

Rollins College

Rollins Scholarship Online

Executive Committee Minutes

College of Liberal Arts Minutes and Reports

4-8-2021

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, April 8, 2021

College of Liberal Arts Executive Committee

Follow this and additional works at: https://scholarship.rollins.edu/as_ec



EXECUTIVE COMMITTEE MEETING

**April 8, 2021
Agenda**

12:30 p.m. via Webex

- I. Approval of Minutes from March 25, 2021 EC Meeting

- II. Business
 - a. FEC and All-Faculty Appeals Slate
 - b. Resolution on Department Chair Compensation
 - c. Health and Wellness Proposal
 - d. Graduate Academic Appeals Policy (Holt)

- III. Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
 - c. Student Government Association



EXECUTIVE COMMITTEE MEETING
April 8, 2021
Minutes

PRESENT

Jennifer Cavanaugh, Dan Chong, Grant Cornwell, Donald Davison, Ashley Kistler, Richard Lewin, Julia Maskivker, Jennifer Queen, Paul Reich, Scott Rubarth, Rob Sanders, Anne Stone, Martina Vidovic, Jamey Ray, Susan Rundell Singer, Karla Knight

Excused: Manny Rodriguez

CALL TO ORDER

Paul Reich called the meeting to order at 12:33 P.M.

APPROVED OF MINUTES FROM March 25, 2021 EC MEETING

Ray made a motion to approve the 3-25-21 meeting minutes. Vidovic seconded the motion. EC unanimously approved the meeting minutes for March 25, 2021.

BUSINESS

FEC and All-Faculty Appeals Slate

ATTACHMENT #1

Paul Reich

Everyone approached to fill the vacant slots on the Faculty Evaluation Committee (FEC) has agreed to serve. Kim Dennis agreed to serve for a 1-year term; Mike Gunter agreed to fill in for one year while Claire Strom is on sabbatical; and since there is no one available from Business, Samuel Sanabria has agreed to serve for two years. Queen made a motion to approve the FEC slate for 2021-22. Stone seconded the motion. Motion passed unanimously.

In choosing potential members for the All-Faculty Appeals Committee, we tried to ensure we have wider divisional representation. Susan Libby has agreed to serve for a 3-year term, and Rosana Diaz-Zambrana and Derrick Paladino have both agreed to serve as alternates for 3-year terms. Stone made a motion to approve the slate for the All-Faculty Appeals Committee. Lewin seconded the motion. Motion passed unanimously.

Faculty will vote on the slates for FEC and the All-Faculty Appeals Committee at the next meeting.

Resolution on Department Chair Compensation

ATTACHMENT #2

Paul Reich

Article V of the Bylaws allows faculty to submit a petition of review for any college administration policy. All sitting department chairs have affirmed the long-standing compensation model for department chairs and ask CLA faculty to do the same. The resolution will be on the agenda for next week's Faculty Meeting.

Queen made a motion for EC to endorse this resolution. Lewin seconded the motion. Motion passed unanimously.

Health and Wellness Proposal

ATTACHMENT #3

Martina Vidovic and Ashley Kistler

The task force discussed options for how to proceed with health and wellness at Rollins. They are bringing forward several cost-neutral recommendations. Immediate recommendations include permanently suspend the BCMP competency, revamp co-curricular components of the RCC Program to align with some of the nine dimensions of wellness, develop a new CLP course focused on wellbeing, and encourage those teaching senior seminars to integrate discussion of wellbeing into their capstone courses. A long-term goal would be to create a wellbeing designation for courses that we already have on the curriculum. This would require an investment of resources so we could have training and develop common learning outcomes.

Questions about physical education courses came up in last week's colloquium. Many faculty feel they are important for students and want to know the status. This committee was not tasked with evaluating those courses, but the question should be addressed.

The committee considered as an aspirational model that would require a significant investment of resources, a stacked model of health and wellness where students would take a credit course each year focused on a different dimension of wellness. However, we did not feel we were ready to take on the task of moving 2,000 students through four courses in a particular sequence.

Comments, Questions, and Ideas:

I have reservations about moving more work into RCC. We should be thinking about what to remove from RCC to make it more rigorous. If the College cannot afford to offer health and wellness, we should just say that and move on, rather than try to salvage pieces and put them on other courses. That is how programs become unfocused.

