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Minutes, Arts & Sciences Faculty Meeting, Thursday, September 26, 2013

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ROLLINS
A&S FACULTY MEETING
SEPTEMBER 26, 2013
AGENDA

I. Call to Order

II. Approval of Minutes (attached)

III. Reports

President of A&S (Carol Lauer)

AAC (Claire Strom)

Student Life (Yusheng Yao)

PSC (Julian Chambliss)

Finance and Services (Hoyt Edge)

IV. Old Business

None

V. New Business

Blended Learning Proposal (AAC) (Robert Vander Poppen)

VI. Adjournment



A&S FACULTY MEETING

SEPTEMBER 26, 2013

Minutes

APPROVED

Present

Call to Order

Carol Lauer calls the meeting to order and thanks Dexter Boniface for taking minutes as (Vice President Thomas Ouellette cannot attend today's meeting).

Approval of Minutes

Paul Harris motions to accept the minutes from the last A&S meeting on May 1, 2013. The minutes are approved.

REPORTS

President of A&S (Carol Lauer)

Carol Lauer announces that the Faculty Party, one of Lauer and Thomas Ouellette's key priorities for this year, is scheduled for 12/6/13 at The Alford Inn, 5 -8 P.M., and will entail celebrating the last day of class as well as the holidays. Wonderful food will be provided. Spouses and partners are invited. The party is budgeted for 100 people.

The All College Executive Council is working on revisiting the mission statement as required by SACS. A version will be brought to a meeting of the All College Faculty for a vote. The current iteration leaves out mention of specific schools and programs.

The All College Executive Council discussed the overlapping nature of the INB and the new BSE majors and Bob Smither, Claire Strom (Chair of AAC), and Carol Lauer reported on the discussion with the INB faculty. The new BSE major has been approved by the CPS faculty. They will begin accepting majors in the spring in the Holt School and next fall for "day" (CPS)students.

Carol Lauer, Thomas Ouellette, and Julian Chambliss met with President Duncan several times over the summer and discussed many issues including communication problems disagreements over shared governance as identified by the Board of Trustees. Lauer, Ouellette, and representatives from Crummer and CPS met with President Duncan and several trustees a couple of weeks ago and mostly discussed the issue of sustainability in the face of declining enrollments in colleges and universities around the country.

The Executive Committee (EC) is working with the Faculty Evaluation Committee (FEC) on amendments to the bylaws so that Candidate Evaluation Committee (CEC) members will not vote regarding tenure and promotion for candidates who out-rank them. Colleagues would be allowed (encouraged) to participate fully in the process but to recuse themselves from the final part, the up or down vote for tenure/promotion. Several FEC liaisons report that the current by-laws create concerns about confidentiality and conflict of interest. The proposed by-law change would put some limitations on eligibility for CEC membership. A proposal by W. Robert Sherry (Chair, FEC) will be circulated prior to the A&S meeting on October 30.

The EC is working on policies with Toni Holbrook for SACS; a “policy on policies,” and policies on academic and course credits that involve no changes for undergraduate programs except in language to satisfy federal requirements. Holbrook has discovered a mix of credit policies for graduate programs that seem to stem from issues of history and pricing concerns.

The EC approved the creation of a subcommittee of the Academic Affairs Committee (AAC) on GERS in the Holt School, at the request of Dean David Richard.

Hoyt Edge and Carol Lauer have attended two Planning and Budget Committee (PBandC) meetings. At the first, the PB and C voted on the stipend plan for the pay increase. The college is down \$2 million from its projected budget due to fewer students than projected enrolling in Crummer and Holt School programs and more A&S students than anticipated going abroad for the fall semester. The college will attempt to balance the budget with cost-saving strategies, but in the interim a pool of 2% of the salary pool total has been set aside for a one time payout to all meritorious faculty members. If the cost saving strategies work, the payout total will be added to faculty members’ base pay. Much of the second PB and C meeting concerned next year’s budget and will include a comprehensive fee increase of between 2 and 4%.

