

9-10-2015

Minutes, Arts & Science Executive Committee Meeting, Thursday, September 10, 2015

Arts & Sciences Executive Committee

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EXECUTIVE COMMITTEE MEETING
September 10, 2015
Agenda

12:30 in CSS 167
Lunch will be served

- I. Call to order**
Dexter Boniface

- II. Approval of Minutes from 9-3-15**
Dexter Boniface

- III. New Business**
 - a. Discussion of A&S faculty retreat and priorities
(Attachment #1)
 - b. Discussion of agenda items for first A&S faculty meeting on 9-24-15

- IV. Committee Reports**
 - a. PSC
 - b. SLC
 - c. SGA
 - d. AAC (time permitting)
 - e. F&S (time permitting)

- V. Old Business**

- VI. Adjournment**



ROLLINS
EXECUTIVE COMMITTEE MEETING
September 10, 2015
Minutes

PRESENT

Dexter Boniface, Emily Russell, Grant Cornwell, Jennifer Cavanaugh, Ashley Kistler, Derrick Paladino, Mario D’Amato (for Anca Voicu), Eric Smaw, and Gabrielle Masse (for C.J. Dunn)

CALL TO ORDER

Dexter Boniface called the meeting to order at 12:33 PM

APPROVAL OF MINUTES FROM 9/10/15

EC unanimously approved the minutes from the 9/10/15 meeting

NEW BUSINESS

Discussion of A&S faculty retreat and priorities

Dexter Boniface

Boniface asked EC for their thoughts on the results of the questions asked at the fall faculty retreat.

Smaw said the results are fairly uniform and noted three topics that stood out for him: 1) faculty optimism and readiness to “roll up their sleeves and get to work,” 2) governance and structure between the schools, and 3) pay increases.

Russell was struck by the number of faculty who listed money as an institutional priority and noted a lack of coherent compensation philosophy at the college. Boniface believes the broader money concern is increases in institutional spending without significant increases in revenue. Kistler noted some faculty believe CPS faculty are compensated differently than A&S faculty, and in fact were given pay incentives to make the move to CPS. The next salary study could address these concerns.

Russell asked Cavanaugh if inversion has been discussed in the salary study meetings she’s had with HR. Cavanaugh said they are looking at a market study at this point, but that they will not drop the inversion question. The study should also look at the number of years at current rank and Kistler said the study needs to include CPS. Boniface stated we need to get back to the “grand bargain” that faculty agreed to, which was to jettison a pay increase system that was strictly cost of living and embrace one that includes cost of living and merit. Instead, we went straight to merit and cost of living fell by the wayside. We need to make sure the original agreement is followed.

D'Amato noted that governance structure with the subtopic of overseeing the curriculum was a consistent theme in the retreat notes. Many faculty feel disenfranchised from the curriculum issue. The issue of separate A&S and CPS curriculum committees should be addressed.

Cornwell will convene the Executive Council to begin addressing these issues. An all-college faculty meeting is being scheduled to discuss the provost search; Cornwell asked if an initial conversation about governance should be included in that meeting. Kistler said a separate meeting will be needed to discuss governance and Russell suggested exploring smaller group discussions since an all-college faculty meeting about governance may turn into a venting session. Cornwell asked about creating a governance task force and Russell said EC could create a slate of potential members for faculty vote. Cornwell said his vision is a two-year timeline that ends with a strategic plan for moving the college forward. Russell suggests we decide upon a model by the end of fall term so that functioning committees can begin work next year.

Discussion of agenda items for first A&S faculty meeting on 9-24-15

Dexter Boniface

(Attachment #1)

The faculty meeting agenda will include approval of minutes from spring, committee reports, presentation of Title IX statistics from last year, and comments from Cornwell on procedures for moving the college forward.

REPORTS

Committee reports will be presented at 10-1-15 EC Meeting. To save time, Russell suggests committee chairs send detailed committee reports in advance of the meeting.

OLD BUSINESS

Discussion of governance vacancies

Dexter Boniface

The FEC vacancy has been resolved. Last year FEC elected Cohen to fill the vacancy in spring that will result from Zhang's sabbatical.