Q: Was there any discussion about connecting health and wellness to ECMP? One of the major schools of ethics is about thriving and living the good life.

A: We did not discuss that but can take the suggestion back to the committee.

Q: Did the committee consider moving away from health and wellness all together?

A: No, but none of our benchmark schools have any kind of health and wellness designation. We looked at schools who do have well established programs, but they were schools with more resources.

Q: The recommendations talk about the RCC model and senior seminars in majors, but don't mention rFLA.

A: rFLA is already trying to do too much.

We've come to this point because we had a health and wellness requirement that had run out of steam. The whole reason we had the course came out of a different way of thinking about our mission and how to deploy it. This is an opportunity to address mental health not as a crisis requiring more therapy, but as part of our mission that we should proactively address.

Out of the original QEP came the Career and Life Planning Center and we were asked to design courses that addressed various dimensions of wellness. We created an intersession course on managing your money for non-majors to address that touchpoint in the junior or senior year. We also created an elective course on personal finance which went into greater detail. The idea was to create touchpoints throughout the curriculum.

Q: If people value this and see it as a priority, what might we let go if this rises to the level of implementation?

A: As a next step we should host a large, in-person colloquia to discuss the committee's recommendations. If there is overwhelming sentiment from faculty that these recommendations are insufficient, we can ask them what we should give up to make these things happen.

Since this work will continue into next year, Ashley will reach out to the current membership to see who wants to continue to serve.

Graduate Academic Appeals Policy (Holt)

ATTACHMENT #4

Rob Sanders

The current policy references a committee that doesn't exist any longer. The proposed policy aligns with the Holt undergraduate and CLA policies while making allowances for program-level policies. Typical appeals that come through this policy include grade appeals, students withdrawing from a program and appealing to return, graduation issues, and appeals of suspensions and probation.

Chong made a motion to approve the policy. Queen seconded the motion. Motion passed unanimously.

Maskivker made a motion to adjourn. Stone seconded the motion. Meeting adjourned at 1:45 p.m.

ATTACHMENT #1

Faculty Evaluation Committee

Expressive Arts: **Kim Dennis** (2021-2022)

Humanities: Mario D'Amato (2019-2022)

Mathematics & Science: Laurel Habgood (2020-2023)

Social Sciences: **Mike Gunter** (2021-2022)

Social Sciences—Applied: Jim McLaughlin (2019-2022)

Alternate: Martha Cheng (2020-2023)

At-Large: **Samuel Sanabria** (2021-2023)

All-Faculty Appeals Committee

Susan Libby (2021-2024)

Sharon Carnahan (2020-2023)

Dexter Boniface (2019-2022)

Alternate: **Rosana Diaz-Zambrana** (2021-2024)

Alternate: **Derrick Paladino** (2021-2024)

ATTACHMENT #2

1. Whereas the Rollins College Faculty Handbook (Section III - College of Liberal Arts Policies and Procedures, Part A. Administration and Practices) outlines twenty-four responsibilities of department chairs that impose a substantial burden on faculty members who serve as department chair (not to mention additional responsibilities and expectations of department chairs outlined in the sixty-four-page document titled *Department Chair Handbook*).
2. Whereas the Faculty Handbook unambiguously states, “As compensation, department chairs may *choose* to receive annually either of the following: A four-semester-hour reduction in the normal teaching load, or a salary supplement” (emphasis added).
3. Whereas ignoring the policies and procedures outlined in the Faculty Handbook represents a concerning departure from long-standing practice and a troubling breach of the principle of shared governance.
4. The Faculty of the College of Liberal Arts affirms the department chair compensation model outlined in the Faculty Handbook.

ATTACHMENT #3

Health and Wellness Proposal

The Health and Wellness Taskforce met throughout Fall 2020 and Spring 2021 to consider a new model for integrating Health and Wellness into the Rollins curriculum. The taskforce was co-chaired by Martina Vidovic, Associate Professor of Economics, and Ashley Kistler, Professor of Anthropology and Associate Dean of Academics, and members included Connie Briscoe, Director of the Wellness Center; Missy Barnes, Associate Professor of Theatre Arts and Dance; Jay Pieczynski, Associate Professor of Biology, Andrew Luchner, Associate Professor of Psychology; Nolan Kline, Assistant Professor of Anthropology, and Janette Smith, Coordinator of Academic Support, Office of the Dean of the Faculty.

