposal at that level. Joyner wanted to know how could the faculty have a conversation about curricular changes so that these debates would not break out on the floor of faculty meetings. The Executive Committee agreed to place the proposed changes to the Honors Degree Program on the faculty agenda.

2. Merit Task Force – Davison reported that the Merit Task Force will meet on Monday, and he has asked them to make report to the faculty. James said that some of the members wanted to resign from the committee. He asked if they could be replaced through a solicitation by email.
3. Curriculum Steering Committee – Carnahan said there had been report prepared by the steering committee, and she wants to distribute the report rather than making a statement to faculty. Davison felt that it would be good idea to present a report at the first fall faculty meeting. Carnahan said that some of the committee would be attending a conference with the dean during the summer. Casey reported that members of the Board of Trustees Education Committee have asked for a report about where we are in the curriculum revision process. What is going on? They wanted to hear from faculty. Carnahan stated that AAC has seen and discussed the report. Levis asked if the steering committee is moving ahead at a desirable speed. Carnahan said that “it was what is was.” Davison mentioned that the committee had lost some of its members and the committee probably needed some additional faculty. Vitray thought the Executive Committee should ask the committee if they wanted new members. Davison will mention that suggestion to Tom Cook. Joyner felt they needed people who will take a leadership position since much of the research materials are coming from her office which she thought was fine.
4. Bylaws – Davison will present the proposed Bylaw revisions (see attachment 2) to the faculty at the first fall meeting. He also wants to produce a report of faculty business to avoid the problem of bylaw revisions not actually appearing in the Bylaws. Davison reported that a visiting faculty member in his last year has been nominated to serve as a Social Science representative. Davison was uneasy about this possibility. Casey expressed concern if a voting member of the faculty cannot serve on a standing committee. Davison wondered if we should give them service requirements. Joyner asked if the standard practice was not to allow visitors to advise or serve on committees.

5. Professional Standards Committee

- a) CIE Access Policy – Brandon presented the assessment policy (a see attachment 3), although it will not come up until the fall for faculty consideration. But the faculty needs to work on the CIE because of some upcoming promotion and tenure decisions. Also candidates need to have a certified copy of their complete file. Some junior faculty have been required to give CIE scores even though the scores are not required until the data had been normed. Carnahan said that the data were not totally reliable to assess teaching ability. Brandon reported that department chairs cannot access the CIEs of tenured faculty. Casey thought that by definition the chair should have access to all teaching evaluations. Brandon felt that we should be careful not to leap from no oversight to total oversight. Joyner argued that chairs should have oversight. Davison asked who had ownership of the evaluations. Brandon said that AAUP had no guidelines. Ownership needed to be clarified at some point. Joyner felt that when the college moved to a merit system, the chairs must have access to the evaluations. Harris suggested that they should be reproduced on PDF files or on a website. Brandon thought it was more important to have access. Brandon was just reporting what had happened and what would in the future. Casey only had one case where he thought the file had been tampered with. He thought the chairs were the best level to check on this.
 - b) Family Leave Policy – Brandon passed on to Vitray for F&S (see attachment 4).
6. Asia Studies – Joyner reported that AAC had asked Lairson for more information about the major and so discussion will be postponed until next year.
 7. Legislative History – Davison asked the members of the Executive Committee to look over the report he had sent out to make certain it was complete.
 8. Finance and Services – Davison had previously asked Vitray about student and faculty representation on the Board of Trustees. Vitray reported that he has asked members to complete research on what other institutions have done and will discuss it at their next meeting.

V. Adjournment – The meeting was adjourned at 2:05 PM

Respectfully submitted,

Barry Levis
Secretary

Attachment 1

Proposal for Revision of the Honors Degree Program

Be it resolved that the following changes be made to the Rollins College Catalog dealing with the Honors Degree Program:

III. Courses of Instruction

CURRICULUM

Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (HON 201 ~~Making Sense~~ **Honors Conference Seminar** through HON ~~450 Seniors Honors Research Seminar~~ **490 The Theodore Darrah Honors Synoptic Seminar**) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. The ~~junior and senior years are devoted to independent research, with the seminars providing support, supervision, and direction.~~ **In the senior year, students must satisfy the requirements of a two-semester Honors-in-the-Major Field project as well as the interdisciplinary Darrah Honors Synoptic Seminar**

