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College of Liberal Arts Minutes and Reports

Fall 9-30-2021

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, September 30, 2021

College of Liberal Arts Executive Committe

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Recommended Citation

College of Liberal Arts Executive Committe, "Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, September 30, 2021" (2021). *Executive Committee Minutes*. 232.
https://scholarship.rollins.edu/as_ec/232

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EXECUTIVE COMMITTEE MEETING

**September 30, 2021
Agenda**

12:30 p.m. in KWR 340

- I. Approval of Minutes from September 16, 2021, Meeting
- II. Announcements
 - a. Student Life Committee Update
- III. Committee Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
- IV. Business
 - a. FSAR Revisions
 - b. Adjunct Course and Overload Funding
 - c. Crisis Management and the Faculty Handbook



EXECUTIVE COMMITTEE MEETING
September 30, 2021
Minutes

PRESENT

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

Guests: Toni Holbrook

CALL TO ORDER

Jana Mathews called the meeting to order at 12:31 P.M.

APPROVAL OF MINUTES FROM SEPTEMBER 16, 2021, EC MEETING

Queen made a motion to approve the minutes from the September 16, 2021, EC Meeting. Ray seconded the motion. Motion passed unanimously.

Q: Rather than copying and pasting attachments into the minutes, could Karla embed the Google Doc links?

A: No because Google Docs change and disappear. The minutes are meant to be a permanent record.

ANNOUNCEMENTS

- Missy Barnes is playing “Grandma” in the current production of *Lost in Yonkers*. Mathews read a recent review of the show and offered congratulations.
- The Student Life Committee (SLC) conducted elections last week. Samantha Vega is the new SLC chair. SLC plans to work on reconceptualizing the Committee’s work and role at Rollins.

Q: Is SLC looking to move from an all-college committee to a CLA governance committee?

A: We don’t know yet. The general sense is that could be a positive potential shift.

COMMITTEE REPORTS

Curriculum Committee (CC)

Jill Jones

CC discussed the proposal to shift to 128 credit hours. Because the shift would require changes to principles that do not currently exist, they feel we are going about this backwards. The decision seems to be for staffing and budgetary reasons, rather than any other compelling reason.

Q: What were the results of the division meetings on 128?

A: The Social Sciences-Applied division started to come around to being okay with 128. Education has come up with creative ideas for their program if we make this shift. One compelling reason for the shift is our position in the market.

A: The Expressive Arts meeting went well, and they are not opposed to the shift. A concern is hidden, underlying changes that might be included in the shift to 128.

There appears to be movement in the divisions, but we need more information and have important concerns to resolve.

Faculty Affairs Committee (FAC)

Missy Barnes

FAC is reviewing promotion and tenure practices and has been asked to consider the idea of including associate professors on the Faculty Evaluation Committee (FEC). Given the stressors on FEC, it makes sense to include tenured associate professors on reviews for tenure and promotion to associate, so a motion is forthcoming. After reviewing the practices of peer and aspirant institutions, we have found that Rollins is one of the few schools where CEC's have the power to stop the evaluation process with a negative review.

BUSINESS

Faculty Self-Assessment Report (FSAR) Revisions

ATTACHMENT #1

Jana Mathews

Previously, it was believed that the FSAR was a SACS accreditation requirement. An annual faculty activity report is not a hard requirement. We are required to set our own policies for evaluation keeping with best practices. Toni Holbrook uses the information for accreditation reporting and creating exception statements; however, annual CVs are most important.

Do we need the FSAR?

Discussion:

- An annual self-reflection on your professional life is a best practice in many industries, including education.
- We need to determine the type of report, who is reading it, and where is the feedback loop?
- Some schools require bi-annual reports and have faculty complete them on alternate years to cut down the number of reports to be read each year.
- Department chairs could review reports from their faculty and create a summary for Deans to review and respond.
- Could we mobilize division chairs to lessen the workload on Deans?
 - Division chairs receive zero compensation and no release time, so this is a horrible idea.
 - Perhaps divisions as a larger group, but not the chairs.
- Take a page from the corporate world and prepopulate data from previous years so we can see progression.
- Who is the audience and who is giving feedback? Until we identify those, we do not have a strong case for an FSAR.
- Pre-tenure faculty are already reviewed annually. Could this all be one mechanism for that group?
 - Pre-tenure prepares faculty for creating a narrative for tenure review. If we streamline the process for them, will that take away practice for writing their narrative?
- Since CV information is most important, we could highlight the new information each year and submit a word-count-limited reflective statement of past and future goals.