After imagining how we want our students to engage with wellness and based on our review of Rollins' benchmark institutions and schools with notable wellness programs and discussions with college administration, the taskforce makes the following recommendations. We recommend the implementation of the combination of the following immediate and long-term actions as a path forward for reintroducing Health and Wellness at Rollins without creating a need for significant additional resources or new staffing challenges:

Immediate Action Items

1. Permanently suspend the BCMP Wellness competency as a graduation requirement.
2. Revamp the co-curricular components of the RCC program to align with some of the nine dimensions of wellness, with a particular focus on sexual health and drugs and addiction. We will work with Student Affairs and peer mentors to design programming around the dimensions of wellness and to prepare peer mentors to help facilitate these experiences. **To be completed Spring 2021.**
3. Develop a new CLP course focused on wellbeing entitled "Meaningful Lives." Missy Barnes and Andrew Luchner will work together to develop a syllabus for this course, which we will **pilot in Spring 2022.**
4. Encourage those teaching senior seminars to integrate discussion of wellbeing into their capstone courses. We will host a webinar on how to integrate wellness open to all faculty but especially encourage those teaching senior seminars to attend. **To be completed Fall 2021.**
5. Sent faculty survey to ask people about if and how they integrate lessons on wellbeing into their courses and to gather a list of courses with a specific focus on wellbeing. **To be completed Spring 2021.**

Longer-Term Action Items

1. Create a "Wellbeing" or "WB" designation for courses with significant wellness-related content. This designation would be similar to our "CE" designation in operation: it would appear on the course schedule and on students' transcripts. Faculty would apply to have this designation added to their courses. We would need to develop criteria by which to evaluate courses for this designation and design an approval body and process. We would develop a core set of learning outcomes and faculty offering courses with this designation would undergo training to earn the designation for their course. **To be completed by end of Spring 2022.**
2. As a part of a future self-study, external review, and possible revamp of the RCC program, consider how we might integrate dimensions of wellness more fully into the curriculum and co-curriculum of RCC.

ATTACHMENT #4

Current Policy

Hamilton Holt School Student Appeals Committee

The Student Appeals Committee of the Hamilton Holt School meets approximately once a month to review student academic appeals related to policy and procedures. The committee is composed of Holt School staff, including the dean. Student appeals must be submitted in writing by the 15th of the month to be considered at the next meeting. Appeals are accepted online only at <http://www.rollins.edu/evening/documents/forms/holt-appeal.html>. Appeals should detail the circumstances or the issue(s), clearly state the student's request, and substantiating documentation on official letterhead as appropriate (e.g., physician statements, employer verifications, etc.). By submitting an appeal, the student understands the Committee reserves the right to discuss the appeal with academic or administrative personnel as deemed appropriate and necessary for fair consideration. Decisions by the Committee are final. Students will be informed in writing as to the outcome of their appeal.

Proposed policy – aligns with Holt undergraduate & CLA, with allowance made for program-level policies

ACADEMIC APPEALS

College and Graduate-Level Policies

Students may appeal to the Academic Appeals Committee the effects of any college- or graduate-level academic policy that applies to them. All appeals must be made within one (1) year of the conclusion of term for which the appeal is made.

To submit an academic appeal, the student must complete the following steps:

Step 1: Consult with their Holt advisor to discuss their individual situation and to determine required documentation.

Step 2: Submit a written [Appeal](#) and supporting documentation using the online appeals process.

Step 3: Review their DegreeWorks academic audit for accuracy. Report any discrepancies to the Registrar's Office.

The Committee will discuss appeals only after all required documentation has been submitted. By submitting an appeal, the student understands the Committee reserves the right to discuss the appeal with academic or administrative personnel as deemed appropriate and necessary for fair consideration. Students will be informed in writing as to the outcome of their appeal.

Program Policies

Additional academic policies may apply to individual graduate programs. Students who wish to appeal a program policy should first seek informal resolution through the program director. If the student believes the program has not resolved the issue, a formal written appeal may be submitted to the Dean of the Hamilton Holt School.

Figures 3 and 4 (below) report similar information comparing average salaries and years in rank for white and minority faculty. Results for associate professor and lecturer are withheld due to the small number of cases.

