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3-8-2018

# Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, March 8, 2018

College of Liberal Arts Executive Committe

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**EXECUTIVE COMMITTEE MEETING**
**March 8, 2018**
**Agenda**

**12:30 in CSS 167**
**Lunch will be served**

I. Approval of Minutes from 2/15/18 EC Meeting

II. Announcements

III. Business
   a. Global Initiatives Committee proposal (Attachment #1)
   b. Learning Management System Change and Pilot (Attachment #2)
   c. Demonstration of Learning team (Attachment #3)
   d. Status of Faculty Librarians (Attachment #4)
   e. FEC slate and All-College Appeals Committee slate (Attachment #5)
   f. Discussion of Grievance Process
   g. rFLA 2.0 update

IV. Reports
   a. Curriculum Committee
   b. Faculty Affairs Committee
   c. President

**EXECUTIVE COMMITTEE MEETING**
**March 8, 2018**
**Minutes**

## PRESENT

Ashley Kistler, Robert Vander Poppen, Jana Mathews, Richard Lewin, Christopher Fuse, Laurel Habgood, Joshua Almond, James McLaughlin, Amy Armenia, Emily Russell, Susan Singer, Grant Cornwell.
Guests: Susan Montgomery, Troy Thomason, Amy Sugar, Patricia Brown, Giselda Beaudin, Wenxian Zhang, Jonathan Harwell.
Excused: Jennifer Cavenaugh, Marc Fetscherin, Lexi Tomkunas.

## CALL TO ORDER

Ashley Kistler called the meeting to order at 12:30 PM.

## APPROVAL OF MINUTES FROM 2/15/18

EC unanimously approved the minutes from the 2/15/18 meeting.

## ANNOUNCEMENTS

### Announcements

Ashley Kistler

### Faculty Awards

Cornwell asked EC which faculty awards they feel should be announced at Commencement. Kistler recommends moving all faculty awards to different venues. Cornwell is inclined to announce the McKean Award at Commencement since the winner is chosen by the senior class, and the Cornell Distinguished Teaching Award. He feels all others should be moved to the end-of-year faculty retirement celebration. Habgood suggests moving the teaching awards to Convocation to help get the incoming class excited about being here. Cornwell asks anyone with an opinion to e-mail him and he will work with the list of awards.

### Faculty Meeting Agenda

Kistler said the agenda for the 3/22/18 Faculty Meeting will include the Global Initiatives Committee Proposal, Temporary Teaching Certification Minor, FEC workload issues, a

brief presentation by Scott Rayburn and Ken Miller on how to handle an active shooter situation, and an announcement about the Learning Management System change/pilot.

## BUSINESS

**Global Initiatives Committee Proposal**
Attachment #1
Giselda Beaudin

Any changes to the proposal need to be amendments brought forward at the faculty meeting.

Kistler: We need to make it clear that we are voting on the creation of the committee.

Cornwell: Heard from faculty that the extra at large staff member unbalances the committee.

Beaudin: There are eight faculty and five staff in the proposed committee. The idea was to have the opportunity for someone from Service Learning to sit on this committee since we will likely have many proposals that combine international and service learning. Giselda is willing to drop the at large staff position and simply consult with staff as needed.

Kistler: Given concerns about the number of staff, we could eliminate the Holt representative since it would be covered by the faculty rep from the Applied Social Sciences Division.

Beaudin: Staff are hugely involved in global initiatives on this campus. I have a problem with removing two staff representatives.

Kistler: Suggests leaving the staff reps but rewording the proposal regarding how approvals are made. Can recommendations go to FAC who would have final say on approvals?

Singer: FAC would not have authority over Crummer faculty or staff.

Fuse: FAC discussed this and would like to have a seat at the table so the connection could remain for CLA faculty.

Fuse will propose an amendment that a member of FAC sits in on proposal reviews. McLaughlin will propose an amendment to drop the Holt staff position. Kistler will work with Beaudin on rewording the proposal and Almond will propose the amendment.

**Learning Management System Change and Pilot**

Attachment #2

Troy Thomason and Amy Sugar

Thomason reported that Blackboard will be changing significantly in the near future to the point where it will be like using an entirely new system. He said this is a good time to look at other options and they want this to be a faculty-driven decision. A pilot group made up of 2-3 faculty from each division and Crummer will test two different systems: Blackboard and Canvas. They are seeking approval to move forward with their plan.

Cornwell: Do you have a cost structure?

