11-16-2017

Minutes, College of Liberal Arts Faculty Meeting, Thursday, November 16, 2017

College of Liberal Arts Faculty, Rollins College

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Meeting of the Faculty of the College of Liberal Arts
11/16/17

In Attendance


Approve Minutes from October 26, 2017 CLA Faculty Meeting

Motion to Approve Meeting Minutes from 10/26/17 Faculty Meeting

Moved: Lewin

Seconded: Dunn

Approved by Voice Vote

Announcements

Withdrawal of Philosophy of Compensation from consideration until future meeting.
**Kistler:** The Executive Committee has decided to withdraw the Philosophy of Compensation from consideration until a future meeting in order to allow the Task Force and FAC to reevaluate it.

**Implications of Tax Reform Bill on Rollins Faculty and Students**

**Kistler:** Grant wants you to know about the need to do research on the tax bill currently under consideration and its implications for Rollins. Based on your own research, if you feel the need, contact your representative.

**Diversity Infusion Grants**

**Davidson:** Diversity Infusion grants are due on Dec. 1. Collaborative projects between faculty, staff, or students. Send to diversitycouncil@rollins.edu

**Old Business**

**Revisions to rFLA (see attached)**

**Russell:** We want to take into account the questions of Gournelos and J. Davison from our last meeting. Our choices are innovative, we have moved into an area where we are incredibly innovative. We hit many of the areas of innovation identified by AAC&U.

- Upper Level GenEds
- Core Curriculum
- Thematic Courses
- Common Intellectual Experience
- Capstone (in GenEd)
- Learning Communities

**Divisional Exception**

**Motion:** I move to approve the divisional exception.

**Moved:** Habgood

**Second:** McLaughlin

**Approved 91% to 4%**
Ethical Reasoning Competency

Motion: Susan Montgomery
Second: Dunn

Vitray: This was a problem before, why are we going back to it?

Russel: The 150 level course had an ethical reasoning assessment. The 150 doesn’t exist anymore. When we simplified complexity of student movement through program we lost 150. We never thought about how to replace Ethical Reasoning and Integrated Learning. We are still teaching it and we can still assess it. Also, the artifacts folks submitted didn’t match the LEAP rubric. Want to address that specifically with a training model.

G. Cavenaugh: Summer Assessment problems stemmed from a lack of connection in certain disciplines for teaching the outcomes being measured. The fit of the specific course to the competency is key here.

Russell: Any division can think about ethical reasoning, but we need some training as a faculty to understand how to make them intersect with our classes to produce assessable artifacts.

Almond: This will require support for proper training so that the competency has the strength and consistency we desire.

Russell: Margaret McLaren is working on this.

Morris: Can’t we just have certain classes sign up for this? Many courses can do this. Why do we need a competency?

Russell: We want to make sure no student misses this requirement. We need a mechanism for making sure everyone gets this education. Many alternatives exist, but are not as robust in their approach.

Carnahan: There is a financial cost associated with this proposal. What is the cost estimate for this? Where does the money come from? How do we compensate for it?

Russell: Conversations are on-going about compensation of Ethical Reasoning Leadership as well as faculty. rFLA has a budget, and we can support it from that budget.

Boles: As an advisor, what are the logistics of making sure students get this competency?

Russell: This will work as getting the M comp. There will be a DegreeWorks check.

Boles: So is this another course? 11 instead of 10.

Russell: For an unlucky student, yes. For most, they have other options such as getting their E competency through the divisional exception, or an E competency that will be attached to another course they are taking within the GenEd.
O’Sullivan: We’ve done a ton of things in recent years on the cheap. The Writing Across the Curriculum initiative was funded with approximately the salary of an Assistant Prof. We need that kind financial commitment.

Harper: How many students need to take the extra course?

Russell: Everyone takes an E comp, but many will get them through the rFLA neighborhood courses, or they will lower the number of courses needed by engaging the Divisional Exception. Hard numbers are difficult to predict because of this efficiency.

Almond: Science majors are already at an advantage in that they already get the M within their major curricula. This should not be overly burdensome if students choose courses wisely and advisors steer them to areas where they can double dip to get the E competency.

Vitray: This is not like the M comp.

Jones: I love the idea of an E competency. Every Rollins student needs a course in Ethical Reasoning. It aligns with the mission. I would teach an English course that would fulfill it. It matches the college mission.

Almond: I too liked having the ability to engage in this area. But I needed more training. I can still do so, but will be better equipped following training.

Boles: How many faculty do you need for the fall? Will those who already took training before need to refresh?

Russell: Folks who have been trained before and those with graduate training in ethics would get a quick refresher course. New folks would have a second wave of training. Next year we would need only enough faculty to catch Freshmen. We can staff this up incrementally over time. A current student can choose to opt into new curriculum, but they have to have all of it. If they want the divisional exception, they must take the E comp. Whatever we do in the spring will also become part of a consistent package.