Hoyt Edge remarked that he has received many questions regarding the merit pay/stipend system and he anticipated that many of these would be addressed at today’s meeting. Edge asked that colleagues whose questions were *not* answered resubmit them to to Edge via email. Edge will send them on to Jeff Eisenbarth. Edge will send requests for analyses to the Finance and Services Committee and the committee will select which, if any, they want to move on. Edge said that neither the President nor the Vice President for Finance could attend today’s meeting but President Duncan prepped the Provost to answer questions.

Academic Affairs Committee (AAC) (Claire Strom, Chair)

AAC has been very busy working on the following: Blended Learning Guidelines; PE competency for general education; revisions to Bio and Marine Biology majors (approved); and a new study abroad program at the University of Newcastle, Australia (approved).

Various concerns about study abroad have arisen. Giselda Beaudin from International Programs raised concerns about how study abroad courses are counted at Rollins. Study abroad is considered as on-campus for residency requirements, but most of the credit is transfer credit. Theoretically, students could do four or five semesters abroad and still receive a Rollins degree. Furthermore, students studying abroad cost the college money. Should there be a limit on numbers of semesters abroad allowed? Grades from study abroad not considered for President’s List or Dean’s List, but still factored into overall GPA. AAC asked Beaudin to review policy, compare with other institutions, and make overall policy change recommendations.

Revisions are being made to the New Course Approval form. Strom said that faculty may need to complete a field study request, and need to complete IRB or IACUC forms.

The AAC approved a policy for transfer students regarding the new general education curriculum.

Finally, AAC is wrestling with issue of self-designed majors. Strom posited that faculty may need to revisit whether or not this category should exist?. Strom pointed out that some faculty are uncomfortable with the concept of self-designed majors; however, if the institution allows them, then the faculty need to be prepared to approve them—or, if the faculty so desires to abolish self-designed majors altogether.

Student Life Committee (SLC) (Yusheng Yao, Chair)

SLC's main priority has been dealing with student SHIP grants. The SHIP fund was first established under Dean of College Laurie Joyner to rationalize and centralize the scattered processes whereby students received funding for high impact educational activities. Last year, the SLC committee developed a pilot program which included explicit criteria and an application form for students, and the committee began awarding grants last year. The current budget is \$10,000. Four concerns about SHIP grants have been raised: monitoring; cooperation of faculty advisors; the role of executive assistants; and inadequate funding levels.

Professional Standards Committee (PSC) (Julian Chambliss, Chair)

Re: Course Instructor Evaluations (CIEs), PSC has taken up the course evaluation system discussion begun last year. Last year some concerns were raised that the A&S and CPS faculty evaluations were being viewed in the same light. Last year, the committee was concerned that the expressed identity of CPS and A&S differed and that difference would be reflected in student evaluations. In response to discussions about these differences, the PSC began a discussion of the course evaluation. During that discussion, faculty and student dissatisfaction with the current system prompted debate. Faculty complained about the clarity of the numerical score and about questions surrounding how the evaluations were used in tenure and promotion. Students stated they did not understand the questions or did not complete the evaluation or simply wrote whatever was necessary to get through it. After conversation with James Zimmerman, a proposed new evaluation form was circulated and then hilarity ensued. Last month the PSC met with Paul Harris and got a fuller picture of the institutional process that created the current CIE. It is clear from the PSC's perspective that the current system, while an improvement from the previous system, requires institutional engagement to be effective. The PSC sees practical and institutional measures that need to be addressed related to the CIE.

Practical One question related to CIE that the PSC posed to Dr. Harris was: how are CIEs used in terms of tenure and promotion? From Dr. Harris' discussion of the CIE, there seems to be a need to remind and reinforce to the faculty and administration best practices related to the use of the CIE. A practical step the faculty can take is to consult the CIE tutorial located online here: <http://myweb.rollins.edu/cie/>.