Thomason: They are comparable to each other. Both are cloud-only models and run approximately 10-15% more than our current Blackboard rate of $60,000.

McLaughlin: Asked what the experience has been with Blackboard support.

Sugar: It's been challenging.

Cornwell: Asked how long the current version of Blackboard will be supported and if we could choose to stay with our current version for another year.

Thomason: They have not put an exact date on when the existing version of Blackboard will no longer be supported. It will take a year to roll out a new product. We are going to try to keep the existing system for recordkeeping purposes.

Almond said the Curriculum Committee will work with I.T. on this project and throughout the testing period. Habgood made a motion to endorse the plan. Fuse seconded the motion. Motion passed unanimously. Kistler will add it to the faculty meeting agenda as a reporting item.

**Demonstration of Learning team**

Attachment #3

Toni Holbrook

Holbrook reported that we have reformed the Demonstration of Learning Team (DLT), not so much looking towards accreditation, but more for working to begin to shift the culture away from accountability and towards improvement. Faculty on the old DLT have retired or are busy with other projects. Holbrook asked EC to endorse the new team. Vander Poppen made a motion to endorse the members listed. Armenia seconded the motion. Motion passed unanimously.

**Status of Faculty Librarians**
Attachment #4
Wenxian Zhang

Kistler was approached with concerns about the way faculty librarian salaries at Rollins are reported as staff instead of faculty salaries, which undermines their status as faculty. Another concern is that many of them are making less than the $60K starting salary for faculty.

Zhang: Librarians play an important role in teaching. They meet all tenure requirements of Rollins faculty. This past year, the practice made librarians feel demoralized. It runs against the equity and fairness principle we just passed this year.

Montgomery: Became concerned when she saw their salaries will be compared after the general faculty. Now faculty librarian salaries will be reviewed with lecturers. Faculty librarians publish, teach, and serve on this campus to the same degree as our colleagues. For our salaries to be put into another category as staff is not equitable and completely in opposition to AAUP guidelines.

Harwell: Expressed concern in terms of retention and said they struggle to keep their faculty even through midcourse review.

Kistler: The Philosophy of Compensation should apply to all faculty in the same manner. If we have a minimum starting faculty salary and we aren't following that, it's a problem.

Fuse: They are faculty. It's disturbing that we treat them like they are not faculty and we need to bring them up to the same level as their colleagues.

Habgood: Can't we be the better institution and pay above market to meet the minimum we state in the Philosophy of Compensation?

Armenia: When we discussed market we were only looking at the upper end. If we look at both ends it opens the door to lower other disciplines.

Mathews: How does your promotion and tenure work in terms of teaching?

Montgomery: Our librarianship is our teaching. We are constantly updating our collection, meet with students 1:1, and in classes to explain. We collect class evaluations each time we visit a class.

Fuse: The Compensation Task Force will meet the week after spring break to talk this through and decide on steps to move forward.

Mathews: Asked if most librarians outside of Rollins are staff. Zhang said it is split.

Singer: Our benchmark group includes far fewer faculty librarians. Not all librarianships are the same.

Montgomery: Perhaps the Promotion and Tenure Workgroup could discuss this issue.

Singer: The Workgroup is looking at the career path for lecturers who are paid below the librarians. Every decision we make can shift the benchmark.

Kistler: Asks the Compensation Task Force to discuss and bring thoughts back to EC.

Montgomery: We were hired as faculty members at Rollins and the minimum salary should be applied to all tenure-track faculty.

**FEC slate and All-College Appeals Committee slate**
Attachment #5
Ashley Kistler

EC discussed possible faculty to fill the vacancies on FEC and the All-College Committee for 2018-19. Kistler will contact the faculty suggested by EC members to see if they are willing to serve.

Kistler noted a situation came up while soliciting nominees. A faculty member wants to serve on a standing committee and an all-college committee at the same time.

Fuse: There are so few spaces for faculty to be involved in service that it would be unfair for one person to be on two committees.

Kistler: The Bylaws do not prohibit serving on two committees.

Lewin: It's not prohibited but is poor show to take both.

Fuse recommends making it clear during the vote that the faculty member running is already serving on another committee. Kistler said this situation should be part of the conversation when the faculty review our current structure.

**Discussion of Grievance Process**
Ashley Kistler

McLaughlin made a motion to postpone this discussion to the next EC meeting. Fuse seconded the motion. Motion passed unanimously.

