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Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, February 16, 2017

College of Liberal Arts Executive Committee

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EXECUTIVE COMMITTEE MEETING

February 16, 2017

Agenda

12:30 in CSS 167

Lunch will be served

1. Approve Minutes from January 19 and January 26, 2017
2. Business
 - a. Proposed revisions to rFLA (c/o CC) **Attachment #1**
 - b. Strategic Planning Proposals (c/o CC and the Strategic Planning Task Force on Undergraduate Curriculum) **Attachment #2**
 - c. Proposed changes to the Faculty Handbook (c/o FAC) **Attachment #3**
 - d. Agenda for March 2 faculty meeting (and beyond)
 - e. Proposal regarding Common Hour (c/o Debra Wellman) **Attachment #4**
3. Committee Reports
 - a. Student Government Association
 - b. Curriculum Committee
 - c. Faculty Affairs Committee
 - d. President
 - e. Provost



EXECUTIVE COMMITTEE MEETING
February 16, 2017
Minutes

PRESENT

Dexter Boniface, Emily Russell, Mario D'Amato, Ashley Kistler, Rick Vitray, Eric Smaw, Robert Vander Poppen, Jennifer Cavanaugh, Meribeth Huebner, Marc Fetscherin. Guest: Claire Strom. Excused: Grant Cornwell, Susan Rundell Singer, Matthew Cassidy

CALL TO ORDER

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

APPROVAL OF MINUTES FROM 12/1/17

EC unanimously approved the minutes from the 1/19/17 and 1/26/17 meetings.

BUSINESS

Announcements

Dexter Boniface

Martha Cheng was ratified in an electronic ballot to fill the at large vacancy on FAC.

Kathryn Norsworthy, Lee Lines, and Joan Davison have agreed to serve on an ad hoc committee to address FEC workload issues. The committee will bring recommendations to EC by the end of March.

Boniface distributed a handout (**Attachment #5**) showing the remaining EC and faculty meetings for this academic year, and anticipated vacancies on committees for the 2018-19 academic year. He would like EC to meet to determine a slate for next year's FEC.

Jennifer Cavanaugh announced that faculty position requests for 2018-19 will be available to EC by March 10th.

Proposed Revisions to rFLA

Claire Strom

Attachment #1

Strom presented the attached structural changes to EC and said the comprehensive assessment will begin next spring. These changes have been approved by CC. Boniface asked if anyone on EC has an urgent concern regarding the proposed changes.

Kistler asked if we anticipate more changes and expressed concern about separating them from the comprehensive review. Strom said that in March we will discuss whether or not we want to change/add neighborhoods, but she does not anticipate any further structural changes at this time. Russell asked about staffing the program and impact on majors and their ability to recruit. Strom said the next proposal will address staffing issues.

McLaughlin moved to approve the structural changes. D'Amato seconded the motion. EC unanimously approved the changes as circulated and they will go to the full faculty on March 2nd.

Strategic Planning Proposals

Mario D'Amato

Attachment #2

The Task Force on Undergraduate Curriculum was tasked with addressing the imbalance of majors and has come forth with four proposals: deferred, deliberative declaration of major, departmental assessment of optimum number of students, departmental self-regulation of student numbers using autonomous curricular measures, and reduction of student neighborhood requirements depending on major declaration.

EC discussed the best way to present these proposals to faculty, since most of them will require lengthy conversation. D'Amato will deliver them as a report at the next faculty meeting and answer questions only to provide clarity to the proposals. A colloquy will be scheduled where faculty can further discuss/debate the proposals.

Proposed changes to the Faculty Handbook

Eric Smaw

Attachment #3

Boniface asked how we should handle this 211-page document of changes to the Faculty Handbook. Russell said the Faculty Handbook is under the purview of the Dean and is not a document that is ratified by the faculty. She suggests dividing the changes up between Handbook changes and Bylaw changes.

A suggestion was made to work on the Bylaw changes in the fall. Russell made a motion to table this issue to the April 11th meeting. Smaw seconded and EC unanimously approved the motion.

Agenda for March 2 faculty Meeting

Dexter Boniface

Faculty will vote on the two structural changes to rFLA, D'Amato will answer questions about the strategic planning proposals submitted by the Undergraduate Curriculum Task Force, and Smaw will give a report from the Faculty Salaries Subcommittee.