Course of Study

~~HON 201 Making Sense: Inquiry and Interpretation in the Arts and Humanities: Interdisciplinary course introducing methods of analysis and modes of inquiry within the humanities. Specific topic varies from year to year. Faculty members drawn from the divisions of Humanities and the Expressive Arts.~~ **Honors Conference Seminar**

Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

~~HON 202 Making Sense: Inquiry and Interpretation in the Social Sciences: Interdisciplinary seminar introducing methods of analysis and modes of inquiry in the social sciences. Faculty members drawn from divisions of Social Science or Science and Mathematics.~~ First-Year Honors Spring Seminar

Two sections of this course with different themes offered each spring: team-taught. Faculty will come from two different departments and generally from two different divisions.

~~HON 301 Making Sense: Inquiry and Interpretation in the Sciences and Mathematics: Interdisciplinary seminar introducing students to the methods and modes of inquiry that are characteristic of the natural sciences. The focus will vary from year to year, ranging from broad ideas in the history of science to interdisciplinary investigation of a contemporary issue with strong scientific resonance. Faculty drawn from the division of Science and Mathematics.~~ Sophomore Honors Seminar

Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

Note: In order to insure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, the Honors Degree Supervisory Board will designate each seminar as fulfilling one or more of the three distribution requirements: Arts and Humanities (AH), Social Sciences (SS), and Natural Sciences (NS). Depending on the disciplines of the faculty involved seminars may have up to two distribution designations. All Honors students must have at least one seminar in each of these three areas. The Honors Degree Supervisory Board will review the records of all sophomores to make certain that each student has fulfilled this requirement. In addition, faculty advisors of freshman honors students will also work closely with their advisees to make certain that Honors

students undertake the broadest possible exposure to the liberal arts.

HON 302 ~~Making Sense: Sophomore Honors Seminar~~—Inquiry and Interpretation in Research: Students pursue small-scale individual research projects in various disciplines, focusing on a broad common topic. Provides a forum for interdisciplinary discussion and for focused attention to the process of investigative/experimental research.

~~HON 401/402 Thesis Prospectus Preparation: Junior year seminar providing direction, discipline, and support as students seek to identify, sharpen, and develop the focus of their senior research project. In the spring term, students must present a detailed prospectus outlining their plans for the senior year's project and demonstrating preliminary familiarity with the literature in the area. Two term sequence.~~

~~HON 450 Senior Honors Research Seminar: As senior Honors students pursue their individual research projects, they meet on a regular basis to discuss the difficulties that arise in the course of research. Students present their work to their colleagues and consider the issues involved in the effort to communicate their results to the wider community. Two term sequence.~~

~~HON 498/499 Senior Honors Research Project: Intensive, independent research in student's major field. Seniors defend their work before a committee of three faculty members. Two term sequence.~~

HON 490 The Theodore Darrah Honors Synoptic Seminar. Team-taught interdisciplinary course in which students are presented with a series of contemporary problems and will demonstrate how disciplines represented contribute to an understanding of and solutions to these problems. Students complete this course in the fall of the senior year.

2. **Special Degree Programs**

The Honors Degree Program

Rollins offers a special program in the liberal arts for students with exceptional abilities. The Honors Degree Program admits students with a superior record of academic achievement and leads to a distinct and separate undergraduate degree - Artium Baccalaureus Honoris - the Honors Bachelor of Arts Degree. Honors students complete a core **sequence** of interdisciplinary courses designed to provide an integrated understanding of the liberal arts. A series of four team-taught seminars during the first and second years, introduce students to the various methods of inquiry in the liberal arts. These courses substitute for some of the general education requirements of the regular bachelor's degree program and are designed to: (1) teach students to think and write critically across a broad range of disciplines and (2) encourage and prepare students to be independent thinkers. ~~Honors seminars in the third and fourth years support significant independent research projects that represent the culmination of students' careers at Rollins.~~