Institutional There are a number of possible avenues the PSC will bring to EC for review. Given the ever-changing nature of the institution, there is a need for more systematic evaluation of the goals attached to the CIE. Possible New Measures include: Student Survey on CIE, Faculty Survey on CIE, and Review of Technology (investigation of mobile application or other ways to improve the web experience).

Socky O'Sullivan (Chair, FEC) stated that those on FEC have not always agreed with the guidelines specified by the CIE tutorial; the FEC has often taken a broader review, rather than a literal reading. Furthermore, O'Sullivan stated that not all faculty members are convinced that the current system is notably better (i.e., "way way" better) than the old system.

Re: salary compression, the PSC is issuing a letter in support of the Finance and Service Committee's investigation of salary compression. Several faculty members have voiced concerns related to salary compression to the committee. Currently, the Finances and Services committee is investigating issues surrounding compression. In support of their effort, the PSC has crafted a letter requesting that salary compression and gender equity be reviewed at Rollins.

Re: grants, Chambliss reminded the body to be mindful that grants are due soon for faculty going on sabbatical next year.

Finance and Services Committee (Hoyt Edge)

First, a reminder: Cornell Distinguished Faculty Award nominations are due by the end of the month.

Re: parking on campus, because of changes in parking (for instance, the increase in the disability parking in the Sports Center lot, and the loss of spaces in the Lawrence Center lot as well as Alford Inn workers parking on the top floor of the parking garage), faculty are concerned about a loss of parking spaces. At the same time that the disability parking spaces increased in the Sports Center lot, the buses were taken out and are now parked behind McKean. Previously, disability parking was distributed around campus and often at physically challenging locations, and there was greater need around the chapel/theatre/Tiedtke area, so outlying spaces were regrouped into the Sports Center lot. Now that most contractors are gone, more spaces on campus have opened up, but there is still concern. In terms of additional requirements for the Alford Inn, overflow valet parking may occur in off hours on the top floor of the Garage for now, but this option is not used often. The good news is that over Christmas break and early January, three new lots will be paved. First, the All Saints lot will be paved by Rollins so that lot can be used for overflow for Alford Inn employees, freeing up spaces in the parking garage. Additionally, the College Arms lot will be expanded from 6 spaces to 35-36 spaces. More importantly, the Science Village space will be paved with the addition of some 80 spaces over and above the spaces available there now, so at the beginning or early in the spring semester, there will be an additional 100 spaces (approximately) on campus, plus the additional spaces reclaimed in the parking garage. Some of the new spaces will be dedicated to disability parking, some to faculty/staff, and some to general parking. So the outlook for on-campus parking will improve beginning in the spring.

Re: faculty travel increases, beginning this year, \$250.00 has been added to the amount faculty can spend for professional travel domestically and internationally (to \$1450.00 and \$1750.00, respectively). This amount does not yet catch us up with the CPI since 1992, when \$1200.00 and \$1500.00 were set, but since there were additional funds left in the travel budget last year, the plan is to study how the increase affects faculty professional travel this year, and then to revisit the issue. Edge thanked Bob Moore and last year's committee for their good work on instituting this increase.

Re: study of salary inequities due to compression and/or gender inequity, a study of these issues began last spring and the committee has just met to continue that study. Edge met with Udeth Lugo, Institutional Researcher, to discuss both issues and the problems involved in the study, as well as to try to figure out how to get appropriate information out to the faculty about salaries. In the past, the faculty has been given a scatter plot, and this gave us most of the relevant information, given that our

salary policy was based completely on rank and years in rank. However, the salary policy changed about six years ago, with the introduction of a market-based salary policy and merit pay, and the simple progression of salaries no longer holds. Edge said that a scatter plot like the ones we have received in the past will not give faculty members much information, certainly not the type that they can use to evaluate compression and gender equity issues. Edge said that the most sensitive approach would be to look at each faculty member's salary and try to find the most comparable person and compare the two salaries, and if disparities are discovered, to look into the history of each case to try to find out if there is good reason for the disparity. Edge pointed out that none of this information could be available to faculty since it deals with individual salaries and faculty members, so Edge asked the administrative committee not only to continue their study of compression and gender inequity, but to figure out the best approximation to the traditional scatter plots that were furnished to faculty in the past.