Proposal regarding Common Hour

Dexter Boniface

[Attachment #4](#)

Because of time constraints, EC tabled this discussion to a future meeting.

ADJOURNMENT

Dexter Boniface

Boniface adjourned the meeting at 1:45 PM.

Structural Changes in rFLA

1. Change rFLA neighborhood student requirements to:

- One 100-level course, taken in the spring, alone
- Three 200-level courses that can be taken in conjunction with each other
- One 300-level course that must be taken once the writing and math competencies and other neighborhood classes are completed. It can be taken in conjunction with the 200-level language class
- The PEA and BPE requirements do not need to be completed before the 300-level rFLA course is taken

Rationale:

This will make the neighborhood system easier for students—they will have more choice, and they will not be stuck in their final semester, if they have not completed their language requirement.

2. Change rFLA assessment to:

- 100 level Information Literacy
- 200 level Critical Thinking
- 300 level Written Communication, Information Literacy, Critical Thinking

Written communication is also being assessed in the ENG 140 classes.

Rationale:

- We are assessing too much in the general education
- Both integrative learning and ethical reasoning were proving hard rubrics to understand and to apply effectively across all disciplines
- Assessing five learning outcomes in the 300 level class is hampering faculty in their development of interesting educational interdisciplinary classes.

Note: This does not mean that we are abandoning either integration or ethics. Next year, we will pull together a task force to determine where these outcomes should live in the Rollins' curriculum.

**Task Force on the Undergraduate Curriculum
College of Liberal Arts
Proposals for the Faculty**

1. Deferred, deliberative declaration of major

Conceptual underpinnings:

- Students should experience a variety of classes at Rollins College before declaring a major.
- Major declaration should be accompanied by a thoughtful reflection by the student.

Goals:

- Students will choose majors more effectively and change them less frequently.
- A more committed student choice of major will improve the ability to predict faculty needs.
- Students will be more cognizant of the nature and benefits of a liberal arts education.

Plan:

- All students enter Rollins with their major listed as “Exploring.” For those students who express a preference for a major, their major will be listed as “Exploring—x.”
- Students who need to be coded for specific purposes (e.g.: scholarships) will be coded based on preference forms.
- To declare a specific major, students must:
 - Take two classes from the desired major’s major map.
 - Take one class from two other divisions of the college—these courses can include RCC, competencies, and neighborhood classes.
 - Fill out a declaration of major form that requires a reflection on why the major is being chosen.

Motion:

That all students be required to defer the declaration of a major until they have taken two courses from the major map and one course from two other divisions of the college. At that point, they will complete a reflection explaining their choice.

2. Departmental assessment of optimum number of students

Conceptual underpinnings:

- Departments best understand the rhythms of their major and the needs of their students. They also best understand the pressures on their faculty in terms of advising and teaching.
- Therefore, individual departments are best able to determine the ideal number of students to whom they can provide a quality, mission focused, liberal arts education.
- Each department should determine an optimum number range of students in their department based on current tenure and tenure-track faculty (and

permanent lecturers, artists-in-residence, etc.). The department should take into consideration its contribution to interdisciplinary majors.

Goals:

- To realistically engage departments in a conversation about the optimum number range of students in a major in terms of staffing classes and advising.
- To lay the groundwork for a distribution of students across majors that is philosophically, pedagogically, and institutionally reflective of the mission and goals of Rollins College.

Plan:

- Moving forward, the Curriculum Committee will require this information when departments request positions.

Motion:

That all departments determine an optimum number range of students that should be enrolled in their major in order to most effectively staff and advise them given current faculty.

3. Departmental self-regulation of student numbers using autonomous curricular measures

Conceptual underpinnings:

- That several departments have successfully used curricular tools to limit and control the numbers of students in their majors.
- That each department knows best which courses or other curricular tools could reduce student numbers.

Goals:

- That majors where the optimum number is greatly exceeded by the actual number of students implement curricular measures to bring the two numbers into better alignment.

Plan:

- Departments that have considerably more students than they have determined to be ideal will create a plan to rectify this situation using autonomous curricular measures.
- The Curriculum Committee will review and advise on these plans.

Motion:

That a department with substantially more students than it considers desirable for effective instruction and advising will determine autonomous curricular measures to reduce the numbers. The plans will be brought to the Curriculum Committee.

4. Reduction of student neighborhood requirements depending on major declaration

Conceptual underpinnings:

- One aim of the neighborhood system is to expose students to a variety of ways of knowing.
- Students are sufficiently exposed to a divisional perspective by majoring in that division.