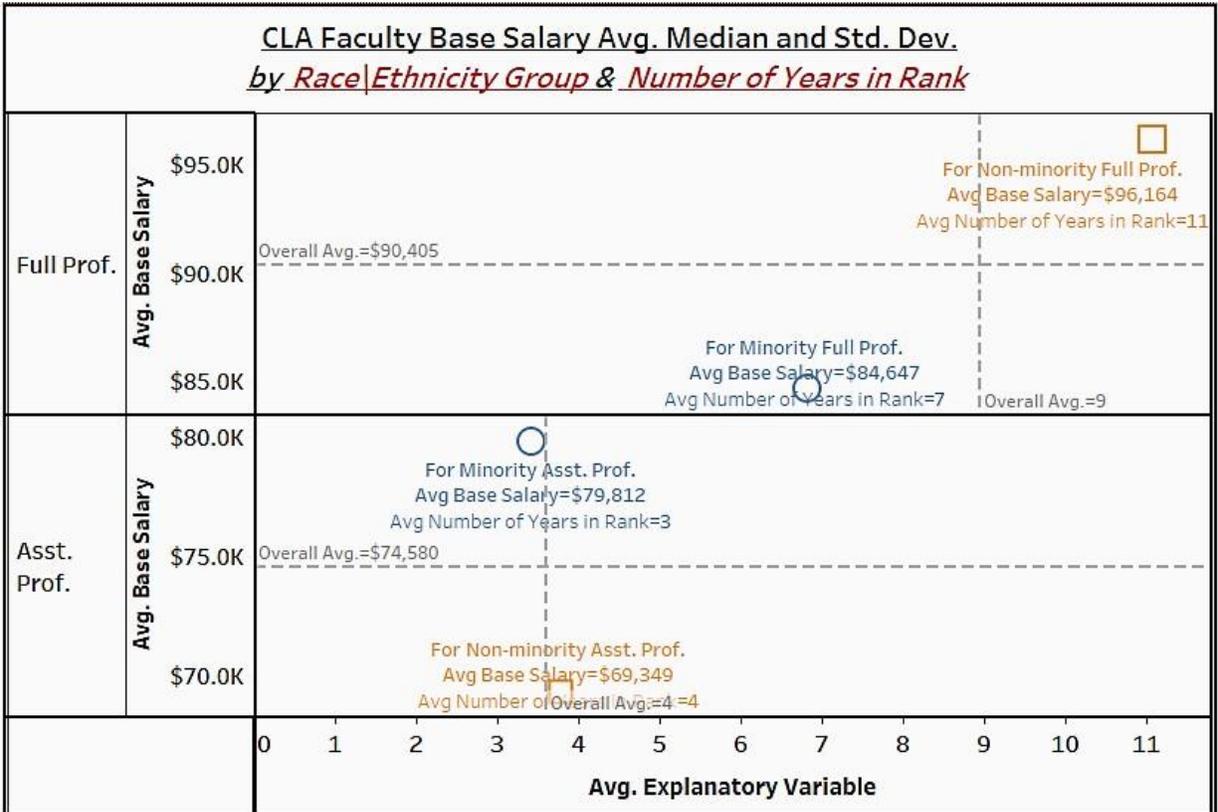
Figure 3

Average Salary for White and Minority Faculty, 2019 – 2020

	<u>Count</u>		<u>Avg. Base Salary</u>		<u>Median Base Salary</u>		<u>Std. dev. of Base Salary</u>	
	Minority	Non-minority	Minority	Non-minority	Minority	Non-minority	Minority	Non-minority
Overall	37	154	\$77,600	\$79,537	\$78,396	\$77,417	\$15,754	\$20,128
Full Prof.	11	54	\$84,647	\$96,164	\$83,022	\$91,078	\$5,183	\$15,726
Assoc. Prof.	7	39	<i>Faculty count too low to display averages</i>					
Asst. Prof.	14	36	\$79,812	\$69,349	\$71,101	\$64,717	\$16,237	\$13,459
Lecturer	5	25	<i>Faculty count too low to display averages</i>					

Figure 4

Average Faculty Salaries by URM and Years in Rank, 2019-2020



** faculty counts too low at the associate and lecturer ranks to display in the chart

Explaining Salary Differences by Gender and Race/Ethnicity: Multivariate Analyses

Figure 1 indicates gender-related salary disparities, however, Figure 2 suggests those disparities may be related to other demographic factors and institutional procedures for awarding across-the-board salary increases. In order to fully account for these more complicated factors we use multivariate regression techniques. Multivariate regression is able to isolate the separate and independent effects for each factor of interest while holding the other variables constant. Further, a multivariate approach allows us to estimate the average effects at the individual-level of analysis instead of relying on aggregate analyses.

