

Rollins College

## Rollins Scholarship Online

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Executive Committee Minutes

College of Liberal Arts Minutes and Reports

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Fall 9-20-2021

### **Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, September 2, 2021**

College of Liberal Arts Executive Committe

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## **EXECUTIVE COMMITTEE MEETING**

**September 2, 2021  
Agenda**

12:30 p.m. in KWR 340

- I. Approval of Minutes from August 26, 2021, meeting
- II. Announcements
  - a. Faculty Governance Position Updates
  - b. 128 Discussion Updates
- III. Business
  - a. Self-Designed Minor Guidelines
  - b. Holt Dance Minor Closure
  - c. Revised FSAR Questions
  - d. Proposal for Senior Lecturers
  - e. Proposed Changes to SLC Handbook and SHIP Grant Program
- IV. Committee Reports
  - a. Curriculum Committee
  - b. Faculty Affairs Committee



**EXECUTIVE COMMITTEE MEETING**  
**August 26, 2021**  
**Minutes**

**PRESENT**

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Missy Barnes, Jennifer Cavanaugh, Rosana Diaz-Zambrana, Daniel Elliott, Hannah Ewing, Ashley Kistler, Karla Knight, Richard Lewin, Julia Maskivker, Jana Mathews, Jennifer Queen, Jamey Ray, Rob Sanders, Susan Rundell Singer, Anne Stone

Guests: Gloria Cook (for CC), Robin Gerchman

Excused: Jill Jones

**CALL TO ORDER**

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Jana Mathews called the meeting to order at 12:30 P.M.

**APPROVAL OF MINUTES FROM AUGUST 26, 2021, EC MEETING**

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Barnes made a motion to approve the minutes from the August 26, 2021, EC Meeting. Stone seconded the motion. Motion passed unanimously.

**ANNOUNCEMENTS**

**Faculty Governance Position Updates**

Jana Mathews

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All vacant governance positions have been covered and the ballot will go out today.

**128 Discussion Updates**

Jana Mathews

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Mathews thanked representatives for scheduling 128 discussions with their divisions and asked that they reinforce to faculty that a final decision has not been made. The conversation will continue this semester through open forums, and faculty will have the opportunity to offer input.

## BUSINESS

### Self-Designed Minor Guidelines

#### ATTACHMENT #1

Ashley Kistler

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Last spring a group of students applied for a self-designed minor in Chinese. Curriculum Committee (CC) modified our existing self-designed major to encompass the requirements of a minor and approved adding this option to our curriculum. The proposal never made it on the Executive Committee (EC) agenda and was not passed by the faculty; however, it was inadvertently posted on the Registrar's website.

#### Discussion

All those reviewed last year were Chinese language minors. The rationale was that we don't offer a Chinese minor and we don't have the faculty to staff a minor. A self-designed Chinese minor does not follow the guideline that self-designed programs typically include 2-3 different disciplines.

We've often denied requests for self-designed majors because, upon review, we find that students could accomplish the same thing with existing majors and minors.

If we have a lot of students who want a Chinese minor, we should look at how we can staff that program.

Q: Is there a way to better leverage rFLA and shape their gen ed towards a problem that interests them?

Q: The advising piece is a concern. How much extra uncompensated work will this put on faculty and how many faculty will be trained to help design a minor, even if it's in their own program?

Q: What if a self-designed minor had to be focused on a research question and included a thesis?

A: This could cause stress on students and faculty to manage the theses, particularly for students who must complete a thesis for honors in the major.

Q: What is the purpose of a minor?

A: For many students it's about receiving recognition for what they study when it doesn't fall into established minors. They would receive something tangible that says "I did this" rather than just a list of classes on a transcript.

A: As an advisor I have written letters that explain a student has fulfilled the equivalent of a minor. Letters of recommendation are more meaningful than one line on a transcript that says you completed this minor.

A: Often resumes are looked at over a 7-second period and pinpoint specific words that are attractive to that company, so that one line could be the difference between getting an interview or not.