Adjunct and Course Overload Funding

Jana Mathews

Mathews received the following [redacted] e-mail from a concerned faculty member:

“You may be aware that last week, several department chairs were contacted saying that there was insufficient budget for adjuncts in spring 2022, even though they had already been approved last year. Some funding was procured for adjuncts last week via the TPJ budget, etc. but I fail to understand how this problem emerged in the first place. My understanding is that it was known how many adjunct requests were approved for 2021-22 before this year's budget was finalized. Why wouldn't a sufficient budget for them be provided? There was a large surplus last year and while I understand that a decision was made to put money into the endowment, the college has experienced a lot of lost CLA full-time faculty positions (this leads to increased need for adjuncts, as the college is experiencing solid student enrollment). Given that new/replacement full-time faculty positions are not being approved at this time (a separate concern), where has the money for adjuncts gone and why is this not a priority? Educating

students is the core activity of the institution, but that requires people to teach classes."

Singer said faculty are asking why last year's surplus doesn't go back into the budget. There is a difference between one-time money and the operating budget. The surplus was one-time CARES Act funding. Some of the surplus went into ensuring our classrooms have digital technology and a chunk went back into the endowment. Our Trustees manage our endowment, so it is their decision to make. We had been spending at a rate that chipped away at our endowment and reduced growth.

Cornwell said the influx of federal dollars and lower-than-normal expenses last year caused us to come in way below budget. The Board has been active in reducing our endowment draw. We have been drawing 5% and returns have decreased. The new norm is a 4.5% draw, which is hard on the operating budget, but is the right thing to do.

Q: Some faculty have noted that our money should yield higher rates of return, if properly invested.

A: Our endowment did have a lackluster performance and the Board made a change in trustee leadership of the investment committee. They hire, fire, and guide our investment manager, so we have changed asset allocation and last year we beat benchmarks.

A: Sometimes people make simple calculations that does not consider our endowment draw.

Last year Ed Kania shared that the base budget for this fiscal year was based on last year's budget, which is 16 million lower than previous years. We set priorities in CLA, Crummer, and the Library and advocated for our highest priorities. The academic side received a bigger chunk of the pie than other areas. We pushed hard on faculty lines and when you include indirect costs, we increased 1.5 million so we could increase FTEs. We are now looking at how to create tenure-track positions. Our other priority was to rebuild faculty professional development travel; that budget went from \$22K last year to \$120K this year.

Q: Students have increased by about 200 from the past couple of years and faculty has decreased by about 20.

A: The student/faculty ratio was down to 9:1. We do not have the resources to continue at that level.

Q: Everyone assumed the COVID budget cuts were temporary and would be restored. The perception is that administration is privileging other things over faculty.

A: The assumption is our current revenue is parallel to pre-COVID and it is not. The largest chunk of the budget goes to faculty and staff salaries and annual increases has been a priority. The ability of our students to pay for a Rollins education as demographics shift, discount rate, actual amount of tuition versus the sticker price, continues to rise. We are trying to balance the ability to pay while honoring the work of the faculty.

Q: We cut department budgets, cut programs, and cut faculty. Revenue is not back to pre-COVID levels, but the dorms are full.

A: Varying discount rates and tuition/financial aid required. Also, insurance, utilities, and repairs increase each year.

A: Tuition revenue for CLA is up and enrollment is modestly up. We got hit with retention with COVID. CLA retention is steady, Crummer revenue is flat, and Holt revenues have been decreasing for the past five years. Why is it a challenge to deliver our curriculum with the current student/faculty ratio of 11.5:1? Perhaps our curriculum is overly complex.

Crisis Management and the Faculty Handbook

ATTACHMENT #2

Jana Mathews

Due to time constraints, this issue will be discussed at the next EC meeting.

Jones made a motion to adjourn. Barnes seconded the motion. The meeting adjourned at 1:47 p.m.

ATTACHMENT #1

FSAR Evaluation

Description of the FSAR in the Faculty Handbook:

performance and your familiarity with their expectations and impressions of your performance.

3. Prepare a professional assessment statement as required by the *Bylaws*. Confer with the department chair and Dean about the format and contents of this statement.
4. Consult with the department chair and Dean to assure that the appropriate materials are prepared in the appropriate format for the evaluation committee.

FACULTY SELF-ASSESSMENT REPORT (FSAR)

These annual self-assessments are used to prepare institutional reports, to update publicity materials, and to inform decisions regarding salary adjustments or increases. The FSAR is part of a faculty member's permanent record and therefore needs to be accurate and complete. All candidate and faculty evaluation committees require the FSAR to make decisions regarding mid-course, tenure, promotion, and post tenure reviews. FSAR's are also employed for awarding internal funding and selecting award recipients.