The results for the full multivariate regression models are found in the “Modeling Results” attachment in the Appendix. Factors that meet the test of statistical significance ($p < 0.05$) are highlighted. There are three models each for gender and URM membership, using the main independent variables, but then including either 1) CUPA market factor to control for field, 2) rank and CUPA market factor, and 3) rank and division (in lieu of CUPA market factor). Because CUPA market factor is strongly correlated with division, those two variables cannot be used in the same model. Looking at these models together, the regression results show several important outcomes.

First, the significant predictors of base salary are: being tenured/tenure-track, years tenured, age, and division/CUPA factor. Second, once accounting for these factors, gender and race in an under-represented group are not statistically significant in all six models. The results suggest that the patterns illustrated in Figure 1 are results of these other mechanisms. In other words, the overrepresentation of men among Business division faculty, and the most senior faculty, result in an overall difference in pay for women and URMs. (Refer to the Technical Appendix for detailed statistical results and diagnostics.)

Conclusions and Recommendations

Last year the provost convened a committee of faculty and administrators to examine the existence of potential bias in faculty salaries related to gender and/or membership in an under-represented group. The committee reviewed relevant literature regarding appropriate methods used to identify and measure potential salary bias. Based upon the extant professional literature the committee identified 18 independent factors that might influence disparities in base salary. Further, the committee developed a methodology that relied upon multivariate regression to isolate the sources of potential bias while controlling for each independent factor. The analysis and modeling is capable of detecting (gender or race/ethnicity bias in matched pairing (modeled statistically)). Generally, the regression results reveal no evidence of salary bias independently related to sex or membership in an under-represented group, but rather reflects the tendency towards occupational segregation that is mirrored in the larger labor market. The results

identified years in rank, promotion, age at the time of hire, and market considerations to be significant factors that explain approximately 70+% of the variation in base salaries at Rollins College.

The Committee offers the following recommendations. First, the College must remain vigilant regarding the possibility of salary bias. Any faculty member who believes their salary to be inappropriate should direct their concern to the Dean of the Faculty and the Vice-President for Academic Affairs and Provost. Second, the committee recommends that similar faculty salary studies be conducted at regular four-year intervals and the results are communicated to the faculty. Finally, the committee did not investigate the existence of compression, inversion, or competitive market comparisons. We recommend that a separate committee under the authority of the Faculty Affairs Committee conduct this analysis at four-year intervals.

Finally, we believe these results suggest several questions for future discussion and investigation. One question that emerges from the study is why there are fewer women in the rank of full professor with comparable number of years in-rank as males. Is this related to current hiring practices, a naturally occurring generational replacement process nationally, the relative amount of time women spend at the rank of associate professor, or other factors? An additional question for future discussion is how much weight can and should be given to market forces? The committee recognizes that market forces are a reality which cannot be avoided. However, recent changes to salary offer guidelines (that standardized salary offers outside of the three market-based disciplines) have effectively reduced the gender disparities among Assistant Professors. Is it possible to balance the influence of outside markets with our goal to reduce inequalities?

Appendices

(See attached Excel files)

Modeling Results (regression results)

Statistical Exploration Results (diagnostics)

List of References

Articles

Burke, Kathleen, et. al., Gender Inequity Study (2009): Gender Inequity Study A Salary Analysis for Seven SUNY Campuses and Members' Perceptions and Experiences.

Chowdhury, Mohammad, et. al., Faculty Equity in CAS (2010): Faculty Salary Equity In The College Of Arts And Sciences At A Regional Midwestern University: An Exploratory Study.

Herzog, Serge, "A Four-Step Faculty Compensation Model: From Equity Analysis to Adjustment," *New Directions for Institutional Research*, no. 140, Winter 2008.

Lesik, Sally and Carolyn Fallahi, "Salary Equity Studies: An Analysis of Using the Blinder-Oaxaca Decomposition to Estimate Differences in Faculty Salaries by Gender," *Journal of Modern Applied Statistics*, Article 24, Vol. 10, Issue 2, 2011.

