

11-1-2018

# Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, November 1, 2018

College of Liberal Arts Executive Committe

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**EXECUTIVE COMMITTEE MEETING**  
**November 1, 2018**  
**Agenda**

**12:30 p.m. in CSS 167**  
**Lunch will be served**

- I. Approval of Minutes from 10/11/18 EC Meeting
  
- II. Business
  - a. Mid-term Grade Policy (**Attachment #1**)
  - b. Draft Lecturer Policy (**Attachment #2**)
  - c. Email Policy
  - d. Governance Reform
  
- III. Reports
  - a. Curriculum Committee
  - b. Faculty Affairs Committee
  - c. President's Report
  - d. Provost's Report



**EXECUTIVE COMMITTEE MEETING**  
**November 1, 2018**  
**Minutes**

**PRESENT**

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Ashley Kistler, Amy Armenia, Richard Lewin, Patricia Brown, Christopher Fuse, Laurel Habgood, Jennifer Cavanaugh, Wenxian Zhang, Gloria Cook, Susan Singer, Grant Cornwell, Emily Russell, Dawn Roe, Jana Mathews, Nagina Chaudhry

Guests: Patricia Tome, Paul Reich

**CALL TO ORDER**

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Ashley Kistler called the meeting to order at 12:31 PM.

**APPROVAL OF MINUTES FROM 10/11/18**

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Habgood made a motion to approve the minutes from the 10/11/18 EC meeting. Fuse seconded the motion. Motion passed unanimously.

Fuse made a motion to change the order of the agenda, so EC could discuss the draft lecturer policy first. Zhang seconded the motion. Motion passed unanimously.

**BUSINESS**

**Draft Lecturer Policy**

**Attachment #2**

Christopher Fuse

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Fuse presented a draft policy outlining a path for lecturers to be promoted to senior lecturer at Rollins. FAC is stuck on the point of requiring lecturers to engage in service to the College. They do not believe lecturers should be required to engage in service, but we currently have lecturers who are involved in service. They plan to discuss this with departments next.

Cornwell noted lecturer contracts call for heavy teaching loads, so expecting service could be problematic, but to bar them from engaging in service is treating them as contract laborers where they come in, do their job, and go away. The benefits of offering a senior lecturer position is an acknowledgement of their contributions to Rollins.

Mathews asked if lecturers are paid a standard rate across the board and whether we desire to have a uniform set of standards for all lecturers. Singer said market factors apply to lecturers and Fuse said FAC hasn't dealt with the issue yet because lecturers at Rollins vary so widely in their degrees and level of courses taught.

Habgood asked if lecturers would be required to go for a senior lectureship and would the promotion include a permanent base salary increase. Fuse said no one would be required to go for promotion and FAC hopes there would be a pay increase involved for those who are promoted.

Zhang asked about reviews for lecturers. Fuse said because lecturers are on year-to-year appointments they should be reviewed annually. The big question is, "who should conduct lecturer reviews?" Do we increase the size of FEC? Do we create a parallel FEC that only reviews lecturers? Cornwell suggested reviews of lecturers could fall to department chairs and deans.

Reich expressed concerns about codifying a two-track faculty system. He is concerned this would open opportunities for administrators to turn down tenure-track faculty line requests in favor of less expensive lecturer appointments. He also stated that the primary responsibility of lecturers should be teaching and is concerned encouraging them to engage in service will take away from that responsibility. Tome expressed similar concerns and fears Hispanic Studies would end up with only lecturers. Armenia supports Reich's points and said she is unclear about the role of lecturers asked, if we can commit to five-year contracts for senior lecturers, doesn't that justify a tenure-track line?

Cavanaugh noted many lecturers are teaching courses we consider to be fundamental competencies and said it's important for them to have a pathway for professional development. Reich agrees but questions how are we defining professional development? Fuse said we already have lecturers doing things well above and beyond teaching. Each department is dealing with lecturers differently. Some lecturers have requested to engage in a particular kind of professional development and departments have said no; there is an imbalance across the board. We need to determine what is the best model.

Russell said we are uncovering a lack of uniformity across campus. At the end of the day we are talking about a title change and length of contract term. If all we do is offer the opportunity to express a commitment to our lecturers that could be very beneficial.

Kistler recommends discussing some of these issues at a faculty meeting.

### **Mid-term Grade Policy**

**Attachment #1**

Gloria Cook

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Cook explained the draft mid-term grade policy and said it's good practice to let students know where they stand academically mid-semester. Curriculum Committee (CC) recommended a couple of add-ons to the policy that are not currently included in the draft: 1) add the ability to state the grade but let the student know this only represents a certain percentage of the work required for the course, and 2) make sure the student understands this is an "estimated" mid-term grade.