HONORS STUDENTS

Most Honors students are admitted to the program prior to their first year at Rollins. With regard to academic and social permissions, they enter the College with sophomore status. Attending small, interactive seminars together for four years, Honors students get to know each other and form a community of learners based on shared experiences, collaborative projects, and lively discussions. This sense of community begins during their first days on campus with the Honors Conference Seminar and culminates with the ~~Senior Honors Research Seminar, in which students present and discuss the findings of their independent research projects.~~ **Darrah Honors Synoptic Seminar, in which students will be presented with a series of contemporary problems and will demonstrate how each discipline would contribute to an understanding and a solution to these problems.** Special Honors Dinners and other Honors activities further enhance this sense of community. Students find that the challenge and excitement of learning is not dependent

solely on faculty members, but arises freely and spontaneously within this community of peers.

Adventurous students are encouraged to spend a semester away from the campus (usually in the junior year) pursuing experiential learning, study abroad, or some other exceptional educational opportunity.

ADMISSION

Entering first-year students are eligible for the Honors Degree Program if their high school record shows evidence of special scholastic attitude and aptitude. Honors students normally constitute the top 10-percent of the entering class. The Honors Program Supervisory Board, together with the Office of Admissions, reviews the files of the most promising entering students in order to identify and select candidates for the Program.

Transfer students with forty (40) or fewer semester hours may also be selected for admission. In addition, each year a small number of Rollins' sophomore students are also admitted to the Honors Degree Program based on their academic performance, the rigor of their schedules as first-year students, and recommendations from their professors.

GRADUATION REQUIREMENTS

I. COURSES AND CREDITS

(See Courses of Instruction, Honors Degree Program for course descriptions.)

A. Seminars

- * HON 201 and HON 202
- * HON 301 and HON 302
- * ~~HON 401/402 (two term sequence)~~
- * ~~HON 450/450 (two term sequence)~~ HON 490

B. Independent Studies

* ~~HON 498/499 Senior Honor Research Project~~
Honors students must complete a two-semester honors-in-

the-major-field project (total of eight [8] semester hours) approved and supervised by the student's department. One member of the student's committee must be a faculty member from the Honors Supervisory Board or a faculty member approved by the board. In addition, the student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester. The eight (8) credit hours for the honors-in-the-major-field project may count at the discretion of the student's major department towards credits in the student's major.

C. General Education Requirements

- * Knowledge of Other Cultures I
- * Decision Making and Valuation (V)
- * Foreign Language (F)
- * Lab Science (O or P, and N)
- * Quantitative (Q)

D. Major Field

* Complete courses required for major (48-64 semester hours)

E. Electives

* Includes an optional minor of six to eight courses (32-48 semester hours)

For the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

- * one Basic Physical Education (BPE) and
- * one Physical Education Activity (PEA).

Nonetheless, the Program does support the principle of a sound mind in a sound body and therefore recommends the usual three (3) physical education courses.

Students must fulfill the above academic requirements in no less than 140 semester hours.

II. GRADES AND EXAMINATIONS

Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.33 to continue in the program and earn the degree. They must also earn a grade of 'B' or better for ~~both HON 498/499.~~ **their honors-in-the-major-field project.** Latin honors at graduation (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College (see the Curriculum and Academic Policies section of this Catalogue).

III. Rationale

The Honors Degree Program has gone through a major revision of the first two years of the program. The Honors Degree Supervisory Board now believes that we should also look at the final two years so that the entire program can achieve a degree of coherence that has been previously lacking. In particular the program begins as an interdisciplinary experience that focuses on broadening a student's intellectual growth but currently concentrates narrowly on the completion of a research project in the major. All of the HON courses in the junior and senior year are centered on that effort. The supervisory board believes that disciplinary intensity diminishes the enriching experience of the first two years of the program because it focuses so sharply on the major. We believe that a new capstone will reinvigorate the interdisciplinary approach learned in the freshmen and sophomore years. It is also apparent to us that students in the program become so fixated on the research project (some even becoming overwhelmed by the prospect of having to complete one) that it detracts from the purpose of the honors degree program as a whole. We therefore recommend that the following changes be made to the program to give it more coherence and a sharply interdisciplinary thrust.