**rFLA 2.0 update**
Emily Russell

Russell gave an update on the status of rFLA 2.0 proposals and said the principle to keep in mind is some feedback says the existing system is complicated. She recommends selecting a model with more flexibility in structure.

The Curriculum Committee will discuss the various options on March 27th and will come to EC on the 29th.

## COMMITTEE REPORTS

**Curriculum Committee**
Josh Almond

**Health Services Administration (HSA) Program**
Because the faculty member running this program left in December, the HSA Program will be shuttered until the strategic planning process is complete. Niles will graduate a cohort of 12 students in May, another 12 next May, and then a final cohort of 15 students. Almond said we have a 5-year window to shutter the program and then must decide whether to reinstate or permanently close the program.

McLaughlin moved to shutter the program. Habgood seconded the motion. Motion passed unanimously.

**Computer Science Program in Holt**
Russell reported that the Holt Undergraduate program in Computer Science has decided to suspend admissions beginning in the fall and teach the program out. CC will look at the plan and vote on March 20th. Faculty are very eager to talk to students to make sure they know what is coming. Can EC conduct an electronic vote on the matter?

Vander Poppen made a motion to conduct an electronic vote. Armenia seconded the motion. Motion passed unanimously.

**ADJOURNMENT**
Ashley Kistler

The meeting adjourned at 1:45 PM.

ATTACHMENT 1

**Rollins College**
**Center for Global Initiatives Committee**
**Proposal**

The proposed Center for Global Initiatives committee will be a standing college committee that will report to the Provost. It will replace the existing "International Programs Faculty Advisory Committee" and the "Internationalization Committee".

**Functions of the Global Initiatives Committee:**

1. Contribute to a strategy for internationalization and make decisions about programming including:
    a. Determining countries or regions of focus
    b. Determine policies and practices for the establishment, staffing, and funding of permanent centers related to internationalization, if any.
    c. Contribute to establishing institutional goals for strategic and appropriate targets for the number of international students on campus
    d. Setting institutional goals for a strategic amount and diverse types of global learning and engagement opportunities in- and out-of the classroom and on- and off-campus.
    e. Supporting efforts towards improved integration of international experiences into students' curricular and co-curricular activities
2. Allocate substantial internal funding for internationalization efforts, outside of specific department/office budgets, in accordance with strategic goals and needs (see budget)
3. Align visiting scholars, speakers, events and programs with curricular and co-curricular goals and needs for internationalization.
4. Support efforts to assess and benchmark internationalization activities and programs
5. Review RIG group trip proposals and RIG grant applications
6. Consult on the development of new semester and summer study away programs, and review and select field study/summer programs for the following academic year.
7. Consult on academic policies involving or affecting study abroad/away or other internationalization programming and policies or processes that impact or involve faculty.

## Committee Structure

1. Faculty Coordinator:
    - May be a Crummer or College of Liberal Arts Faculty member
    - Receives one course release or a stipend
    - Three year term
    - Open call to faculty for applications. Current committee members elect the Faculty Coordinator from the applicant pool.
    - Formal appointment is by the Provost.
2. Director of Global Initiatives
    - Standing appointment to committee
3. International Student and Scholar Services Representative
    - Standing appointment to committee

4. International Admissions Representative
    - Standing appointment to committee
5. Six Divisional Elected College of Liberal Arts Faculty Representatives
    - 2 year terms
6. Holt Representative
    - Appointed through the Hamilton Holt School (process TBD)
    - A staff member who works extensively with Holt students
    - 2 year term
7. Crummer Representative
    - Selected by the Crummer faculty
    - 2 year term
8. One At-Large Elected Staff Representative
    - Elected by staff through email ballot process
    - 2 year term
9. One Student Representative
    - 1 year term
    - Open to CLA, Holt, and Crummer (selection process TBD)

## Faculty Coordinator of Global Initiatives– Position Description

1. Chair the Global Initiatives Committee
2. Deliver reports on behalf of the Global Initiatives committee to the Executive Committee of the Faculty of the College of Liberal Arts
3. Represent the Global Initiatives Committee as needed at College of Liberal Arts faculty meetings, Crummer faculty meetings, governance committee meetings and/or other campus committee meetings
4. With the Director of Global Initiatives
    i) Gather information and prepare documents as needed to guide committee discussions on strategy and programming (i.e. research on best practices, program proposal documents, research on program options, budget analyses, etc.)
    ii) Research potential connections and opportunities with the global communities of Central FL and support development of programming that supports the strategic goals of the center and the College mission
    iii) Support efforts towards improved integration of international experiences into students' curricular and co-curricular activities including gathering information and documentation as needed, researching best practices, coordinating discussions with the faculty and campus community, developing proposal documents, etc.
    iv) Support assessment of the RIG grant program
    v) Provide leadership for innovative international programming such as virtual exchange, collaborative online international learning, and languages across the curriculum.