The FSAR report form is located in the College's secure [FoxLink](#) system (click link to access) on the Faculty tab. Faculty are required to respond to each item on the form and submit reports by August 31st at 11:59 p.m. following the end of the prior academic year.

GOVERNANCE

The faculty delegate certain responsibilities to standing committees. Faculty are expected to participate in governance and to attend faculty meetings.

IMPROVEMENT OF TEACHING AND TEACHING ASSESSMENT

The following program is a recommendation based upon best practices for the comprehensive evaluation of teaching at Rollins.

There are two separate and distinct approaches to assess teaching, as described below.

1. **Summative assessment.** The purpose is to assess whether a faculty member has reached a certain standard. This is the predominant style used in assessing a candidate for tenure and promotion.
2. **Formative assessment.** The purpose is designed to help the teacher improve his/her teaching, rather than rating the teacher's performance. Records of formative assessment are not kept or used in tenure or promotion purposes.

While Assistant and Associate professors must have summative assessments for promotion and tenure, all faculty may request a formative assessment at any time for their professional development. The formative evaluation process would be confidential and used for the development and improvement of the faculty member's teaching.

Recommended Principles for Summative Evaluation of Teaching. Teaching should be judged for quality, not quantity; that is, teachers should be assessed for the quality of their teaching rather than for what and where they teach. For example, teaching RCC courses, study abroad courses, or overloads does not necessarily indicate excellence in teaching. In line with the mission of the institution, teachers should be evaluated on content, pedagogy, student engagement, professionalism, and other factors relevant to learning outcomes.

Information about Rollins' FSAR (goals and purpose):

<https://blogs.rollins.edu/facultyevaluation/fsar/>



FSAR

Timeline

- All full-time faculty complete an FSAR every year.
- The FSAR form opens in March.
- FSAR form completion and current CV are due 11:59pm on August 31.

Required Materials

- Complete FSAR Form
- Current CV
- *Access & submission info is available in the FAQ below.*

FSAR Frequently Asked Questions

What is the FSAR?

It is an annual self-assessment report documenting teaching, scholarly and creative achievements, and service to the College.

Who should fill out an FSAR report?

All full time faculty, including Professors, Tenure-track professors, Visiting Assistant professors, Lecturers, Artists in Residence, who have taught in the 2019-2020 academic year are required to fill out an FSAR. This excludes adjuncts.

How can I access the FSAR?

It is available through the Faculty tab in FoxLink. You will find it at the bottom of the left side of the page under "Consent Approvals." *It is very important to hit the final submission button at the end of the report for it to be complete.*

Current C.V.'s are also required by the Dean's office. Please send an updated CV via email to Kaitlyn Harrington (kharrington@rollins.edu). Your FSAR will not be considered complete without a current CV submittal.

*Keep in mind any item you enter should only be entered one time. If it crosses between categories (teaching, scholarship, or service), it is up to you to make a decision which category is the better fit.

What is the FSAR used for?

— SACS requires the College to have an annual faculty self-assessment report for all teaching faculty.

— The Deans use this as a possible decision making tool when assessing those applying for grants, awards, and/or administrative roles or positions.

How is the FSAR used?

— It serves as a platform to review your progress on longer term goals, for setting new goals, or for reporting those goals you have successfully achieved.

— It can also serve as an avenue to describe your professional development, research, and scholarly focus.

— You can also describe those projects you are working on currently and gives you the opportunity to seek the support and resources needed by documenting your goals for the future.

— The Dean uses FSARS to determine how she can meet the needs of the faculty.

— Timely submission of the FSAR is required in order to receive internal grant funding, consideration for salary adjustments, etc.

****Update 9/28/21: The above document says that "SACS requires the College to have an annual faculty self-assessment report for all teaching faculty."

I couldn't find record of this in the SACS handbook and Toni Holbrook confirmed that there is no such requirement and kindly asks that we remove this statement from our website. The only thing that Toni needs from faculty is an updated CV each year. Meghal says that he does not use the FSAR for any institutional data gathering purposes. I'm not sure to what extent the Dean's Office uses the FSAR to determine internal grant eligibility.

Pre-tenure faculty produce multiple self-reflections and tenured faculty produce self-reflections every five years via the PTR process.

