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Minutes, Arts & Sciences Faculty Meeting, Thursday, April 7, 2016

Arts & Sciences Faculty
Rollins College

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ROLLINS
Arts & Sciences Faculty Meeting
April 7, 2016
Agenda

- I. Call to Order
- II. Approval of Minutes from 1/28/2016 and 3/24/2016
- III. Announcements:
- IV. New Business
 - a. Motion to abrogate Arts and Sciences Bylaws Article IV, Section 1, Sentence 2
 - b. Ratification of FEC slate
 - c. Revisions to Credit Hour Policy & CIE
 - d. The Rollins Honor Code
- V. Committee Reports:
 - a. Academic Affairs
 - b. Finance & Services
 - c. Professional Standards
 - d. Student Life
- VI. Adjournment



ROLLINS
Meeting Minutes
April 7, 2016

Present

Aggarwal, Vidhu; Allen, Barry; Almond, Joshua; Armenia, Amy; Barnes, Melissa; Barreneche, Gabriel; Bernal, Pedro; Boniface, Dexter; Carnahan, Sharon; Cavanaugh, Jennifer; Chambliss, Julian; Charles, David; Cheng, Martha; Chong, Daniel; Cohen, Edward; Cook, Gloria; Cooperman, Hillary; Cornwell, Grant; Coyle, Whitney; Crozier, Daniel; D'Amato, Mario; Davidson, Alice; Decker, Nancy; Dennis, Kimberly; Diaz-Zambrana, Rosana; DiQuattro, Marianne; Ewing, Hannah; Forsythe, Matthew; French, Todd; Greenberg, Yudit; Gunter, Michael; Habgood, Laurel; Hargrove, Dana; Harper, Fiona; Harwell, Jonathan; Houston, John; Jones, Jill; Kistler, Ashley; Lackman, Susan; Lauer, Carol; Libby, Susan; Lines, Lee; Mathews, Jana; Mays, Dorothy; McClure, Amy; Miller, Jonathan; Montgomery, Susan; Moore, Thomas; Moore, Robert; McAllaster, Craig; Murdaugh, Anne; Myers, Daniel; Nichter, Matthew; Nodine, Emily; Norsworthy, Kathryn; O'Sullivan, Maurice; Ouellette, Thomas; Oxford, Emma; Paladino, Derrick; Park, Ellane; Patrone, James; Pieczynski, Jay; Prieto-Calixto, Alberto; Riley, Cassandra; Roe, Dawn; Russell, Emily; Ryan, MacKenzie; Sanabria, Samuel; Simmons, Rachel; Smaw, Eric; Stephenson, Paul; Strom, Claire; Sutherland, Kathryn; Svitavsky, Bill; Tillman, Lisa; Tomé, Patricia; Vander Poppen, Robert; Vitray, Richard; Voicu, Anca; Walsh, Susan; Yellen, Jay; Don Rogers

Call to Order

President Dexter Boniface called the meeting to order at 12:33 pm.

Approval of Minutes

The assembled faculty approved the minutes from 1/28/2016 and 3/24/2016 by voice vote.

Announcements

President Cornwell: Reminds the assembled faculty of the inauguration celebration in the coming days. "It is an important time for the college, time to reflect on our mission, roots, and future."

We've been working with Jindhal to work out our relationship and to reset our expectations. To this end, I paid a visit to their campus. The original way the partnership was conceived and presented was way out of scale with reality. We won't have 100 students here, but we will have several students joining us next year; that number will grow over the next several years to 12-20 students.

As we've discussed throughout the year, there are 3 phases to governance reform: organizational restructuring for the faculty, committee structure, and administrative structure. I haven't finished my own thinking on the latter phase and when I get more clarity I'll come back. I do know this: we're not going to put a brand new administrative

structure in place for next year; given that it's mid-April, we don't have time to create a thoughtful design. I lament it's going to be another year with "interim" in front of people's names, but that's where we find ourselves.

In drafting new Bylaws, we're in uncharted territory, working hard to figure out "what does the handoff look like." Our current thinking on this process is to use the current constitution of EC+ to be the first pass at drafting the Bylaws. This body has a few advantages: it already exists, we have a great working relationship, and have been thinking about it all year. After producing a draft, we will then circulate the document to a number of readers to look at it with fresh eyes and flag issues or questions. Then we'll revise and bring them back to the body in the fall.

Sharon Carnahan: I understand that Dr. Singer is going to be with us for the inauguration, have meetings been scheduled? Cornwell: No, she's meeting with Craig and will mostly be participating in events, but please make her feel welcome.

Craig McAllaster: Offering an update on the status of the move from 140 to 128 credit hours. It's on hold until we do strategic planning. Instead of rolling into it and then beginning planning, we should return to the question. The compensation system for RCCs and GenEd was in part based on a plan to go to 128; that question will need to be revisited next year. We are continuing the work of the faculty salary survey and are also looking to create a compensation philosophy—that will be part of the strategic planning process next year. We will seek to bring more clarity to the salary system.