## Director of Global Initiatives

1. Oversee Center for Global Initiatives budgets including ongoing and annual reconciliation. Allocate internal funding for internationalization efforts in accordance

with strategic goals and needs and with committee approval for substantial expenditures

2. Work with Advancement on fundraising efforts that support the goals of the Center including creating budget proposals, white papers and other documents. Develop and submit grant proposals in accordance with strategic goals.
3. Assessment of Center for Global Initiatives administrative effectiveness and student learning outcomes related to co-curricular programming.
4. Support and expand involvement with the global communities of Central FL and publicize opportunities to make global connections in Central Florida
5. Increase faculty and staff capacity for supporting students in integration of and reflection on global experience through intercultural competency development for faculty and staff
6. Provide leadership and program oversight for Dual-Degree programs
7. Manage local and global partnerships with universities and organizations
8. With the Faculty Coordinator:
   vi) Gather information and prepare documents as needed to guide committee discussions on strategy and programming (i.e. research on best practices, program proposal documents, research on program options, budget analyses, etc.)
   vii) Research potential connections and opportunities with the global communities of Central FL and develop and provide ongoing management for programming that supports the strategic goals of the center and the College mission
   viii) Support efforts towards improved integration of international experiences into students' curricular and co-curricular activities including gathering information and documentation as needed, researching best practices, coordinating discussions with the faculty and campus community, developing proposal documents, etc.
   ix) Conduct and support assessment of the RIG grant program
   x) Provide leadership and ongoing management for innovative international programming such as virtual exchange, collaborative online international learning, and languages across the curriculum

## Center for Global Initiatives Budget

A budget of approximately $315,000 for the Center for Global Initiatives was proposed by the internationalization strategic planning task force and a funding proposal has been incorporated into the Capital Campaign as one of the College strategic priorities. This budget would fund the continuation of the RIG grants for group and individual travel, student scholarships for study, service, research, and internships abroad, other internationalization initiatives and events, and allow for additional staffing to support this work. Some of the proposed functions of the Global Initiatives Committee, Faculty Coordinator, and Director of Global Initiatives are dependent on these additional funds. However, establishing this new structure does not require additional resources and some of the proposed work can and should begin now, in advance of any secured funding.

ATTACHMENT 2

## Proposed Learning Management System Comparison

Amy Sugar and Troy Thomason

### Purpose:

- Blackboard has developed a new product called Ultra. They have dedicated approximately 80% of their resources to the development of Ultra. Due to this and the fact the Ultra interface is significantly different from our current Learning Management System (LMS), we recommend that Rollins conducts an LMS comparison to determine which direction we should go next.
- A secondary goal is to move our LMS to the cloud. This would eliminate downtime required to perform upgrades, which has become increasingly difficult due to multiple academic calendars.

### Work Completed to Date:

- The Instructional Design & Technology (IDT) team has researched three Learning Management Systems (Moodle/Moodlerooms, Canvas, and Blackboard Ultra) and has conducted reference checks with other institutions.
- We decided to remove Moodle from the LMS comparison due to the following:
    - Self-hosted Moodle requires programmers, which would require additional staff and funding.
    - Cloud-hosted Moodlerooms is owned by Blackboard. After talking to other schools using Moodlerooms, we identified several limitations.
- Amy Sugar and Troy Thomason presented this proposal to the Academic Deans in December, the Department Heads in January, and the Curriculum Committee in February.

## Proposed Timeline:

### Spring 2018

- Meet with various faculty committees to present proposal and ask for feedback
- Ask the Executive Committee to help identify CLA faculty to participate in pilot
    - 2 -3 from each CLA division, Crummer, and Holt
    - 18 – 20 total faculty
- Ask the Executive Committee to help identify a smaller LMS committee to help make the final decision
- Meet with pilot faculty in April
    - Discuss expectations for pilot faculty
    - Teach at least one course in one of the two LMSs
        - May pilot more than one course
    - Complete tasks in the other platform
    - Provide feedback on the rubric we will use to evaluate the LMS
    - Identify training and support needs
- Finalize communication plan
    - Announce at a faculty meeting
    - Website
    - Announce to students
- Setup course(s) in new LMS for pilot faculty