A&S Bylaws do not specify how the A&S liaison to the CPS Curriculum Committee is chosen. A motion was made that this position would be selected and filled by AAC. The motion was seconded and EC unanimously approved.

Smaw brought up the issue of Exploration staff offering academic advising to students and said this is a serious issue that most faculty will want to discuss. Boniface said during RCC training they were informed that this practice had been abandoned. Russell said we are moving to a model where professors are supposed to play a role in career planning and D'Amato suggests that as we move forward with R-Compass, Explorations coaches help students with career and life planning, but that they refer students to their faculty advisors for academic advising. Masse said she met with coaches when she wanted a second opinion and that they offer a more

holistic approach to thinking about your career, involvement in organizations, etc. AAC will look into the issue.

EC is charged with identifying a new parliamentarian and Boniface suggested a slate of potential faculty for faculty vote.

ADJOURNMENT

Dexter Boniface

Boniface adjourned the meeting at 1:47 PM.

ATTACHMENT 1

Arts & Sciences Faculty Retreat

Tuesday, August 18, 2015

Meeting Notes

TURNING THE PAGE

On notecards, identify one priority that you hope will be fulfilled this year...

1. ...for Rollins College
2. ...for yourself as a professor at Rollins
3. ...for your students

1. ...for Rollins College

Unity/Harmony

- Merge CPS into A&S – One Rollins!
- Heal the A&S/CPS rift, plus a meaningful UG business degree
- Greater unity and collaboration among disparate “silos” (A&S, CPS, Holt, etc.) on campus
- Working together as a true community and beginning to assume positive motivations from all actors. This encompasses worthwhile and open dialogue as well as mindful action
- Increased cohesion
- More unified faculty, staff, and admin
- No matter what (and when) a decision is made regarding CPS/A&S, we need to reach out to our CPS colleagues who have been severely marginalized and made to feel less-than. We are missing the boat if we sit back and wait for the new president (or anyone else) to fix this.
- Reviving collegiality across the whole institution
- Move past historical divisions and focus on a shared mission
- Greater unity, stability, and communication between administration and faculty
- Institution continue to heal and find ways to turn financial disadvantages into advantages
- Unification/direction
- Maintain positive, enthusiastic energy
- Harmony – recommitment to the liberal arts
- Strengthen faculty-staff relations
- Move past old issues towards a shared future
- Start working TOGETHER – A&S, CPS, faculty, and staff
- Harmony – we have spent too much time sparring
- Growing spirit of healing and productive dialogue

- Truly realize the vision of “One Rollins” with a more constructive, positive approach to relations between A&S and CPS. So much can be gained from bringing down the wall and supporting each other
- Come together as ONE college
- Unity for the college
- Become unified
- Better relations with colleagues
- Remedy the A&S/CPS division and the budgetary implications of it
- Thrive as it continues to develop a unified identity under new leadership
- Reconciliation between faculty and administration, and the divisions of the institution
- Resolution of organizational division (and the resulting factious divisiveness) of the college structure
- Hope and optimism for the college to move forward
- A United States of Rollins
- Cohesiveness and shared purpose
- Work toward a single vision
- End of CPS
- More social events to know my colleagues better
- One dean and one set of committees for A&S and CPS
- Unify A&S and CPS in terms of governance (single unified curriculum committee)
- Continued dialogue and progress forward
- In a perfect world, A&S and CPS would merge
- Faculty cooperation

Money/Faculty Lines

- Living wage for all Rollins employees
- Have a rich dialogue about the merits of BOTH merit pay and market disparities, and that the board and administrators follow the will of the faculty (or faculties, if A&S, CPS, and Crummer faculties feel differently)
- I hope the college will be successful fiscally, so that faculty can get raises
- A unifying of faculty to address issues of admin inflation and salary inequities
- Institute promotion raises for those left behind with recent increases and associate and full level. Commit to additional financial investment in faculty as central to college health
- Bring the appreciation for faculty back in financial remuneration and verbally
- Revisit merit pay and market disparities and develop institutional plan with financial support to increase faculty/staff diversity (especially student f/s/s of color)
- Continue to improve our fiscal standing as well as transparency and inclusiveness in college governance
- Getting more faculty lines in A&S
- Hiring additional faculty for need areas
- Market adjustment