New Business

Motion to Abrogate Arts and Sciences Bylaws Article IV, Section 1, Sentence 2

Boniface: Let me try to provide rationale for this motion. We are in a strange place trying to transition out of one structure and into the next. We are grateful that 95% of the joint faculties voted to endorse the new governance plan. We have asked, what is the simplest way to move forward while still maintaining the conditions? We consulted with our parliamentarian, Robert Vander Poppen on the following motion. The motion simply removes the compunction to conduct elections at this time. It leaves the text of the Bylaws intact. In effect, we would dissolve, for intents and purposes, our governing bodies and begin implementation of our agreed upon structure according to the following phases and timeline. A vote in favor of this motion means the following about how we can accomplish elections under the new structure.

Parameters: Each Division will elect one representative to each committee. Anyone who currently has the right to voice and vote in A&S or CPS has the right to vote in the election of their Divisional Representatives. Individuals are expected to self-nominate. Since the new committee structure calls for staggered terms, some of the people elected will serve one year terms, some two year terms.

At our March 24 meeting there was a discussion about who has voting rights and whether there was a disparity among the bodies. When EC+ consulted the Bylaws, we found no discrepancy in who is extended the franchise; they are both radically inclusive. CPS Bylaws include categories "practitioner faculty" and "executive in residence" but

currently no such individual exists. We found this question to be resolved in an unambiguous manner. (See Attached)

We are proposing an extremely tight timeline. We will immediately fill divisional slots, get them in place before at-large elections, voting will take place at a joint meeting on April 21.

Timeline:

- Thursday, April 7: A call for nominations will be sent out by email (by Dexter & Don)
- Monday, April 11: Nominations will close 5:00p.m.
- Tuesday, April 12 – Thursday, April 14: The ballot will be prepared and sent out Tuesday, April 12. Balloting will close 12:30 p.m. on Thursday, April 14, 2016 and results announced.

Rick Vitray: is the divisional chair the representative to executive committee?

Dexter Boniface: A chair role might implicitly be taken by the representative to the executive committee, but it's not specified.

Robert Vander Poppen: I want to be clear that the proposal we have on the floor is in no way about setting a precedent moving forward. This timeline is just about the exigencies of the situation and there will be a different timeline when the Bylaws are written.

Boniface: My goal in laying out this plan is to make clear what the practical implications will be of voting for the resolution.

Vander Poppen: If we follow this schedule now, it isn't to suggest that this will be the normal pattern of business under the new Bylaws.

Boniface: Not likely. Under the current A&S Bylaws, for example, we are required to present a slate for elections 7 days in advance, I imagine we will want to do something like that in the future.

Fiona Harper: To clarify: at this time, divisions can make their own decisions about whether the division chair has to be on executive committee or not.

Boniface: I am not opposed to that interpretation at all.

Parameters: There are four open seats on the Curriculum Committee, three open seats on the Faculty Affairs Committee, and the President of the Faculty to be filled by faculty elected at-large as well as vacancies to be filled on all-college committees. Individuals are expected to self-nominate. Anyone who currently has the right to voice and vote in A&S or CPS has the right to vote in the at-large elections. Since the new committee structure calls for staggered terms, some of the people elected will serve one year terms, some two year terms.

Timeline:

- Friday, April 15: A call for nominations will be sent out by email (by Dexter & Don).
- Tuesday, April 19: Nominations will close 5:00p.m.
- Thursday, April 21: Elections for the at-large seats will be held at the faculty meeting. Nominations will be accepted from the floor.

Carnahan: there are plenty of luddites among us, myself being on the order; are you explicitly reaching out to members of our faculty who do not attend meetings? I would like to ask if you as president will make a special effort to connect with department chairs to make sure people know this is coming. Election meetings are often well-attended.

Jill Jones: would it make sense to have the new executive committee—which we will vote on and will have divisional representation—draft the Bylaws?

Cornwell: that's a live option. The current EC+ doesn't have special legislative authority to draft the Bylaws; I think of them as a task force. Maybe they take a first crack at it and then circulate it to the new EC for comment and discussion.

Motion: *In order to immediately implement the Governance Reform Model endorsed by the A&S and CPS faculties on March 24, 2016, I move that the assembly abrogate Article IV, Section 1, Sentence 2 of the Arts and Sciences Bylaws.*

Text of the bylaws: ARTICLE IV, MEETINGS OF THE FACULTY OF ARTS AND SCIENCES, Section 1. Regular Meetings. "The Faculty of Arts and Sciences shall normally meet monthly during the academic year. **Elections for the President, Vice President/Secretary, and the at-large faculty representatives for the four Arts and Sciences standing committees shall be held on or before the April meeting of the Faculty.** At least one meeting each semester of the faculty of the College or Arts and Sciences, or upon the request of the President of the Faculty, the Dean of Student Affairs, or his or her designee, shall make a report to the faculty about the state of the College in regard to student life. Furthermore, any serious incident shall be reported by the Dean of Student Affairs or his or her designee at either a regular or special meeting of the faculty of Arts and Sciences."