Below is information about other institutions' FSAR-like documents, but the bigger and more radical question I'd like us to consider is: **should we do away with the FSAR completely?**

FAC Proposed Revisions to the FSAR Questions

Benchmark Institutions

Rollins has 30 established benchmark institutions. I looked up all of them but in full disclosure, I didn't look that hard. If the information I was looking for wasn't forthcoming (ie. didn't pop up using 3-5 keyword search terms), I moved on... so it's likely that I missed some. Other institutions did have posted information about annual faculty self-evaluations (most were linked to merit pay), but the documents were hidden behind firewalls. Since we are just trying to get a sense of what other institutions are doing, I hope that this info will be enough to get our creative juices flowing:

Hope College (similar to FSAR)

<https://hope.edu/offices/provost/faculty-resources/faculty-activity-reporting/>

Luther College (written statement submitted to department chair w/ opportunity to respond):

<https://www.luther.edu/academics/provost/faculty/resources/forms/>

St. Lawrence (similar to FSAR but slightly more simple--click "faculty assessment report")

<https://www.stlawu.edu/offices/academic-affairs/faculty-staff-resources>

Roanoke College (click "self evaluation form; self-reflection and goal setting written narrative)

https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information

Pacific University (annual activity reporting and periodic self-assessment that corresponds to T&P or review cycle)

<https://pacificu.app.box.com/s/5ztjxvk4j2ej4hlevr6wqrye7xjbk2q6>

Macalaster College (faculty submit annual reports to department chairs who then report to Dean)

<https://www.macalester.edu/provost/faculty-funding-support/tenure-faq/>

Pacific Lutheran (max 5 page written statement):

https://www.plu.edu/provost/wp-content/uploads/sites/340/2018/05/faculty-activity-reporting-instructions_2020-21-1.pdf

ACS

University of Richmond (merit-based; 1500 word reflection and goal statement + activity list + CV)

<https://asadmin.richmond.edu/deans-office/Faculty-review/annual-review/faculty-review.html>

Trinity University (Merit-based annual evaluations; faculty fill out form [no link provided unfortunately])

<https://www.trinity.edu/directory/departments-offices/academic-affairs/recognition/tenure-evaluation>

Centenary College (brief list of activities and self-reflection and goal statement)

<https://www.centenary.edu/directories/offices-services-directory/provost-2/information-for-faculty/faculty-annual-report-format/>

Other institutions (feel free to add to this list):

Austin Peay State University

https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Annual-Faculty-Self-Evaluation-Form-2018.pdf

Georgetown

<https://provost.georgetown.edu/faculty/reports/>

ATTACHMENT #2

The Role and Legitimacy of the Faculty Handbook

During the first year of COVID, the administration eliminated the course releases as outlined in the Faculty Handbook in Section 3 page 5 for department chairs and in Section 2 page 9 for endowed chairs. The faculty were on board for that for one year, given the pandemic. The course releases have been reinstated for department chairs, but not for endowed chairs.

What is a faculty handbook?

AAUP's definition:

"Faculty handbooks can provide a powerful tool to help faculty members vindicate their rights when facing termination or other unwarranted personnel actions. A faculty member generally has a contract or letter of appointment. Courts are often asked to decide whether a faculty handbook—which can include policies, rules, and procedures under which professors work—also establishes a contractual relationship between a professor and an institution. The issue usually arises in the context of a breach-of-contract claim, and the question is whether the faculty handbook is part of the employment contract between the professor and the institution. Contract claims are primarily based on state law and the law affecting the claims varies greatly from state to state. A majority of states have held that contractual terms can at times be implied from communications such as oral assurances, pre-employment statements, or handbooks. Of these, faculty handbooks are the most common source of implied contract terms."

Is a faculty handbook an enforceable contract? [According to AAUP it depends.](#)

Introduction to our Faculty Handbook

(There is no guiding statement about what our handbook is and isn't)

<https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1015&context=handbooks>

[Faculty Handbook Section II](#) begins "This section includes descriptions and practices that apply to all faculty of Rollins College."

The absence of the term "policy" is important, I think, for wading through this issue. Here is the college's "[Policy on Policies](#)" and the process of amending them.

The section pertaining to endowed chairs is on [pages 8-9 of Section II:](#)

Relevant language: "The holder of the chair shall receive one course reduction per year..."

We also don't seem to have a stated process for amending the faculty handbook like [Concordia](#); [NYU](#); and many other institutions.

Issues we need to sort out:

- What is our faculty handbook? A list of implied policies subject to the Policy on Policies? A reference guide?
- Who has the ability to make amendments/edits to the handbook and what is the procedure for doing so?
- ~~Who has the authority to make changes of the endowed chair?~~ I would delete this bullet point as the President has the authority to appoint. That is not the question here. The question is, about the role of the handbook in this matter. I would keep on focusing on that.

- What is the overall role and legitimacy of the faculty handbook?
- What are the implications if they are not followed by faculty or administration?

BTW: many FL Universities state “*Faculty Handbook does not constitute legal terms and conditions of employment,*”. So what does that mean? Why do we have the faculty handbook if we don't follow it? What does Rollins stand for? How should Responsible Leadership treat this?