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Minutes, Executive Committee Meeting, Thursday, February 16, 2023

College of Liberal Arts Executive Committee

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**Executive Committee Meeting Agenda
February 16, 2023**

- I. Approval of February 2, 2023, Minutes
- II. Announcements
 - a. Division Faculty Governance Position Elections—Feb 14-20; at-large position self-nominations open Feb 23
- III. New Business
 - a. Endorsement of DEIB Strategic Plan
 - b. FEC Candidates
 - c. Proposal to add an Intercultural Competency to CLA curriculum
 - d. Bylaws Change Proposal to Allow Target of Opportunity Hires
 - e. Graduation Diplomas in English
 - f. Bylaws Change Proposal re. FRDC Committee roles

Executive Committee Meeting Minutes February 16, 2023

Present

Amy Armenia, Grant Cornwell, Adeline Davis, Rosana Diaz-Zambrana, Hannah Ewing, Todd French, Kevin Griffin, Ashely Kistler, Emmanuel Kodzi, Jana Mathews, Akheem Mitchell, Dan Myers, Anne Murdaugh, Nancy Niles, Emily Russell, Rob Sanders, Susan Singer, Sendy Sejourne

Call to Order

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

Approval of February 2nd, 2023, EC Meeting

Mathews asked for a motion to approve the minutes from the February 2nd meeting. Moved by Griffin and seconded by Myers. *Motion passed with two abstentions.*

Announcements

Divisional Faculty Governance Position elections are taking place. As of February 2nd, the social sciences position needed to be filled.

Board of Trustees Meeting Attendance

The Board of Trustees asked for faculty to attend their meetings on Thursday, February 23rd. Committee members volunteered to attend different time slots.

NEW BUSINESS

Endorsement of DEIB Strategic Plan

After 18 months in development, the DEIB Strategic Plan has been vetted by the student town hall, the staff town hall, and a Rollins College faculty meeting. Before seeking the Board's affirmation of the plan, Cornwell asked whether the Committee would endorse it to show faculty support.

Mathews asked for a motion to endorse the DEIB Strategic Plan. Moved by Kodzi, seconded by Russell. Motion passed unanimously.

Mathews then motioned to move to a committee of the whole to discuss the FEC candidates. Motion passed unanimously.

At 12:55pm, Mathews asked for a motion to move back into the Committee. Moved by Russell, seconded by Ewing. Motion passed unanimously.

Proposal to add an Intercultural Competency to CLA curriculum

Russell discussed the decision to retitle the DEI Competency to 'Intercultural Competency' and to slightly reframe the catalogue description. The Curriculum Committee made this decision in response to the politically-changing landscape of higher education. The title and catalogue

modifications are not meant to weaken the policy, but rather to protect the competency against political contention. Other institutions have made this same decision.

The revised Intercultural Competency had received unanimous endorsement from SGA, the Diversity Council, and the Curriculum Committee.

The Intercultural Competency is labeled as [Item A](#) in the Appendix.

*Mathews motioned to add the Intercultural Competency to the CLA Curriculum. **Motion passed unanimously.***

Bylaws Change Proposal to Allow Target of Opportunity Hires

Todd French

The draft Target Opportunity Hires proposal is labeled as [Item B](#) in the Appendix.

The draft proposal passed through FAC. Before the Committee requests feedback from the full faculty, French asked Committee members to share their thoughts on the proposal's language. He then relayed the following concerns that the FAC expressed about the proposal:

1. How does EC function in this initiative?
2. Where do these hires come from? The provost? The faculty?

The Committee members' insights on the bylaws were as follows:

- Use sparser language
- Specify what the '[exceptional cases](#)' are in the line, "**In exceptional cases, candidates may be offered appointments to the faculty without conducting a national search.**"

Mathews remarked that this was a pertinent topic because of the work the Committee invested in allowing faculty to be granted tenure at their time of hire. Cornwell supported the proposal, saying Target Opportunity Hires allow institutions to hire people who would have never applied to the position if the search was not open to the public.

*Mathews made a motion of support to bring the idea of the Target Opportunity Hires Proposal to the faculty. **Motion passed unanimously.***

Graduation Diploma Debate | English versus Latin?

Currently, the graduation diplomas are written in Latin. Due to an increasing number of complaints about the diploma's lack of readability and perceived pretentiousness, the Committee discussed changing the language from Latin to English. The reasoning is as follows:

Those in Favor of Changing to English

- The Latin diplomas promote a potentially elitist mindset
- Sejourne shared that her recently-graduated peers preferred English to Latin

Those in Favor of Keeping the Latin

- Though no one strongly opposed changing the diploma language from Latin to English, a few members said they liked having unusual traditions and wanted to find another unusual tradition to compensate for the loss of this one.