Mathews asked if the problem we're trying to solve is that some faculty members are not returning work to students in a timely fashion, so the students do not know where they stand. It becomes problematic when students miss the WF/drop deadlines because they did not have their grades in time to make the decision to drop a course. Cornwell expressed concern about what is going on pedagogically if a student is midway through a course and has no feedback. Armenia suggested the problem lies with a small group of faculty.

Habgood is concerned about piling even more work onto faculty and recommended wider use of the academic warning system which provides more information and context rather than focusing on mid-term grades. Cavanaugh said we are considering changing the name of the Academic Warning System to lessen the anxiety some students feel when they receive a warning.

Cook will take this back to CC for a vote.

## **ADJOURNMENT**

Ashley Kistler

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The meeting adjourned at 1:45 PM.

## ATTACHMENT 1

### Mid Term Grades – Proposal

Academic Affairs would like to begin collecting mid-term grades from our courses.

#### Rationale

- communicating mid-term grades with students can alert them to struggles in the course before the withdrawal deadline.
- mid-term grades can alert the Academic Retention team to students who are struggling before it is too late for interventions.

#### Timeline

- Fall 2018: RCC faculty will submit grades to students (students are not made aware of grades, but outreach conducted for and academic warnings issued to students who are below a “C”)
- Spring 2019: midterm grades for rFLA 100 students and students in Success Marker courses for majors (students are made aware of grades)
- Fall 2019: all courses taught in CLA and Holt are to submit midterm grades

## ATTACHMENT 2

### Lecturer – Senior Lecturer Policy Draft 10/19/2018

#### Appointment and Promotion of Faculty in the Lecturer-track

Rollins College has a hardworking and successful group of regular faculty composed of Tenure-Track Faculty (TTF) and Lecture-Track Faculty (LTF); both are distinct from faculty on temporary appointments. Both TTF and LTF act to advance the mission of the College to educate students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.

While both TTF and LTF are expected to serve the college in a variety of roles, LTF are not required to make a contribution to scholarly knowledge. The College acknowledges the important role of LTF in teaching, and also acknowledges the integration of scholarly activities that many bring to that role, and they are encouraged to pursue professional development in this way. Lecturer-Track Faculty are afforded full rights and responsibilities in faculty governance. The Lecturer role described here refers to faculty appointed to full-time, single- or multi-year positions that are not on the tenure track, not part-time appointments, adjunct appointments, visiting appointments, or appointments intended to be for one year only.

Appointment at the rank of Lecturer signifies that the faculty member is adequately credentialed to assure requisite knowledge in the subjects to be taught, is well prepared to teach students within a specific discipline and is committed to personal, challenging engagement with Rollins students in liberal arts education.

Appointment at the rank of Senior Lecturer signifies that the faculty member has taught as Lecturer (full time) at Rollins College for at least six years, and has become established as a highly effective and valued teacher according to the norms of the Rollins community. Further, this appointment indicates that in the judgment of the Rollins faculty, the person appointed is sincerely committed to personal, challenging engagement with Rollins students in liberal arts education, is engaged in an active and productive program of professional development related to teaching, and has become a supportive, constructive contributor to the collective work of the faculty through service on committees and in other ways that support the commonweal. Appointment to Senior

Lecturer comes with the expectation that the faculty member will participate in the mentorship of Lecturers.

Teaching and service encompass the primary activities of the lecturer-track faculty of Rollins College. Since both of these are essential to the functioning of Rollins College, each is weighed carefully with respect to College's mission in considerations involving appointment, reappointment, and promotion. Since the teaching is at the heart of the Rollins College mission, the quality of teaching is paramount in considerations of the appointment and promotion of faculty.

Among the many responsibilities of the faculty of Rollins College, teaching is the most important. Teaching excellence is measured by evidence of the instructor's creativity, innovation, resourcefulness in facilitating students' engagement with learning, and the instructor's success in motivating students to exceed their previous levels of accomplishment are especially helpful. The most compelling evidence shows that the instructor has motivated her or his students to achieve not only the learning goals of specific courses but also to make significant progress toward the broad goals characteristic of liberal arts education.