Stapleton, Laura M., Lissitz, Robert W. "Evaluating Faculty Salary Equity Using Hierarchical Linear Modeling," Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Krallman, Denise A. "Faculty Salary Equity: Comparison of Two Methodologies," Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).

[Institutional Research Briefs\ Internal Faculty Salary Equity Reports](#)

Duke University Faculty Salary Report, Report of the Faculty Compensation Committee (FCC) for 2016-17.

Guilford College, Faculty Salary Formula Sub-committee of the 2015-16 Compensation Committee, May 6, 2016.

University of Oregon, Analyses of 2018 Total Salary Differences by Gender and by Race/Ethnicity.

Report on the UC-BERKELEY Faculty Salary Equity Study, Office of the Vice-Provost for the Faculty, January 2015.

UC-Davis, 2014 Joint Administration-Senate Oversight Committee on Faculty Salary Equity Analyses.

Washington and Lee University Faculty Pay Equity Final Report, January, 2011.

University of California—Riverside, Analysis of Salary Equity by Gender, Among Men, Ethnicity, 2013-2014.

University of Central Florida, FACULTY SALARY EQUITY STUDY: Summary of the UCF Working Group's Findings and Recommendations, 2016-2017.

Southern Methodist.Texas.Faculty Salary Analysis and Gender Equity. Convolutions of a Faculty Salary Equity Study, 2008 (Powerpoint).

Books and Guides

Paychecks: A Guide to Conducting Salary Equity Studies for Higher Education Faculty (Haignere, 2002).

New Directions for Institutional Research (Fall 2002, Spring 2003, Winter 2008).

ATTACHMENT #2

Vision statement – Office of External & Competitive Scholarship Advisement

Structure

- Professional director (staff)
- Administrative support from Dean of Faculty's office
- Report to Assoc. Dean for Advising (CLA)
- College-wide committee comprised of faculty, staff (CLA, Holt, Crummer), and director, modeled after Global Initiatives Committee structure

Integration Across Campus

- Position the office as a key component of Rollins Gateway and establish connections with other student-facing and academic offices
- Collaborate with Tutoring/Writing Center to establish protocols for personal statement review for applicants
- Collaborate with CCLP to organize mock interviews for applicants
- Connect Fulbright applicants with Education Department to develop list of recommended courses in ESOL that would benefit Fulbright ETA applicants
- Work with faculty to develop list of courses that best position candidates for particular awards (ie. COM 240: *Intercultural Communication* for Fulbright applicants, POL 363: *American Social Policy* for Truman and PPIE applicants)
- Work with CCLP to identify internship experiences that best position candidates for particular fellowships
- Collaborate with International Programs to identify students interested in post-graduate opportunities abroad and cultivate pipeline
- Work with CLCE to identify service opportunities, community partnerships, and leadership development experiences that enhance the profile of fellowship candidates
- Request that Gateway partners nominate students in first and second-year cohorts from in order to develop diverse candidate pipelines
- Offer courses (including Maymester/Intersession) on personal statement writing
- Offer flexible appointment hours to be accessible to broader swath of students
- Develop application timelines for students and advisors – for long-term planning as well as organizing requests for letter of recommendation

Director Attributes

- Master's required, PhD or other advanced degree preferred
- Commitment to diversity and inclusion
- Experience with fellowships application process and student advisement
- Experience with mentoring college/university students
- Ability to bridge academic silos and collaborate with multiple stakeholders
- Ability to train and mentor faculty and staff members of committee
- External facing presence to recruit students, establish and cultivate pipelines of applicants through collaboration with student organizations (SGA, BSU, EMBARK)
- Ability to work with Advancement and Marketing
- Creative problem-solver
- Organized
- Savvy at leveraging technology to communicate with students and maximize limited resources

Name changes

- Office of External Fellowships and Scholarships
- Director of Fellowship Advising

ATTACHMENT #3

rFLA Catalog Language Revision

<https://catalog.rollins.edu/content.php?catoid=14&navoid=509#here>

Rollins Foundations in the Liberal Arts

Section 3, paragraph 2:

In the spring of their first year, students will take their first Foundations Seminar at the 100 level. rFLA 100 classes are open only to students with first year status. Students must then take three (3) classes at the 200 level. The Foundations Seminars culminate with an interdisciplinary 300-level practicum, which demonstrates how integrating different disciplines can equip us to solve complex, real world problems.