A: There are ways to bring those words into your resume without having the degree.

Lewin made a motion to return the proposal to the Curriculum Committee to collaborate with the Student Government Association on a solution. Barnes seconded the motion. Motion passed unanimously. The language will be removed from the Registrar's website.

### **Holt Dance Minor Closure**

#### **ATTACHMENT #2**

Robin Gerchman

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There has been very little activity or interest in the dance minor in Holt for the past ten years, so we are proposing to close the program in the Holt School.

Q: Is there a general education indicator that we could attach to these courses in Holt?

A: There was, but it has been suspended.

Barnes made a motion to close the Dance Minor in the Holt School. Lewin seconded the motion. Motion passed unanimously.

### **Revised FSAR Questions**

#### **ATTACHMENT #3**

Missy Barnes

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Last year a sub-committee of the Faculty Affairs Committee (FAC) discussed the onerous nature of the FSAR and suggestions for streamlining the document. They also asked who uses the information and suggested we include a section about mentoring.

Q: What purpose does the FSAR serve from an institutional standpoint?

A: It was used when we had merit pay and we do want to encourage self-reflection.

A: If the FSAR doesn't serve an institutional purpose, can we radically cut the document down to just the information that is used?

A: Best practices dictate that we ask faculty to reflect.

The FSAR needs to state a purpose and goal, best practices, and self-reflection. If you're just using it to pull data, that is not self-reflection. The Dean's Office does not have time to read and respond to every submission, and faculty feel they are submitting this information to a black hole.

Feedback is an important part of self-reflection. Perhaps we can decouple the bibliographic information from the reflection piece to make it more manageable.

Barnes made a motion to have EC take up this issue and work on additional revisions. Ray seconded the motion. Motion passed unanimously. Mathews will organize the tasks that need to be completed and bring this to a future EC meeting.

**Proposal for Senior Lecturers**

**ATTACHMENT #4**

Jana Mathews

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This proposal has gone to the faculty twice for vote. Both times we were unable to achieve quorum with an electronic vote.

Queen made a motion that we bring this forward to our next face-to-face faculty meeting. Lewin seconded the motion. Motion passed unanimously.

**Proposed Changes to SLC Handbook and SHIP Grant Program**

**ATTACHMENT #5**

Jana Mathews

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This item was tabled to the next meeting.

Cook made a motion to adjourn. Stone seconded the motion. The meeting adjourned at 1:40 p.m.

## **ATTACHMENT #1**

### **SELF-DESIGNED Minor**

Self-Designed minor is intended for students who have developed a unique area of interest that lies outside existing major or minor programs. The proposed minor must have a coherent theme or topic. Typically this program will integrate two to three traditional disciplines.

### **Guidelines for Submission of a Self-Designed Minor Proposal**

1. Students choose at least one sponsoring faculty advisor to oversee and guide them in developing the coursework to be completed for the minor. The sponsor also serves as an advocate in the approval process.
2. The proposal must include a list of courses, all related to and converging on the theme of the proposed minor.
3. The program must be at least twenty-four (24) semester hours (including the senior project) in length, of which twelve (12) semester hours must be at the 300 level or above.
4. Students may not declare more than one self-designed minor.

The self-designed minor proposal must be submitted to the Associate Dean of Academics for approval prior to registration of the first semester of the senior year. The Associate Dean then submits the proposal to the Curriculum Committee for final approval. An Amendment Form must be submitted to approve any changes from the original proposal.



# Academic Program Hiatus | Closure Information Sheet

Programs being placed on enrollment hiatus (not accepting new students) or discontinued.  
A Teach-Out Plan must be completed and attached to this information sheet.