Re: promotion increases, the committee has requested that the administration and the Planning and Budget Committee increase the promotion "bumps" to Associate Professor to \$3500.00 and to full professor to \$6000.00; this request has been approved by the administration and will go into effect in next year's budget

Re: merit increase, Edge rolled out the recommendation that came out of a committee made up of the Provost, the Deans, and the faculty on the Planning and Budget Committee for merit increases. The recommendation sent to the President calls for:

- (1) a fixed stipend to all faculty, to meet health care and other fixed rising costs, of about \$600; seamless and no application needed;
- (2) the remainder (about \$768) to be given in merit after consideration of faculty's merit and following application/submission of required paperwork (the form was sent to the faculty today); deans would work with committees to assess merit; this will probably be given as a % of salary; approximately 1%;
- (3) if the budget hole is fixed, this stipend plus merit becomes permanent effective in September 2014;
- (4) the following year, Finance plans to try to build a 2% raise into the budget.

Joan Davison stated that a few questions have come up from various quarters on campus regarding salary. The first is how we treat faculty on sabbatical and those that receive half salary with a FYRST grant. Joan states that all raises should be calculated based on full salary, not mistakenly on the basis of the temporary half salary.

Nancy Decker asked if all faculty members qualify for merit increases. Hoyt states, yes, all categories of faculty are eligible—except those that started this year and were already hired at market.

An additional item on the committee's radar: to take a closer look at the study Jeff Eisenbarth is going to provide showing an equal percent increase in staff and faculty members over the last 13 years. The committee does not yet have many other items on the agenda, although Edge said that they will talk about this at their next meeting on Tuesday. Edge closed by welcoming suggestions from faculty regarding new business for the committee to take up.

Old Business

None

New Business

Blended Learning Proposal by Robert Vander Poppen from the AAC, attached to these minutes.) Vander Poppen informed the faculty that he was part of a committee charged by Dean Smither to develop a set

of guidelines for Blended Learning courses in A&S. The committee started with a few core assumptions, namely that Blended Learning should enhance A&S faculty values, including community learning and mentorship. Vander Poppen said that Blended Learning should be guided by the faculty's values, not by cost savings and acknowledged that many faculty members have concerns and fears about Blended Learning; that technological change can be incredibly disruptive. However, Vander Poppen stressed that Blended Learning can also enhance learning; he defined Blended Learning as learning outside of the traditional classroom setting (which may or may not rely on technology-enhanced examples). Examples include use of videos, meeting students in an archive, or meeting students in small groups to conference on writing. The committee proposed various criteria for operationalizing Blended Learning for A&S faculty and students, including certification and assessment. In their proposal, only classes with 25% (up to a max of 49%) or more of the content using Blended Learning will need to go through the proposed approval process for Blended Learning designation. The Pilot Proposal is for three years. Robert Vander Poppen moved for adoption of the proposal. The motion is seconded.

[4 Blended Learning attachments, below]