### Summer 2018

- IDT provides remote or in person training and support for faculty
- IDT assists with course setup and cleanup as needed
- IDT prepares for fall pilot

### Fall 2018

- LMS pilot
- Campus demos by LMS vendors open to all
- Collect feedback from faculty, students, and staff

### Spring 2019

- IDT compiles and presents feedback to LMS committee
- LMS committee makes a decision

- Submit a budget request

### Summer 2019

- Start migration of courses to new LMS

ATTACHMENT 3

# ROLLINS
## Demonstration of Learning Team 2017-2018

Demonstration of learning at Rollins is guided by the essential questions: *Are our students learning? How do we know they are learning?* and *How does what we know allow us to improve learning?*[1] Demonstration of learning is an ongoing process at Rollins, one that is inquiry-based, outcomes-oriented, and focused on the interpretation of results to improve teaching and learning. The process is faculty-driven to ensure that discipline-based values and teaching practices are aligned with the College's mission of empowering graduates to pursue meaningful lives and productive careers.

**Dr. Fiona Harper, Co-Chair**
Associate Professor of Biology
College of Liberal Arts
Member, Accreditation Leadership Team (ALT)

**Dr. Toni Strollo Holbrook, Co-Chair**
Assistant Provost for Institutional Effectiveness
Courtesy Assistant Professor of Education
Co-Chair, Accreditation Leadership Team (ALT)

**Dr. William Boles**
Professor of English
College of Liberal Arts, Division of Humanities

**Ms. Susan Montgomery**
Assistant Professor and Public Services Librarian
College of Liberal Arts, Olin Library

**Dr. Valerie Summet**
Assistant Professor of Computer Science
College of Liberal Arts, Division of Science & Mathematics

**Dr. Samuel Sanabria**
Associate Professor of Counseling
College of Liberal Arts, Master of Arts in Counseling

**Dr. Gloria Cook**
Professor of Music
College of Liberal Arts, Division of Expressive Arts
College of Liberal Arts, Curriculum Committee

**Dr. Halil Kiymaz, CFA**
Bank of America Professor of Finance
President, Crummer Faculty
Roy. E. Crummer Graduate School of Business

**Dr. Amy Armenia**
Associate Professor of Sociology
College of Liberal Arts, Division of Social Sciences

**Dr. Emily Russell**
Professor of English | Associate Dean for Academics
Director, General Education
College of Liberal Arts

**Dr. Anne Stone**
Associate Professor of Communication
College of Liberal Arts, Division of Applied Social Sciences

**Dr. Erik Kenyon**
Director of Holt Student & Faculty Engagement
Hamilton Holt School

**Dr. Kip Kiefer**
Associate Professor of Business
College of Liberal Arts, Division of Business

**Ms. Norah Peréz | Ms. Giselda Beaudin**
Director of Experiential Learning
Director of International Programs
Co-Chairs, Student Affairs Learning Assessment Task Group

**TBD**
Director, Endeavor Foundation
Center for Faculty Development
College of Liberal Arts

[1]O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: American Council on Education and Oryx Press.

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ATTACHMENT 4

# Joint Statement on Faculty Status of College and University Librarians

(JANUARY 2013)

*The statement that follows was prepared by the Joint Committee on College Library Problems, a national committee representing the Association of College and Research Libraries, the Association of American Colleges (now the Association of American Colleges and Universities), and the American Association of University Professors. The statement was endorsed by the board and annual meeting of the Association of College and Research Libraries, a division of the American Library Association, in 1972. It was reaffirmed by the ACRL board in June 2001 and 2007. It was adopted by the Council of the American Association of University Professors in April 1973 and endorsed by the Fifty-ninth Annual Meeting. Additional revisions were made by a joint subcommittee of the ACRL and the AAUP in June 2012; the revised text was adopted by the AAUP's Council and the ACRL in 2012.*

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. Indeed, all members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process.

The character and quality of an institution of higher learning are shaped in large measure by the nature and accessibility of its library resources as well as the expertise and availability of its librarians. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy.

Librarians perform a multifaceted role within the academy. It includes not only teaching credit courses but also providing access to information, whether by individual and group instruction, selecting and purchasing resources, digitizing collections, or organizing information. In all of these areas, librarians impart knowledge and skills to students and faculty members both formally and informally and advise and assist faculty members in their scholarly pursuits. They are involved in the research function and conduct research in their own professional interests and in the discharge of their duties. Their scholarly research contributes to the advancement of knowledge valuable to their discipline and institution.