Goals:

- To allow students to reduce their neighborhood requirements by not taking a class in the same division as their major.
- To reduce the need for rFLA classes by about 1/5th.

Plan:

- Once students have taken two classes in a department and declared that major, they can be exempted from that division in the rFLA. This exemption would be available only once in a student's undergraduate career.
- Students in the Business division will be required to take all four divisional classes to ensure sufficient exposure to a liberal arts education.
- Students already in the neighborhood system will be allowed to not take a neighborhood class in their declared major's division, with the exception of Business.

Motion:

That, once students have declared their major, they are exempted from the neighborhood class in that division. Business majors will continue to take neighborhood courses from all four academic perspectives.

Mario D'Amato
 Claire Strom
 February 3, 2017

Endorsed by the Curriculum Committee
 February 7, 2017

ATTACHMENT 3

Proposed changes to the Faculty Handbook included as a separate document.

ATTACHMENT 4

Dexter Boniface

From: Debra Wellman
Sent: Wednesday, October 19, 2016 10:31 AM
To: Dexter Boniface
Cc: Grant Cornwell
Subject: Request for the Executive Committee

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Dexter,

I am writing to request that the Executive Committee consider how we could better utilize our common hours. As Director of the Christian A. Johnson Institute for Effective Teaching, I have been receiving multiple emails from faculty telling me they would like to come to some of my offerings but they have meetings during common hour times.

I would like to propose something to you that we incorporated in CPS. First Thursday's Common Hour was reserved for Departmental Meetings, Second Thursday's common hour was reserved for Committee work, the third Thursday's Common hour was reserved for faculty meetings, and the fourth Thursday's common hour was a catch all that could be used for a second department meeting or committee meeting as needed. If the Committee could think about how this might work for Rollins, I would like a couple of common hours reserved for Teaching Center opportunities. I propose the 2nd and 4th Tuesday's common hours to be dedicated to faculty development.

I am beginning to schedule speakers (P2P, FITI Grant Winners, theme based talks) today for the Spring Semester. I am going to use the Second and Fourth Tuesday's Common Hours and would like all faculty to be able to attend these discussions, including the leaders of our shared governance. Their attendance at things like Professor to Professor (P2P) discussions by the McKean Grant winner would be nice. The book clubs have been highly successful with almost 50 participants and other than the associate dean, no faculty leadership is participating. I believe they would be an asset to these discussions if they wanted to participate.

Thank you for your consideration of my request.
Sincerely,
Deb

ATTACHMENT 5

<u>EC Meetings</u>	<u>Faculty Meetings</u>
Thurs., Feb. 16: Executive Meeting	Thurs., March 2: Fac. Meeting (Karla out) <i>March 2: Call for divisional nominations</i> <i>March 9: Close and distribute nominations</i> <i>March 11-19: Spring Break!</i> <i>March 20-23: Elections for divisional rep's</i>
Thurs., March 9: Executive Meeting	Thurs., March 23: Faculty Meeting <i>March 23: Call for at-large nominations</i> <i>March 30: Close and distribute nominations</i>
Thurs., March 30: Executive Meeting	Thurs., April 6: Faculty Meeting <i>April 6: Elections for at-large representatives</i>
Tues., April 11: Executive Meeting	Thurs., April 20: Faculty Meeting
Thurs., April 27: Exec. Meeting (tentative)	Wed., May 3 (Reading Day): Fac. Meeting* *Non-business meeting @ Galloway Room

Committee—Standing	Composition	Anticipated Vacancies
Executive	6 Divisional, 1 At-Large (Pres.)	3 Divisional, 1 At-Large (Pres.)
Curriculum	6 Divisional, 4 At-Large	4 Divisional, 1 At-Large
Faculty Affairs	6 Divisional, 3 At-Large	3 Divisional, 2 At-Large
FEC	6 Full Professors (quasi-Div.)	4 Full Professors
Appeals Committee	4 Full Professors (w/1 alternate)	4 Full Professors

Committee—Advisory	Composition	Anticipated Vacancies
Student Life	5 At-Large	3 At-Large
Internationalization	5 At-Large	~2 At-Large
FACIP (International Programs)	6 At-Large (no overlap depts.)	~4 At-Large
Diversity Council	6 Divisional	6 Divisional