II. Program Revision

A. Course Addition. HON 490(?): The Theodore Darrah¹ Honors Synoptic Seminar. (four credit hours). Students will complete this course in the fall of their senior year. The course will be a team-taught interdisciplinary course in which students will be presented with a series of contemporary problems and will demonstrate how each discipline represented would contribute to understanding and solving of these problems. The two faculty members must come from two different divisions.

B. Change in the Final Project. Honors students will no longer be required to complete a two-semester (eight credit hours) research project as currently required. Instead they must complete a two-semester honors-in-the-major project (eight credit hours) which is approved and supervised by the student's department. One member of the student's committee must be a faculty member from the Honors Supervisory Board or a faculty member approved by the board. The student must receive at least a "B" for the project. In addition, the student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester.

In order to maintain control over the process by the Honors Supervisory Board, the Director of the program will contact all departments who have junior honors students (sophomores in the case of AMP students) likely to begin Honors-in-the-Major projects

¹ Named in honor of Ted Darrah, who taught a similar course while he was Dean of the Knowles Memorial Chapel.

the following year so that the proposals can be appropriately prepared. Junior Honors students will be required to submit a thesis topic with a one-paragraph description along with the name of the proposed sponsor to the director of the Honors Degree Program by the end of November. By the end of April of the junior year, Honors students will submit to the director of the Honors Degree Program a five-page description of the project along with the names of all members of the committee including the name of the outside representative approved by the Honors Degree Supervisory Board,

C. Courses to be removed from the program: HON 401, 402 (Thesis Prospectus) and HON 450 (Senior Honors Research Seminar) for a total eight credit hours. Because the final project will come under the department for Honors in the Major, the eight credit hours for HON 498/499 would become credits in the major for the honors-in-the-major project.

III. Benefits

We believe these changes will greatly enhance the program by giving it an hourglass structure that will emphasize breadth in the liberal arts and provide an integrated understanding of the liberal arts. The new capstone experience will reinforce synthesis across the disciplines with students now conversant in their respective disciplines. We believe that these revisions will encourage new vitality in the program, a process we began last year with the revision in the freshman and sophomore years. As a corollary benefit it will allow honors students to have the entire junior year free to study abroad programs. Also it will aid AMP students who have had difficulty completing the requirements for the Honors Degree Program in three years. Finally the change would have no net effort on faculty loads since the same number of faculty teaching HON 401/402 and HON 450 will teach the new Theodore Darrah Honors Synoptic Seminar. We think it's a damn good idea.

Attachment 2

EXECUTIVE COMMITTEE APRIL 24, 2008

PROPOSED AMENDMENT TO Article III, Section 1 OF THE BYLAWS OF THE COLLEGE OF ARTS AND SCIENCES

To be inserted immediately before the last full sentence in the present Section 1 of Article III.

The President of the Faculty shall, on or before May 30 of each academic year, forward to the Provost a copy of all amendments to these bylaws which have been approved by the faculty of the College of Arts and Sciences in accordance with these bylaws.

PROPOSED AMENDMENT TO ARTICLE V, SECTION 5.

The following sentence is to be added to Article V, Section 5:

Notwithstanding anything contained in these bylaws to the contrary, faculty members who serve on any Standing Committee of the Faculty of the College of Arts and Sciences, must be tenured or on official tenure track in the College.

Attachment 3

**DRAFT DRAFT DRAFT
April 24, 2008**

Proposed CIE Access Policy

Rationale

The newly adopted online evaluation instrument (CIE) has raised unforeseen issues with access to and confidentiality of student evaluations of faculty and courses. These include, but may not be limited to, the following.

1. IT Staff has requested a CIE Access Policy, the Associate Dean has requested clarification on access to both numerical and narrative data contained in faculty CIE files, and some department chairs and faculty have asked for instruction regarding downloading candidate tenure and promotion student evaluation data as well as accounting for and certifying the CIE data.
2. Currently, downloading CIE data may require faculty members to cut and paste together information from a course CIE Summary Sheet. If non-standard CIE data (i.e., pertinent information ordinarily found on the CIE Summary Sheet is missing or CIE data is omitted from the teaching record) is reviewed and evaluated, the review process is compromised.