- Hiring has “followed the numbers” although we have been recruiting BUS without giving a clear sense of what our original program is. Would like to see faculty hiring and student recruitment looked at critically!
- Lack of raises and confusion around merit pay have been detrimental to morale
- Long overdue salary increase

Diversity

- Revisit merit pay and market disparities and develop institutional plan with financial support to increase faculty/staff diversity (especially student f/s/s of color)
- Reach out to students with varied racial, socio-economic, and cultural experiences for next year’s enrollment
- Take major steps towards diversity (race, culture, socio-economic)
- Diversity among the student population (looking forward) and inclusion efforts on campus for current students (ethnic, minorities, religion, socio-economic classes, 1st generation college students)
- Diversity

Academics

- More faculty involved in rFLA
- Settle curriculum decisions – 4 vs 3 credits; keep faculty load in mind; reminder that expressive arts also often does more contact hours like the sciences; 128 vs 140; credit/no-credit needs resolution
- 128 hours
- Settle the crediting issue without increasing faculty teaching load (a particular problem in the sciences)
- Resolve some of the issues revolving around the transition from 140-128 credit hours for graduation and ongoing concerns regarding credit hours for classes and the rFLA
- Try and reconcile the new gen-ed system without department goals and teaching beginning core courses which used to double as gen-eds and were great recruiting tools for our major
- Raise academic standards across all of the departments
- Some type of REAL liberal arts education for all students, e.g., require CPS majors to have an A&S minor

Administration/Leadership

- Rapport with new president, so we can address the mess left by Duncan
- Better administrative leadership
- Smooth transfer to the new president. More transparency between faculty and the administration
- A good working relationship between the president, faculty, provost, etc.
- Restructure the administration making it more faculty focused
- Solid administrative leadership
- Clear goals and lines of communication

- Improve the administrative structure of the college and review the academic programs extensively so that we are using our resources effectively as professors
- Move forward with greater respect for faculty and wiser structure of Rollins
- Build a relationship with the Board

Identity/Mission

- Reach a point where we're ready to begin a real strategic planning process
- Continue the tradition of liberal arts and create good global community members through active classroom engagement, interdisciplinarity, and service learning
- Find moments where Rollins can set an example for the local/regional community
- Help Grant understand Rollins more, move our strategic plan and academic organization forward
- Strengthen A&S and communicate importance of liberal arts
- Come to a common understanding of what we mean by "liberal arts education" and work together to create this education for our students
- Increase liberal arts focus through gen eds, in our discourse about "Rollins", and in our faculty hires.
- College leadership actively work to make Rollins more visible regionally as well as nationally
- Fiscally sound unified mission
- Re-establish guidelines for the future prominence and quality of Rollins
- Set our vision and communicate it to administration, not wait for it to arrive from above
- Identify our direction, mission, goals
- Develop a definition of liberal arts our students will recognize and understand

Other

- More workshops or group meetings on teaching
- Motivate students to achieve a holistic education and inspire creativity
- Fairness in tenure and termination decisions on non-tenured and tenured faculty – a need for processes to replace personalization
- Develop new engagement opportunities for students
- I'm new so still trying to figure out what's what
- Successful reaffirmation of accreditation in December
- Career options/career-oriented programs
- Be a more sustainable/ecologically sound organization
- Recover the China Center
- Support first and foremost learning and growth through education. Recognize and fill gaps where necessary
- Streamline processes – consider staff and faculty workload
- Continual internationalization and community engagement
- Control of Holt

2. ...for yourself as a professor at Rollins

Research/Scholarship

- Get that paper written and accepted
- Succeed at my own scholarship because being an active member of the scholarly conversation in my field makes me a better teacher
- More time for scholarship
- Make time for research amidst teaching/service demands
- Better balance between research and service to the institution
- Support of my scholarship ON campus
- Enable students to participate in research projects and present at conferences by getting them involved in my program of research
- Develop teaching/research synergy
- Get my paper published
- Time to pursue research
- Conduct more collaborative research with other faculty
- Have a productive sabbatical
- Be able to balance teaching and research
- Develop faculty-student collaboration project
- I will have a peer-reviewed article published!
- Completing an article
- I want to publish a new paper
- Publish a paper so I can get tenure and stay here. Not freaked out at all. Totally fine. Everything is going to be okay...positive thoughts
- Carve out time to pursue scholarship expectations. Collaborate with more students in research
- New article
- Engage more students in original scholarship
- Finish dissertation
- Find a way to get more research done during the term
- Opportunities abroad, dollars to spend with students in research
-