College, university, and professional communities accomplish their goals only with the active service of their members. LTF provide program administration and support essential to the teaching mission of the college. Consequently, the faculty member's service and contributions to this role are important in evaluation and promotion. Contribution in the category of service spans the range from simple participation in College community events, to engagement with specific College programs, to leadership of major College initiatives. Although service will be evaluated primarily by a faculty member's positive contribution to the committee work and administrative duties within the division and College, activities that contribute to the development of a professional discipline, a professional society, or an outside agency or community will also be weighed. Faculty members serve both as contributors to group efforts (e.g. committees, panels, editorial boards), and as leaders (e.g. program director, professional society officer). Additionally, and importantly, is service to Rollins' students whether through advising or sponsoring club activities.

It is important that lecturer-track faculty engage in an active, productive program of professional development especially related to teaching. As faculty devoted primarily to effective teaching and support roles in departments, lecture track faculty are not required to engage in the preparation and



publication of original scholarship, although such efforts are naturally welcome and encouraged. Faculty are encouraged to contribute to the understanding and practice of teaching and to disseminate their contributions in publications, national and regional conference presentations, local campus and departmental presentations, etc.

The principles stated above outline the general requirements for eligibility for appointment and promotion. But since all appointments are contingent upon the College's needs and resources, eligibility does not guarantee appointment, reappointment, or promotion.

## Reviews for Reappointment and Promotion

### 1. Ranks in the Lecturer-track

Appointment as Lecturer is made on an annually renewable basis for a period of ??? years with the possibility of reappointment following a positive review. Appointments as Senior Lecturer are annually renewable for ??? year periods with the possibility of reappointment following a positive review. All appointments depend on the Dean of Faculty's determination that there is a continuing need for the position to support the educational program. This determination is made in consultation with the academic divisions and the Provost.

### 2. Reviews

Lecturers are evaluated in the first and second years of their appointments. Reviewed by whom? CEC – Dean? – FEC? – Provost? (A departmental committee seems most appropriate and in line with best practices)

### 3. Major Review in Third Year

A Major Review is conducted by the tenured members of the candidate's department during the third year as lecturer. Specifics of the review?

A tenured member of the candidate's department serves as chair of the evaluation committee.

The third-year Major Review is based on a fully developed academic portfolio. The academic portfolio should be organized as follows

- An up-to-date Curriculum Vitae,

- The most recent FSAR,
- Syllabi for each course taught and selected examples of teaching assignments and student work,
- The CIE teaching evaluations from each course taught at Rollins.
- A statement of teaching philosophy of no more than 600 words.
- A Teaching Statement – A reflective statement of not more than 1,500 words describing the faculty member’s experience in teaching at Rollins including goals, accomplishments and challenges, especially those following from pedagogical innovation, and plans for the future.
- A Service Statement (If appropriate based on the lecturer’s department philosophy and practices for LTFs) - A reflective statement of not more than 1,500 words describing the faculty member’s experience, accomplishments, challenges, and future goals in service, including, when appropriate, the candidate’s role as a program administrator and how that role supports the teaching mission of the college.
- A Statement of Professional Development - A reflective statement of not more than 1,500 words describing the faculty member’s professional development at Rollins including goals, accomplishments, challenges, and plans for the future. This statement should include, where appropriate, progress made in pursuit of scholarship.

After review and evaluation of the dossier, the evaluation committee will recommend that the candidate be either reappointed or not extended past the end of the academic year following the major review. The Chair will provide a written report of the committee’s findings to the Dean of Faculty.

The Dean of Faculty will review the dossier to determine whether to accept the recommendation of the Division. This decision will be communicated to the faculty member under review and the Chair of the Division, and acted upon appropriately.

#### XVIII. Appointment as Senior Lecturer

After six years in the rank of Lecturer, the Lecturer may request of the Dean of Faculty, or the Dean of Faculty may recommend to the Lecturer, a review for promotion to the rank of Senior Lecturer. The review will be organized by the

department chair with the participation of all tenured members in the department, and will be based on a dossier prepared by the incumbent using the format given for Major Reviews above. The standard of accomplishment required for promotion to Senior Lecturer will be that the Lecturer has become well established as a consistently effective teacher and advisor, and a significant contributor to the life of the College through service. If appointment at the rank of Senior Lecturer is supported by the tenured members of the department and the Dean of Faculty and the Provost (FEC???), the faculty member will be appointed at the new rank for five years.

### Non-reappointment and Appeal

#### 1. Non-renewal During Initial Appointment.

During the first three years of any initial appointment, the University may give notice of non-reappointment.

#### 2. Non-reappointment.

If the department decides not to reappoint an LTF, the Dean of Faculty will inform the faculty member no later than ??? of the last year of the current appointment.

#### 3. Appeal.

Any LTF who has not been reappointed and believes the decision did not follow the procedures required by this policy, may file an appeal that will be reviewed by the Provost. (???)