3. Department Chairs cannot access online Holt School CIE data, or the CIE data of adjuncts, lecturers, and visiting faculty they supervise.
4. The CEC, the FEC, and Department Chairs cannot readily ascertain how many course evaluations a candidate's complete online CIE file should contain.
5. Numerical and narrative data is downloaded separately by the faculty member and submitted for review by the faculty member; the date by which all CIE data (numerical and narrative) must be included in the teaching record is unclear.
6. Department Chairs cannot access tenured faculty evaluation data.
7. Faculty members who team teach are not provided CIE data or given access to the CIE data unless listed as the professor of record for the team taught course.

While AAUP guidelines and Standards have no specific policy to guide "acceptable use" of student evaluation data or the confidentiality issues that may arise when student evaluations are collected online, they do suggest that each institution develop, in conjunction with faculty, specific policies regulating the "acceptable use" and confidentiality of student evaluation data.

Previous Practice

The original paper and pencil evaluation data of the faculty was kept in the Dean of the Faculty's Office. For each faculty member, evaluations were numbered and collated by course, semester, and academic year. Faculty could check out their own files, and administrative staff monitored the return of student evaluation data. Each faculty member's file contained all evaluations for every course taught over a number of semesters until the Dean's Office reviewed the files and deleted the out-of-date evaluations, returning them to faculty for disposal.

The original paper and pencil evaluation data (not copies) was made available to CEC and FEC members at the mid-course review or for tenure and promotion by each faculty member. FEC members could review evaluation data in a candidate's tenure and promotion file located in the Dean's Office. CEC members reviewed the student evaluations when the file was made available to them by the candidate.

Department Chairs had access to Lecturer, Adjunct, and Visiting Professor CIE data in the Dean of the Faculty's office. Holt School evaluations for A&S faculty were sent to individual faculty members at the semester's end. Department

Chairs received and retained the CIE data for adjuncts and visitors in the department files.

There is no consensus on how tenured faculty CIE data was treated by departments. Some chairs reviewed the CIE data for tenured members of the department each year, other chairs never reviewed the data for tenured faculty, and some chairs requested the Dean of the Faculty to review the evaluations of tenured faculty when warranted.

CIE Access Policy Suggestions

1. Hard copy of CIE data for any faculty at mid-course or a candidate for tenure and promotion are to be downloaded and retained in Dean's Office each academic year.
2. Evaluation data for all lecturers, adjuncts, and visiting faculty to be downloaded at end of each semester and sent to Department Chair for review. This CIE data is kept in the department files or distributed to the faculty member.
3. Department Chairs have access to tenured faculty CIE data at the optional mid-course review for promotion to Full Professor and/or in conjunction with a scheduled sabbatical through the Dean of the Faculty only (at this time it is not clear whether chairs are to review tenured faculty CIE data yearly or only when warranted).
4. Students will complete a separate online CIE for each faculty member in a team taught course.

Implementation Steps (for a policy, not a by-law change)

1. Dean input
2. Faculty input
3. Les Lloyd, Paul Harris, and Katie Sanchez input
4. PSC and Executive Committee input
5. Share draft with department chairs (4/29)
6. Final draft to Executive Committee for approval

Attachment 4

DRAFT PROPOSED FAMILY LEAVE POLICY

Prepared by Dr. Fiona Harper

Submitted by Professional Standards Committee April 3, 2008

Draft revised in consultation with HR April 17, 2008, approved by PSC April 22, 2008

Parental Leave Policy for Tenure-Track and Tenured Faculty*

** Faculty members who have taught at the college for less than one year, or hold a visiting or adjunct position are not eligible for paid parental leave under this policy. Such members may however, qualify for twelve weeks of unpaid maternity or adoption leave as required by the Family and Medical Leave Act, which runs concurrently with Salary Continuation (paid leave deemed medically necessary by a physician, typically six to eight weeks depending upon the situation). Consult the Office of Human Resources for further details.*

Rollins College is committed to supporting faculty members by providing them with clear and reasonable options for balancing their professional and parental responsibilities. A primary goal of the parental leave policy is to allow both the faculty member and the College the opportunity to maintain the integrity of the classroom and avoid placing undue burden on the individual or department. The College recognizes that no policy can anticipate all eventualities; therefore, the new policy leaves room for faculty members, departments and the Provost/Dean of the Faculty to tailor certain aspects of parental leaves to accommodate individual situations.