Teaching/Classroom

- More engaged teaching
- Provide transformative classroom experiences
- Try out new ideas/techniques in rFLA to connect with frosh/non-majors
- Become more pedagogically sophisticated
- Become more attuned to how our students learn and adapt my work
- Learn more through teaching

- Better teach students how to think critically and appreciate not having all of the answers
- Engage my students
- Successful course redesign
- Make a difference in a few students' academic lives through my teaching
- Hold high standards for my students and do not bend
- Teach a good RCC
- Connect with the resources of college and more effectively use them in teaching
- Do well by my students
- On-time grading for 95% of assignments
- Succeed as a teacher and course development
- Successful rFLA course
- Improve my classes for students in terms of classroom experience in the coming years
- Freshly re-think every class I teach
- Do my best to teach
- I am teaching 3 new courses this semester. I hope they turn out great!
- I hope to perfect/improve my classroom pedagogy in the next year and be able to articulate it in my self-evaluation
- Institute new courses/improve old courses
- Space to creatively re-imagine my courses and teaching
- Be an effective, engaging, accountable teacher and mentor
- More effective use of technology in the classroom
- Engage my students in the new gen ed curriculum
-

Student Engagement

- Building a rapport
- Successfully engage students and provide them with a rich and comfortable learning environment
- Create more events and guest artists for the students
- Meaningful relationships with students
- Feel successful at mentoring both students and new faculty for a thriving department and major
- Communicate with students more readily and personally. Make it clear that the intellectual work and one's personal life are inextricably connected
- Have a greater priority to get students and myself engaged in service to outside community through their music
- To better establish an understanding of my students' needs from me as a professor and an advisor
- Continue being a positive influence with high expectations

Promotion/Tenure/Evaluation

- Tenure review with solid criticisms that help me improve as an instructor
- Get through midcourse relatively unscathed, enjoy my work in the classroom and with students, improve in my ability to teach and to learn
- To be awarded tenure
- Promotion

Balance

- Work smarter, not harder
- As a lecturer, find balance between the realities of the job market and my long-time investment in our community
- More time to balance work with giving myself enough breaks not to burn out before the semester is done
- Balancing all the demands on time and energy, and choosing to commit to responsibilities I believe in and will happily if not advisedly spend my focus
- Having fun
- Balance time/stay positive
- Collaboration with colleagues, joy of teaching, growth, don't kill myself with overwork

Career

- I have committed to the College but the College will not commit to me beyond 1 year at a time. Given the emphasis on mentoring—which I wholeheartedly approve—I'm a bit worried about the huge number of visiting faculty. I get that tenure and the current economy don't always give. Still, it would be nice if there were some way for me to do my job well and depend on having a job, tenure or not. While multiple VAPs are better than the hordes of adjuncts we find elsewhere, I wonder if we could explore long-term, non-tenure options
- Develop a 5-year plan
- More collaboration with colleagues from different departments
- Create a positive learning and scholarly experience for myself that will serve as a base for future career
- Career guidance for myself—what to write? What's next? Guidance for career stages in faculty
- To successfully complete my PhD course

Other

- Transparency in intentionality
- Contribute meaningfully to a successful movement to convince the Board to divest Rollins from the fossil fuel industries
- Feel like a valued member of the Rollins community
- Understand my new role in leadership
- Survive committee service
- Salary increase

- Freedom from mindless bureaucracy
- Find the best way to offer unique contributions

3. ...for your students

Career/Future Planning

- Success at applying for and winning internships
- Better career opportunities
- Have my advisees create a resume and develop some goals for life after college
- Help students gain insight into career opportunities
- Encourage them to connect with RCompass
- Foster career planning in students
- Everyone has a resume by the end of junior year
- More intentional deliberate thought about and planning for post-graduation
- Students will graduate with a clearer idea of their future and happiness
- Investing time in exploring career and research options
-