<b>Program Name</b>	Dance Program
<b>College</b>	Hamilton Holt
<b>Department or Program</b>	CLA Theatre and Dance Department
<b>Contact(s), E-mail, Phone</b>	Robin Gerchman * <a href="mailto:rgerchman@rollins.edu">rgerchman@rollins.edu</a> * 610-216-7024
<b>Type of Program</b>	Minor
<b>Level</b>	Undergraduate
<b>Credit or Non-Credit</b>	Credit
<b>Total Program Credit Hours</b>	38 Credit Hours for Total Program
<b>Effective Date</b>	Spring 2021
<b>Location(s) of Instruction</b>	Annie Russell Dance Studio
<b>Enrollment History (Most recent 10 Years)</b>	3 enrolled in the Dance Minor since Fall 2017. All graduated in Spring 2019. Currently there are no students enrolled in the dance minor.
<b>Rationale for Hiatus   Closure</b>	Data shows a lack of enrollment over the past 10 years
<b>Number of Enrolled Students Subject to Teach-Out</b>	0

<b>Resource Requirements for Teach-Out and/or Faculty Reassignment Plans</b>	N/A
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### REVIEWS – APPROVALS

<b>Department Chair</b>	Signature	Kevin E. Griffin (electronic signature)	Date	02/23/2021
<b>Dean</b>	Signature	Robert Sanders (electronic signature)	Date	2/23/2021
<b>VPAA   Provost</b>	Signature	<i>Susan Rundell Singer</i>	Date	2/23/2021
<b>Faculty Governance</b>				
<b>Curriculum Comm</b>	Signature	<i>Matt Hdoic</i>	Date	3/2/2021
<b>Executive Comm</b>	Signature		Date	
<b>Other</b>	Signature		Date	
<b>Administrative Council</b> (if financial resources required; completed by VPAA/Provost)	Signature		Date	
<b>President</b>	Signature		Date	
<b>Board of Trustees</b> (Notification Only)	Signature		Date	

## ATTACHMENT #3

### FACULTY SELF-ASSESSMENT REPORT FOR ACADEMIC YEAR 2019-2020

Name:

Date:

Completing the FSAR provides faculty an opportunity to reflect on their past academic year in relation to teaching, scholarship, and service. This information is also used to prepare institutional reports and to update publicity materials. It is filed in your permanent record and therefore needs to be accurate and complete.

Completion of FSAR is required for internal grant eligibility.

## I. TEACHING

### 1. COURSE ASSIGNMENTS

Fall 2019			
Dept. & Course #	Course Title	# of Credits	# of Students
<b>Totals:</b>			

Spring 2020			
Dept. & Course #	Course Title	# of Credits	# of Students
<b>Totals:</b>			

Summer 2020			
Dept. & Course #	Course Title	# of Credits	# of Students
<b>Totals:</b>		0	0

## Teaching

1. List your teaching activities for this academic year. You may wish to mention:

- Awards
- New Course(s) developed
- Significant Revisions to a Course
- Innovative Application of Technology
- New Teaching Technique

And courses taught for:

- Honors

- RCC
- General education
- rFLA

COMMENT BOX here with suggested word/character limit (100-200 words)

2. Did you lead or participate in:
- International experience or study abroad
  - Immersion
  - Community engagement or service learning

Please specify your role in these experiences and whether the experience included faculty and/or students.

COMMENT BOX here with suggested word/character limit (100-200 words)

### **ADVISING**

Academic advising may occur differently across departments. Please comment on your advising activities, including number of advisees per semester, professional development you have undertaken related to advising, and any other relevant aspects.

COMMENT BOX here with suggested word/character limit (100-200 words)

### **MENTORING**

Describe teaching mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.

COMMENT BOX here with suggested word/character limit (100-200 words)

## II. SCHOLARLY ACTIVITIES

**With full bibliographic detail**, please list all refereed journal articles, other print publications, electronic publications, artistic performances/presentations, presentations at national and local meetings or competitions, or media appearances/interviews for the **academic year**.