All provisions and accommodations of this proposed policy are consistent with federal law, the Family and Medical Leave Act of 1992, and AAUP guidelines.

Eligibility

Paid leave will be granted to any faculty member who is the sole caretaker of his or her newborn or newly adopted child (less than six years of age) at least 20 hours per week, from Monday through Friday, between the hours of 9 a.m. and 5 p.m. A faculty member who wishes to exercise the benefit of this policy must assert that he or she will be the sole caregiver for the requisite period. In cases where both parents are Rollins College faculty members, only one parent may be designated as the sole caretaker for the purposes of this policy. This policy depends upon, and assumes, the good faith of its participants.

Note this is the language from Harvard Law's Parental Leave policy intended to avoid the pitfalls of terminology such as primary caregiver or secondary caregiver and of extending benefits to men without requiring that they take on the role of primary caregiver.

Leave at Time of Birth or Adoption

The sole caretaker of a newborn or newly-adopted child less than six years of age, shall be released from all teaching responsibility during the period immediately surrounding the birth or adoption. When the birth or adoption occurs such that the leave period interrupts a faculty member's teaching, they will normally be excused from teaching during that entire semester, however they will be required to perform non-teaching responsibilities as arranged by the Dean of the Faculty.

If the faculty member's leave does not intersect the fall or spring semester – that is, when a birth or adoption occurs between early May and mid July – he or she is eligible for two paid course releases (8 credit hours). The faculty member will normally teach one 4 credit hour course or equivalent non-teaching responsibilities in the subsequent fall semester. This will be considered the faculty member's paid parental leave.

The precise nature of the non-teaching responsibilities and any other necessary arrangements associated with the leave must be arranged between the individual, the

department chair, and the Dean of the Faculty. In such cases, the Dean of the Faculty, in consultation with the Provost, will make such arrangements as are necessary and appropriate with regard to covering the teaching and other responsibilities, including canceling an affected course or drawing upon funds from the Dean of the Faculty or the Provost's Office to employ an adjunct instructor.

The Dean of the Faculty must inform Human Resources of all approved leaves in order to comply with federal laws (for FMLA tracking purposes) and benefits programs.

Benefits

During the period of paid parental leave, the college will continue to make its normal contribution to a faculty member's benefits, which shall remain continuously in effect.

Extension of the Tenure Clock

The AAUP recommends that institutions allow the tenure clock to be stopped for up to one year for each child, and further recommends that faculty be allowed to stop the clock only twice, resulting in no more than two one-year extensions of the probation period.

Any tenure-track faculty member who becomes the sole caretaker of a child will automatically receive a one-year extension of the probationary period. Tenure track members who wish to decline the extension must notify the Provost/Dean of the Faculty by March 1 in order to be considered for tenure in the fall of that calendar year.

Similarly, tenure-track faculty members that experience a short-term medical disability of at least six weeks at any time of the year may also request a one-year extension of the probationary period.

Extensions may be repeated for one subsequent birth or other qualifying short-term medical disability, thereby extending the appointment and time on the tenure-track for a maximum of two years.

Sabbatical Credit

The semester in which a tenured faculty member takes a paid parental leave will count in the accrual of sabbatical credit.

Compliance with Federal Laws

Federal law requires that pay for maternity be treated in the same manner as the College's disability or medical leave provisions. Therefore, a physician's certification is required to establish the beginning and end of the period of disability due to maternity. A faculty member returning from approved parental leave will be returned to the position he or she held prior to the leave.

In compliance with the Family and Medical Leave Act of 1993, Rollins College provides eligible faculty for twelve weeks of family and medical leave during any 12-month period. The FMLA allows for leave due to childbirth, adoption, caring for a family member of an employee who has a serious health condition, or an employee who is

experiencing a serious health condition. FMLA leave is unpaid and runs concurrently with Salary Continuation which is a paid disability leave. FMLA leave runs concurrently with other Rollins College Leave of Absence policies, including this Parental Leave Policy for Tenure-track and Tenured Faculty. For a complete description of these policies, please call the Office of Human Resources or visit <http://www.rollins.edu/hr/maternityresources.shtml>