Discussion: Rachel Newcomb asked about the non-technological component; will classes that already have non-technological Blended Learning need to go through a new course approval process? Vander Poppen said he is aware of the issue and noted that CE courses already have a mechanism in place and he does not envision that CE courses will need to go through additional Blended Learning approval. David Charles states that he has a similar concern. Many theater classes offered now are blended in the sense defined in the proposal. Theater by its very nature is a blended learning enterprise. Furthermore, Charles wondered aloud if a Blended Learning designation would hurt or help Theater to recruit students into Theater courses. RVP suggests an amendment could be made to exempt certain types of classes (e.g., labs are already treated differently). Marc Fetscherin offered two questions: what does this proposal mean for field trips and internships, and second, what is the percentage calculation based upon; is it the percentage of contact hours? Vander Poppen responded that, yes, the calculation is based on contact hours. Paul Harris stated that the differences between technology-driven Blended Learning and non-technology-driven Blended Learning are potentially more significant than the proposal appreciates. For instance, Harris said, some of what is described as Blended Learning here entails considerably more face-to-face time than traditional classes, which complicates how contact hours are counted and measured. Rick Vitray stated that he is not clear about what problem this is meant to solve and stated that professors enjoy being experimental and he does not see a need for professors to go through additional bureaucracy to have their course pedagogies approved. Vander Poppen offered that, from a student perspective, these new guidelines are trying to make it clear to students what specific classes entail so that students know up front if a given course entails Blended experiences. Jonathan Miller asked about where Holt falls and Claire Strom stated that there will be no separation; Holt classes will fall under the A&S umbrella. Harry Kypraios stated that faculty spend a lot of time outside of the classroom, as compared to contact hours inside the classroom, and wondered why blended learning should be calculated based on contact hours? Vander Poppen responded that the proposed guidelines are designed to clarify student expectations, providing more up-front information to students. Stephen St. John stated that a "BL" (Blended Learning) designation would cover so many different things and asked if it would really be a meaningful label for students? Vander Poppen answered that the designation would not be sufficient in and of itself; that students would need to consult the course description.

Paul Harris motioned that we table the proposal until our next faculty meeting. The motion is seconded. The motion passes.

Adjournment

The meeting is adjourned.

[Attachments below]

ATTACHMENT #1

BLENDED LEARNING GROUP PROPOSAL FOR A PILOT CERTIFICATION AND APPLICATION PROCESS FOR HYBRID COURSES

Goal

To provide the Faculty of Arts and Sciences at Rollins College with a framework for exploring Blended Learning in a way that is compatible with the hallmarks of a traditional Rollins experience based on intense engagement with peers and learning through direct mentorship with faculty members.

Rationale

Higher education today faces an environment where technological changes in the delivery and consumption of course content have the potential to fundamentally alter traditional academic structures and teaching methods. Such changes represent both a possible source of major disruption and also an opportunity for innovation. Many of the new models framed under the rubric of online or blended learning would seem to be incompatible with the small classroom traditions and intimate learning environment of Arts and Sciences at Rollins College. Yet, others offer the possibility of better achieving learning outcomes in ways that are compatible with the Liberal Arts *ethos*.

In the face of competing visions established for Blended Learning in other units of the institution with different business models, traditions, and goals, this proposal seeks to set in place a pilot framework for exploring and assessing the efficacy of Blended Learning **specifically within A&S** at Rollins College. *Central to the proposal is the recognition of the traditional strengths of A&S, and a desire to pursue innovation that enhances the kind of small group engaged-learning (based on intense interaction and direct mentorship of students) that is central to the experience of a Rollins education.*

Definition

"Blended Learning is the replacement of a portion of in-class face-to-face-instruction with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes."

Proposal Summary

This proposal seeks to create a Pilot Blended Learning Program that allows the A&S faculty to participate in training in Blended Learning methodologies and course design, monitor and approve Blended Learning courses via extant faculty governance mechanisms, and assess the efficacy of Blended Learning courses in enhancing student achievement of LEAP Learning Outcomes.

- Creation of an experimentation window of less than 25% of total contact hours for Blended content as defined above.
- Certification of faculty and evaluation of courses via a training and design seminar coordinated by Instructional Technology before courses can receive Blended Learning catalog designation.
- Institution of a course approval process administered through AAC mechanisms and based on current practices for "alphabet soup" GenEd proposals.
- Absolute limit of Blended Content (as defined above) to 49% of total contact hours exclusive of labs.
- Three year limit on authorization with assessment of program in AY 16-17. Program would have to be re-authorized after AY 16-17 to continue.
- AAC authorization required to move any A&S major beyond 25% of courses on major map to blended format.
- Full faculty authorization required to move any A&S major beyond 50% of courses on major map to blended format.