*Kodzi motioned to endorse the move to change the language on the diplomas from Latin to English, seconded by Griffin. **The motion passed with one abstention and two oppositions.***

CC Committee Reports | CIE Update

Todd French & Emily Russell

The Committee continues to work towards putting new CIEs forward. Paul Harris suggested that the 45 questions be trimmed down to 12-13, while still including opportunities for open-ended feedback. In response to this idea, French and the other members crafted a CIE version with 6-7 numerical value points, where each question asks students to list what they found useful about the course, and then prompts them to comment on *why* they responded the way they did.

When asked how the new version will minimize implicit bias, Russell commented that, though CIEs cannot prevent implicit bias from surfacing in evaluations, the new CIEs can lessen this bias, depending on how the questions are phrased/what type of question is asked.

Concluding CIE Thoughts | The current CIEs have lost credibility on campus. The new CIEs will not immediately fix the problem; however, they will be used to determine what was *helpful* to students in a course, rather than asking them to provide ratings on issues like “whether the professor was knowledgeable”.

Holt Update | Russell and Sanders are in productive conversation about the hardships that Holt is facing and what this means for the general education programs.

Adjournment

Mathews made a motion to adjourn, seconded by Griffin. Meeting adjourned at 1:31 PM.

Appendix

A. Intercultural Competency Requirement

Rationale

A Rollins education prepares students to find meaning and professional success in a complex world. One of the best ways to achieve these goals is to learn about experiences beyond one's own. This knowledge and the skills to navigate such differences are often called "intercultural competency," most notably by the American Association of Colleges and Universities (AAC&U) who has named it an Essential Learning Outcome.

Since our adoption of the rFLA program, over half of the courses taught already address questions of intercultural competency. It has not, however, been a stand-alone requirement.

Not having this requirement can have at least three negative effects:

- 1) Many students who have chosen to take these courses report feeling like they are in an echo chamber. They are interested in hearing from a broader spectrum of viewpoints.
- 2) Students who do not take intercultural courses are missing content and skills that are essential to our educational mission.
- 3) The absence of a requirement can serve as an unintended signal that we don't value intercultural competency.

Context

- At least 28 of our 30 benchmark institutions require a similar course
- National organizations, including AAC&U and the National Association of Colleges and Employers (NACE) identify this education as essential for career readiness, personal thriving, and an engaged citizenry

Structure & Policies

- Faculty choose to apply for an ICMP designation to be attached to a specific course
- Follows the ECMP model of distribution across courses both in the major and in rFLA or Honors
- Need 18-20 courses per semester
- Anticipate the vast majority of ICMP courses to come from courses already being taught
- Assessment through "Intercultural Knowledge & Competency" AAC&U VALUE rubric
- Courses may double count for more than one competency

Implementation and Timeline

- Requirement will apply to both A.B. and A.B.H students in the entering class of Fall 2023
- First round of ICMP Designation forms due March 22 for publication on the 23-24 schedule (current student registration begins March 27)
- Faculty will convene for training before the courses are offered as ICMP
- Faculty teaching ICMP courses will meet once per year to discuss assessment and teaching strategies
- Course Design/Re-Design workshop anticipated for summer 2023

Catalog Revisions—rFLA and Honors

Add the following catalog language to both A.B. and A.B.H. Degree Requirements

Intercultural Competency (ICMP): A Rollins education prepares students to find meaning and professional success in a complex world by learning about experiences beyond their own. In Intercultural Competency courses, students will gain knowledge of the ways cultural differences enrich the world and how past and present customs have advanced or infringed upon the promises of a democratic society. Students will assess and critique current theories as tools to understand difference and commonality and will examine various strategies aimed at achieving more just, equitable, and productive societies. Students in ICMP courses will bring multiple viewpoints and experiences, creating an opportunity to engage in discussion across disagreement; question one's own beliefs and biases; and find common solutions to advance a shared project—all essential skills for thriving after graduation.

Students will satisfy this requirement by completion of any Rollins course that carries the Intercultural Competency (ICMP) designation or completion of an approved transfer course that includes the study of intercultural competency.

Approved by Curriculum Committee:

Approved by Executive Committee:

Approved by CLA Faculty:

B. Bylaws Change Proposal to Allow Target of Opportunity Hires

~~All~~ Tenure-track appointments will be made as the result of national searches. The department to which the candidate will be appointed will usually conduct the search. Search committees shall have one faculty member from outside the department who will be appointed by the Dean of the Faculty in consultation with the department. The appointee will be a voting member of the search committee. The recruitment and selection of candidates for faculty appointments will conform with the equal employment opportunity and affirmative action policies of the College. **In exceptional cases, candidates may be offered appointments to the faculty without conducting a national search. Such an appointment would be a target of opportunity hire, following a more aggressive recruitment program with the goal of advancing the strategic initiatives of the college.**

The Dean of the Faculty shall not recommend the appointment of anyone of whom a majority of the voting tenured and tenure-track members of the appointee's department does not approve.”