**Publications, Performances (drama, literary readings), Exhibitions (art), Musical Performances and/or Recordings, Patents Published or Exhibited, Community-Based Research (e.g., "research that equitably involves community members, organizational representatives, and researchers in all aspects of the research process and in which all partners contribute expertise and share decision making and ownership"), Service-Learning Research in 2019-2020.**

*[In this section we would either have:*

*-a bulleted list of publication types with a single textbox at the end in which to enter reference information, or*

*-The user adds entries by using an "add entry" button, which produces a drop-down list of publication types, along with a text box. They select the relevant publication type from the drop-down, then enter the reference info in the text box. They can then add another entry, which produces another drop-down and text box, etc.*

**In the text box below please specify which type of publication and include full bibliographic information: author(s), date of publication, title of work, page number range if applicable, place of publication, performance or installation.**

### **Publication Types:**

- **Books**

- **Single authored books**
- **Co-authored books**
- **Edited books**
- **Articles**
  - **Single authored**
  - **Co-authored**
- **Edited volumes and book reviews**
- **Chapters in books:**
  - **Single author of a chapter in a book**
  - **Co-author of a chapter in a book**
- **Broadcast Productions**
- **Web-based publications**
- **Publications in the Popular Press**
- **Art Exhibitions**
- **Dramatic Productions**
- **Literary Readings**
- **Musical Performances/Recordings**

COMMENT BOX here with no word/character limit (for listing above)

**Presentations at National, State, or Regional Meetings or Lectures Delivered at other Academic Institutions. (note if related to Community Engagement)**

COMMENT BOX here with suggested word/character limit (100-200 words)

**Special Academic Honors Awards and Grants Received in 2019-2020:**

For awards please specify, e.g., Fulbright, Guggenheim, commissioned works/prizes, honorary degrees, etc.)

COMMENT BOX here with suggested word/character limit (100-200 words)

**Grants/Contracts:**

- **External grants or contracts awarded in 2019-2020**
- **Internal grants or grant administration**
- **Grant applications submitted**
- **Grant applications not funded**

COMMENT BOX here with suggested word/character limit (100-200 words)

**Mentoring**

Describe research mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.

COMMENT BOX here with suggested word/character limit (100-200 words)

### III. SERVICE: PROFESSIONAL/COMMUNITY/COLLEGE

Comment on your activities in which you have provided *service to the college* during this academic year.

Examples of college service include:

- College governance or committees
- Department committees or assignments
- Miscellaneous campus activities

COMMENT BOX here with suggested word/character limit (100-200 words)

Comment on your activities in which you have provided *service to your profession* during this academic year.

Examples of professional service include:

- Journal editorships
- Service to professional organizations
  - Committees appointed/elected to, offices held, etc.
- Conferences organized, association awards/nominations, professional external review activities

COMMENT BOX here with suggested word/character limit (100-200 words)

Comment on your activities in which you have provided *service to the community* during this academic year.

Examples of community service include:

- Boards
- Presentations
- Workshops
- Volunteer work
- Awards

COMMENT BOX here with suggested word/character limit (100-200 words)

#### Mentoring

Describe service mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.

COMMENT BOX here with suggested word/character limit (100-200 words)

**AS YOU LOOK AT YOUR ACCOMPLISHMENTS THIS YEAR, IS THERE ANYTHING FURTHER YOU WANT TO NOTE OR MAKE A PART OF YOUR RECORD?**

COMMENT BOX here with suggested word/character limit (100-200 words or more)

### IV. GOALS FOR AY 2020-2021

1. What progress have you made in achieving the goals you set for yourself last year?

2. **What specific goals have you set for yourself over the next academic year (or longer range), whether in teaching, advising, scholarship, professional work, or campus life?**

3. **What is the most important thing Rollins can do to help you achieve these goals?**

COMMENT BOX here with suggested word/character limit (100-200 words or more)

## **ATTACHMENT #4**

### **F. PROCEDURES FOR SENIOR LECTURER AND SENIOR ARTIST-IN-RESIDENCE REVIEWS**

#### **Section 1. Candidate Evaluation Committee Structure and Evaluation**

##### **a. Membership**

The Candidate Evaluation Committee (CEC) will consist of the chair of the department to which the candidate has been appointed and two additional tenured faculty members from the department, if possible.