Motion

Whereas the faculty believes it advantageous to ratify a process for exploring Blended Learning within the A&S curriculum, we approve the proposed guidelines and application form for the Pilot Blended Learning Program in A&S.

ATTACHMENT #2

APPLICATION FOR BLENDED LEARNING DESIGNATION

Courses employing between 25 and 49 % of contact hours in a Blended Format (as defined below) require a special catalog designation. Only faculty who have completed Rollins College Blended Learning Certification are eligible to request such a designation.

Blended Learning is the replacement of a portion of in-class face-to-face-instruction with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes.

Faculty Member:

Department:

Course #:

Course Title:

Year and Semester of Course Offering:

How many times have you previously taught a course with a BL Designation at Rollins?

How many times have you previously taught this course in a traditional format?

Have you completed A&S BL Certification? Date?

Justification:

Explain the reasons for moving the course to a Blended format by articulating how non-traditional activities enhance student achievement of LEAP learning outcomes.

Blended Content:

Describe the types of techniques, activities, and experiences that will constitute the Blended portion of the class.

Syllabus Language:

Include the section of your syllabus that describes and explains the didactic reasons for the non-traditional course content to the students.

Assessment:

Describe the mechanisms by which you will assess the effectiveness of the non-traditional pedagogy on student achievement of learning outcomes.

Technology:

List the technology or technologies that will be employed in the course. Pre-populated list of check boxes (generated by IT) and a comments section for additional options.

Background:

Describe your experience teaching Blended, Hybrid, or Online Courses as well as your familiarity with the technologies listed in the box above. List any other relevant information regarding your qualifications to teach a blended learning class.

Signatures and Approvals

Instructor _____

Department Chair _____

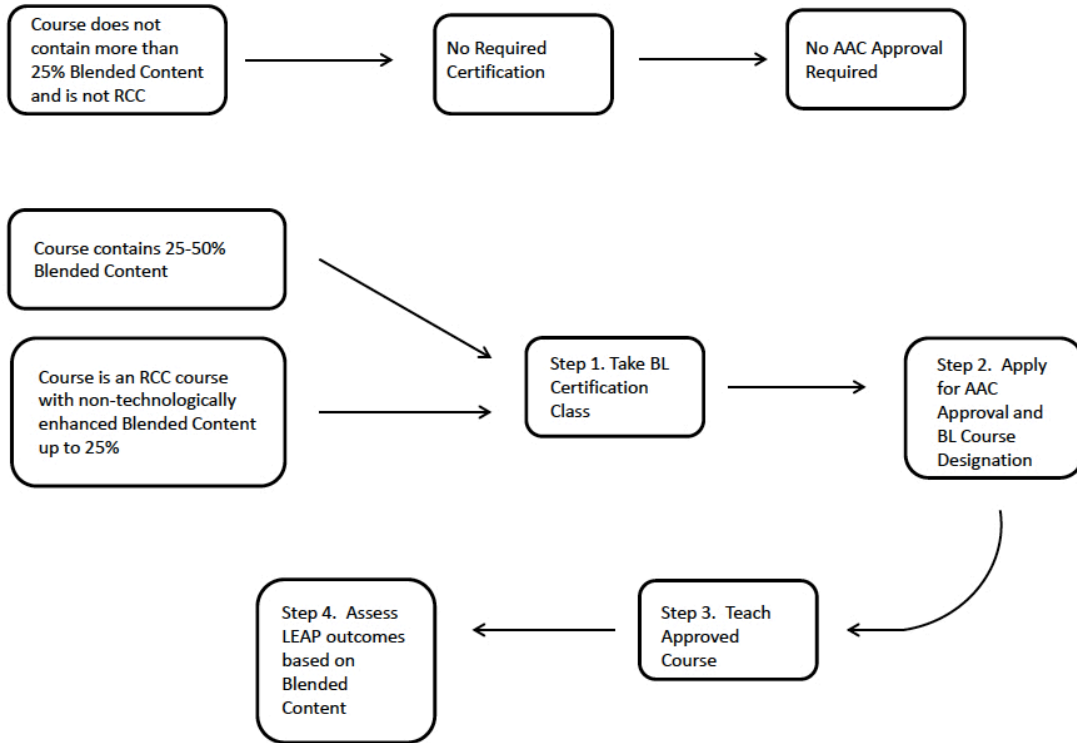
Interdisciplinary Program Coordinator _____