Call the Question: Vitray

Second: Lewin

Approved by voice vote

Motion approved by 83% vs. 13%
Salary Adjustments Update

**Singer:** This is an update and summary of what happened with the salary adjustments last summer. (See attached document for presentation)

**Jones:** Regarding the scatterplots (specifically that of Full Professors), I’ve been here 21 years and am a full professor, this chart goes to 50 years. Chart looks inaccurate. Am I reading it correctly.

**Singer:** Look at time in rank, not total time. We have not made adjustments to Full Professors yet.

**J. Davison:** Departmental criteria for promotion vary a great deal. What is the rationale for not looking at increases for those more than two years after ability to go up for promotion. We need to be clear if that is an operating principle. If eight years is the real count, we need to discuss this as an operating principle. This also affects those who take maternity leave. We need to allow for that delay in going up for full. Might we standardize criteria for full since we are pushing for folks to come up for promotion in years 6-8.

**Singer:** This isn’t an operating procedure. We will move how we address these each year. We did make exceptions for those who took time out for family leave. Perhaps we do need to look holistically at tenure requirements because this has major impact on long-term salary.

**J. Davison:** What is the comparison group for the slide with AAUP? Does this data include Crummer?

**Singer:** AAUP is comprehensive and has data for all faculty. We take the data as it comes. Last year the compensation task force only looked at like schools instead of the whole body of benchmark schools. We use our benchmark group now across the board.

**J. Davison:** That doesn’t square with the slides presented last Spring. There was an $8000 gap.

**McLaren:** I’m glad that you made many adjustments, and that the Asst. and Assoc. Professors got major adjustments. Compression also is important between the ranks. I am hoping that next year’s commitment will be to full professors. You can’t have compression amongst Full Professors and between ranks and not have tension. What inequities were adjusted?

**Singer:** Much inequity was based on disciplinary differences based on past administrations’ use of CUPA data for discipline specific market-based salaries. They had depressed many colleagues in the Arts and Humanities. There was almost an equal number of adjustments based on gender, men and women both needed adjustments. We eliminated gender disparity, but the bigger adjustment was one based on discipline.

**McLaren:** But there is still a huge difference by discipline.

**Singer:** This is about prior experience and additional qualifications. Also, there are some areas where we need to offer higher market value so that students get the same high-quality education. We need to deal with places where we won’t get quality faculty without meeting what is offered at other academic institutions for these fields. This is a small minority of departments.
Dennis: I want to question what we mean by “quality” faculty. I am really concerned with the cutting of FYRST grants. What is the future of research at Rollins? What can junior faculty expect for research support? If I was an Assistant Professor, I’d be looking to leave due to a lack of research support at Rollins. A previous Provost told faculty they would have to give up their research aspirations when they came to Rollins. This emphasized that teaching is our priority at Rollins and there would be little time for the kind of research they were trained to do in graduate school. Also, what are our standards for FEC when only a fraction of FYRSTS get funded.

Singer: Junior colleagues, don’t polish up your resume. We have started a new research initiative grant and have already made awards. Specifically talking about the FYRST, we haven’t changed the budget. We are simply only spending what we have. This corrects our longstanding policy of spending more than we have. We are asking for a new endowment that will support professional development, collaborative research, etc. in the capital campaigns. Also, we have had great success getting external grants. Scholarship is valued, and I solicit your ideas about how we can find ways to support research.
Social Innovation Major (see attached)

Motion: Chong

Second: Lewin

Chong: This builds on the SESI initiative that led to the SEB major, but SEB only addresses market-based solutions to global problems. Across campus we believe there is still an interest in an interdisciplinary major that takes a deep dive into a problem of global import. We want this to be relevant to many disciplines, and the curriculum helps to show students how to apply their skills to global problems. The student creates a roadmap for the major involving 10 courses, 4 core courses.

Morris: From health education and public health perspective, how does something like this look on a resume? I am not sure that this is clear enough that this major will allow students to get noticed on the job market.

Chong: Employers are more interested in skills rather than the title of the major or minor. There is a focus on skills within this curriculum.

Carnahan: What is the difference between SEB and SI?

Chong: Market based vs. Other approaches

Allen: This is a 10-course major so that it can be combined with another major. The curriculum is much lighter on discipline-specific content than SEB, and fosters the ability to go into another discipline for skills.

Carnahan: I am against this. I see this as a minor that lets students use their skills in a major to address problems. This will have a vacuum effect away from traditional liberal arts majors and students won’t have the requisite disciplinary skills to be meaningful participants in answering the questions the SI major hopes to address.

Chong: We believe that there is not enough room in a minor to get the curriculum we want. There is huge interest based on a survey for a double-major rather than a switch of major.

O’Sullivan: I commend you on a 10 course major. We need a discussion on the number of classes that compose a major. You are moving in the right direction.

Motion to Table until the next faculty meeting: Queen

Second: Carnahan
Approved by voice vote.

Motion to adjourn: Almond
Second: Boles
Approved by voice vote.