##### **b. Notification**

Reviews for promotion to senior lecturer and senior artist-in-residence are conducted in the academic year preceding the award. Promotions commence September 1 the year following the review.

By April 15 of each year, the Dean of the Faculty notifies, in writing, those faculty members eligible for promotion to senior lecturer and senior artist-in-residence. The Dean of the Faculty provides them with a timetable for the evaluation process and a description of the materials each candidate must assemble for the evaluation file. Having received the Dean of the Faculty's notification of eligibility, candidates seeking evaluation must inform their department chair and the Dean of the Faculty in writing by May 15.

##### **c. Collection of Materials for Review**

The candidate will upload the following materials to Canvas by the first day that the college is open for business in January:

1. CV
2. Professional Assessment Statement
3. Prior departmental evaluations
4. Teaching Portfolio
  - a. Syllabi
  - b. Assignments
  - c. Examples of Student Work
  - d. Reflection on Student Evaluations
  - e. Letters from former students (optional)
  - f. Participation in teaching workshops, etc.
5. Supplemental material such as research or creative activity, service activity (optional)

##### **d. Evaluation by Candidate Evaluation Committee**

Based on a review of the candidate's file, class visit, and meeting with the candidate, the Candidate Evaluation Committee submits a report and recommendation to the Dean of the Faculty and the Provost.

**e. Evaluation by the Dean of the Faculty**

Based on a review of the candidate's file, class visit, and meeting with the candidate, the Dean of the Faculty conducts a separate evaluation. The Dean of the Faculty submits a report and recommendation to the Provost.

Candidates must receive a positive recommendation from both the CEC and the Dean to be promoted to senior lecturer/senior artist-in-residence.

**f. Evaluation by Provost**

Assessing the recommendations from the CEC and the Dean of the Faculty, the Provost makes the final decision.

**Timeline for Promotion to Senior Lecturer and Senior Artist-in-Residence**

Notification by the Dean's office of eligibility	April 15
Candidate notifies Dean re: intention	May 15
CEC formed	June 1
Candidates materials uploaded to Canvas	The first day that the college is open for business in January
CEC's letter to Dean and candidate	March 1
Dean's letter to candidate and Provost	April 15
Provost's decision	April 30

## ATTACHMENT #5

### Proposed Changes to Student Life Committee Handbook and SHIP Grant Program

#### Context and Rationale:

The most recent iteration of the Student Life Committee Handbook was produced in 2016. In addition to updating the language of the document to reflect current practice, the committee is also proposing structural and process changes to both the committee and SHIP grant program it manages. Taken together, the proposed updates and edits are designed to hone the goals and objectives of the committee, clarify members' roles and responsibilities, and more effectively and fairly serve the needs of our students. The recommendations are made with the unanimous endorsement of the SLC committee and in consultation with the AVP of Student Affairs and the Offices of CCLP, CE, and IP. We are now seeking endorsement from the Executive Committee.

The linked Google document provides a facing-page comparative view of the 2016 handbook and proposed revised text.

[https://docs.google.com/document/d/1zSxExep\\_6LeYz30jpnSYh5qr5gFKAxWhZ0njiczPHSc/edit](https://docs.google.com/document/d/1zSxExep_6LeYz30jpnSYh5qr5gFKAxWhZ0njiczPHSc/edit)

The most significant changes are also outlined below:

#### Committee Structure

- Addition of a mission statement
- Reduction of committee membership to allow for more flexibility and nimbleness

#### SHIP Grants

- Shift in SHIP grant review process from rolling to 4 deadline-based cycles
- Shift in SHIP grant eligibility to privilege students with demonstrated financial need
- Removal of specific experiences from funding consideration to align with institutional need and resources
- Updated post-experience assignment