AAC Subcommittee _____

Dean of A&S _____

ATTACHMENT #3

BLENDED LEARNING APPROVAL PROCESS



ATTACHMENT #4

BLENDING LEARNING GROUP PROPOSAL FOR AAC AND THE A&S FACULTY

Blended Learning is the replacement of a portion of in-class face-to-face-instruction with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes.

The Blended Learning Group proposes that the faculty of A&S adopt the following procedures for approving and assessing the efficacy of Blended Learning courses as part of a pilot program.

Course Proposals and Faculty Certification

Courses with Blended Learning Content should have a unique catalog designation to make students aware of their special nature. (BL, or some other code)

- Faculty should be allowed to blend up to 24 % of the contact hours for a class without a catalog designation as an opportunity to experiment with new didactic techniques.
- Faculty engaging in Blended Learning will undergo a certification program coordinated by Instructional Technology and based on a modified form of the seminar currently employed by the Holt School prior to being eligible to apply for Blended Learning catalog designation. Faculty teaching A&S Blended Courses should be compensated for obtaining certification, but should **not** receive additional compensation for teaching Blended courses.
- Faculty must request catalog designations as Blended if 25-49 % of the contact hours are achieved through Blended content as defined above. (See attached form).
 - o Application should be based on extant AAC approval mechanisms - AAC Subcommittee with Instructional Technology advisor will review applications.
 - o Faculty member shall explain pedagogical reason for the desired blended format tied to enhanced LEAP Learning Outcome
 - o Faculty member shall include the portion of the syllabus that describes the nature of the non-traditional content.
 - o Faculty member shall list technology needs for course.
 - o Faculty member shall include methods and plans for assessing effectiveness of non-traditional methods in achieving learning outcomes.
 - o Like Alphabet Soup GenEds – Designation goes with instructor not course in general.
- Office of Student Records shall maintain and post guide containing course description, and description of Blended content as part of schedule.

Limitations

- A&S Blended courses may not exceed 49% of contact hours achieved through Blended Content (exclusive of labs).
- Faculty load and compensation should be allocated according to the standards of traditional courses.
- A&S course caps should not change between Blended and traditional courses.
- RCC Courses may not employ asynchronous technology-enhanced Blended Content. Other types of face-to-face Blended Content are acceptable up to the 24% threshold. All RCC courses with more than 5% blended content require catalogue designation.
- During pilot phase, designation only available for courses offered previously in traditional format to facilitate direct comparison of in assessment.
- Proposed procedures in place for AY 14-15, AY 15-16, AY-16-17, with assessment during Summer 16.
- Program must be reauthorized by faculty to continue beyond AY 16-17.
- AAC authorization required to move any A&S major beyond 24% of courses on major map to blended format.

- Full faculty authorization required to move any A&S major beyond 49% of courses on major map to blended format.

This proposal explicitly does not consider the use of technology-enhanced cross-campus collaboration, which the task force believes should be addressed as a separate issue. As is current policy, other forms of instructional innovation that fall out of a regular class format can be approved by AAC on a case-by-case basis.

The task force recognizes that some departments cross-list their courses with other divisions of the institution that have different Blended Learning guidelines and approval procedures. Which guidelines would apply to such courses would be left to be worked out between those departments and the Deans of the respective schools for the life of the proposed pilot program.