Engage

- More engagement with major and minor
- To become better engaged as community leaders and know that they are leaders
- A year of excitement for ideas, learning, and engaging the world
- Create a better engagement for my students
- I hope they are engaged and like the topics I'm presenting
- Growth, engagement, connection, joy
- Engaged learning
- Encourage them to engage more work through the library's resources
- Ensure they feel connected to all faculty
- For our students to be as inspired and engaged as possible – always more
- Get students to engage in meaningful ways with the community using the tools taught in the classroom
- More engagement in the classroom and in the community
- Participation in intellectual events on campus
- Have standards in community engagement
- Engage in meaningful exploration

Classroom/Learning

- Learning to learn
- I hope my students are able to learn chemistry while growing as well-rounded young adults

- For my students to learn to love learning and not to fear challenges, but to learn to embrace problem-solving and perseverance
- That they embrace the amount of work required for 4 credit hours; rather than assume we're piling on work
- Help them get smarter
- Despite me, become excited about learning and sharing their new knowledge with each other and the WORLD!
- Cultivating exhibition opportunities and potentially securing a dedicated student gallery space
- To feel as if they have found a place they can feel safe to fail and gain knowledge and experience from that failure
- To be more motivated to work and have perseverance in the learning process
- Engaged in their courses wholeheartedly
- Successful research training in and out of class
- A-ha moments
- That the students will learn to integrate the rFLA with their major
- That they come away from my courses feeling more confidence and competence in their discipline
- Less distractions from education
- Enhance their learning experience and commitment to Rollins
- Let the students enjoy a more interactive and fulfilling classroom experience by redesigning the courses
- Understand how to conduct effective library research
- Challenge themselves – work seriously
- Do their best to learn
- Increased satisfaction in the classroom
- Intellectual growth
- Encourage students to think less career-oriented. To appreciate the life of the mind for its own intrinsic joy
- Have standards in learning
- Become more invested in their own education and goals
- Take some of their work to a more public venue
- Explore a new discipline and experience a different way of looking at the world
- Learn to express themselves creatively
- I want to get my students breaking free of cultural/parental influence and the short-term thinking (got to get a job!) that goes with it. I want them to be critical, self-reflective, and proceed less out of fear than the norm tends to be
- Greater inclusion of diversity awareness in courses
- Professionalism and taking responsibility for learning, education, and future
- Opportunities to study and travel abroad to do research

Relationships

- Here also I'd like to see a stronger community
- Learn from us and their peers how to live life fully and become better citizen scholars
- To feel better connected with the institution
- To be challenged to work with people who are different from them. Learn how to listen and adapt to different personalities/ways of thinking
- Experience less of the "pain" of socioeconomic divide among their peers
- Foster relationships with myself and others
- Build mentoring relationships/provide mentorship not available elsewhere
- I would like them to experience seamless support, mentoring, and challenge
- To have the type of experience with me and other professors that is possible only when we are not overworked and underpaid (i.e., overloading to make ends meet?)
- For them to feel as though their goals are directly addressed through individual attention and in classes

Don't Worry, Be Happy

- Relax!
- A sense of fun and enjoyment
- I would like my students to have a happy and productive year
- Have fun and learn

Other

- Have them visit me more often in my office
- Helping students feel it is all worth it!
- Take better advantage of full range of resources at Rollins, including Career Services
- To adapt to newer changes in the college with creativity and tenacity
- Integrate better co-curricular with curricular
- Better myself in the area of advising
- Critically reflect upon their fundamental worldviews
- More diversity, more rigor
- Satisfying connection between major and life
- That they learn to feel and be more politically/civically empowered
- Gain self-awareness
- Personal growth, curricular and co-curricular integration
- A deepening appreciation for other cultures and increased technical knowledge
- Hope that they can accomplish anything they set their mind to
- We'll keep a large number of our first-year students in the major and maintain our sudden growth
- Grow in character and positive mental attitudes
- Be able to talk about the liberal arts