In addition, librarians contribute to university governance through their service on campus-wide committees. They also enhance the reputation of the

institution by engaging in meaningful service and outreach to their profession and local communities.

Where the role of college and university librarians, as described in the preceding paragraphs, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching, research, and service is the essential criterion of faculty status.

College and university librarians share the professional concerns of faculty members. Academic freedom is indispensable to librarians in their roles as teachers and researchers. Critically, they are trustees of knowledge with the responsibility of ensuring the intellectual freedom of the academic community through the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds.

Librarians should be offered the opportunity to have either academic-year appointments with salary and benefits commensurate with those of other faculty members or calendar-year appointments with additional compensation for summer work as is customary for faculty members who take on summer teaching assignments. As with faculty members in other academic departments on campus, librarians should be responsible for the development of their promotion and tenure criteria. Because of the special teaching role of librarians, criteria and standards may differ from traditional classroom faculty, but they must be comparable in rigor and content. Promotion and tenure guidelines should be approved by whatever faculty body is responsible for the establishment of promotion and tenure procedures and policy. Faculty librarians should go through the same process of evaluation as other faculty members.[1]

On some campuses, adequate procedures for extending faculty status to librarians have already been established. These procedures vary from campus to campus because of institutional differences. In the development of such procedures, it is essential that the general faculty or its delegated agent determine the specific steps by which any professional position is to be accorded faculty rank and status. In any case, academic positions that are to be accorded faculty rank and status should be approved by the senate or the faculty at large before submission to the president and to the governing board for approval.

With respect to library governance, it is to be presumed that the governing board, the administrative officers, the library faculty, and representatives of the general faculty will share in the determination of library policies that affect the general interests of the institution and its educational program. In matters of internal governance, the library will operate like other academic units with respect to decisions relating to appointments, promotions, tenure, and conditions of service.[2] ■

1. See the 1940 *Statement of Principles on Academic Freedom and Tenure*, in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC: AAUP, 2006), 3–11; the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*, ibid., 12–15; and the *Statement of Principles on Leaves of Absence*, ibid., 254–55.

2. See the *Statement on Government of Colleges and Universities*, ibid., 135–40.

ATTACHMENT 5

## FEC and Appeals Committee Vacancies

**FEC**

Expressive Arts (3 year term)
Social Sciences Applied (2 or 3 year term)

**Appeals Committee**

One vacancy (3 year term)
One vacancy (alternate) (3 year term)

| FEC Matrix | Business | Expressive Arts | Humanities | Science | Social Science | Social Science-Applied |
|---|---|---|---|---|---|---|
| **Present FEC in bold**<br><br>*Leave/Sabbatical AY 2018-2019<br><br>**Leave/Sabbatical AY 2019-2020<br><br>***Leave/Sabbatical Ay 2020-2021<br><br>#Retiring | McInnis-B.<br>*Fetscherin<br>**Rogers** | Charles Cook<br>Crozier<br>Hargrove<br>Lackman<br>***Libby**<br>***Simmons<br>***Sinclair<br>Ouellette | *Aggarwal<br>Diaz-Z.<br>Jones Cook<br>*D'Amato<br>Boles<br>Frost<br>***Greenberg<br>***McLaren<br>Mésavage<br>O'Sullivan<br>**Prieto-Calixto<br>**Tillman | Anderson<br>***Bernal<br>*Carnahan<br>***Dunn<br>***Harris<br>**Houston**<br>Lines<br>**Moore<br>**St. John<br>Stephenson<br>*Sutherland<br>#Vitray<br>Yellen | Boniface<br>Chambliss<br>Davison, D.<br>**Davison, J.**<br>#Foglesong<br>***Gunter<br>Newcomb<br>Strom | ***Bommelje<br>*Homrich<br>*McLaughlin<br>**Norsworthy<br>***Paladino**<br>Richard<br>***Wellman<br>Zhang |
| 2017-2018 | Rogers | Libby | Boles | Houston | J. Davison | Paladino |
| 2018-2019 | Rogers (to 2019) | Vacancy | Boles (to 2019) | Houston (to 2020) | J. Davison (to 2020) | Vacancy |

## E. PROCEDURES FOR MID-COURSE, TENURE, AND PROMOTION REVIEWS

### Section 2. Faculty Evaluation Committee Structure and Evaluation

#### a. Membership

This committee is constituted of six members and one alternate, all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.