Motion passes unanimously.

Ratification of FEC slate

Boniface: before we work to create a new FEC for the spring of 2017, we need to constitute a new A&S FEC to carry forward only for the fall of 2016. This committee will meet the needs of colleagues seeking tenure next year. We sought people who had history with FEC to continue their service for one semester only.

Slate: Edward Cohen and Rick Fogelsong

From the floor: Who are the current members? A: Wenxian Zhang, Susan Libby, Thomas Ouellette, Pedro Bernal

Motion passes.

Credit Hour Statement and CIE question (see slides, attached)

Claire Strom: When Craig asked me to chair the 128 committee, he asked me to solve a problem that had been raised during our SACS visit last summer. Most colleges and universities assign 3 credit hours to classes. SACS visitors surveyed syllabi during their visit and claimed that they found our 4 credit syllabi to be identical to those at 3 credit hour institutions. They asked, Do you have a way of assessing student workload? Yes, we replied, a question on our Course Instructor Evaluation. Unfortunately, students report 3-4 hours per week per course, our policies claim we expect 9.

Last summer we added a syllabus statement about expectations and faculty members completed a form to describe week-to-week workload.

How to make these practices regular? The committee discussions moved away from the form and examined the basic assumptions. The 128 committee thought the expectation of 9 hours was too much work. A four course load would expect 48 hours, a five course load would be 60 hours. These expectations would limit our students' ability to do high impact practices, sports, jobs—this is not what we want for our liberal arts students. And we're not assigning that much work.

We began to discuss the fourth credit hour not as work assigned outside of class, but instead connected it to quality of instruction in the classroom.

We first decided it was probably more reasonable to expect 2.5 hours outside of class.

We then decided to reimagine the CIE question about workload. We had some concerns about the scale and felt that we weren't prompting the students effectively about what "out of class" is. We relied a lot on Paul Harris to construct a better question. Students will input a number to say how many hours a week they spend on each activity and then we can add them up at the end.

We want to acknowledge: this question might not work. We thought it was worth trying.

Laurel Habgood: As our students are often filling this out for 4-6 courses, they experience survey fatigue. Have we thought about combining like categories to reduce the number of questions?

Strom: We did combine some and we could combine more.

Carol Lauer: This issue is from SACS? Did you talk to them about your solution and what they think about it? A: Toni spoke with SACS.

Toni Holbrook: We consulted with a former SACS board member who was able to advise us. The route we took with changing our philosophical definition is very similar to the approach of other liberal arts institutions much like us. The concern may have been specific to an individual member on the visiting committee and may not return.

Socky O'Sullivan: We can easily meet these hours—we can simply add, "how many hours did you spend filling out this form?" My real question: have you thought about the implications of the prologue? Although many people follow this pedagogical philosophy,

some do not. This diversion should have implications for FEC. The prologue mentions essay exams, but students report increasing multiple choice exams.

Rick Vitray: One of the things my students do that I think is most important isn't up there. Students work on a problem, go away for awhile and think about it. I would like "thinking" to be up there. [General acclaim]

Emma Oxford: Does anybody tell the student at the beginning of the semester that they're going to be required to remember this? Do they understand the expectation? They might underestimate their workload and wonder "how much work am I supposed to have put in? what's the right answer? Does 9 hours spent on something mean I've failed?" I'm not sure this is going to get back better data without discussions with the students about expectations.

Strom: We do still have the syllabus statement that puts in expectation about work outside of class. A question of this kind has always been on the CIE. I don't know what kind of information we're going to get. Since they're doing it at the busiest time of the semester, the numbers should be slightly higher. All I'm suggesting is that we try it and see what numbers we get. If we don't see good results, we should think of different methods—the committee already considered several alternative solutions, but this seemed to be the most straightforward.

Vander Poppen: we have a terminological problem here with how much time students spent vs professors' expectations. Perhaps a better question would be: If I would have gotten an A in this class, how much time would I have had to spend each week?

Martha Cheng: follow up on Emma's question, I think we could prompt the students about how we've organized the course, the workload, and expectations. It would help the students understand their own work.

D'Amato: I also support what Emma said. When we read that section on the syllabus, we should educate the students about some of the background of credit hours and expectations. The system is supposed to be something analogous to the workweek, it's supposed to approach 40 hours.

Gabriel Barreneche called the question.

Do you approve the motion to accept the revisions to the credit hour policy?

Motion passes 87%

Do you approve the motion to accept the revisions to the Course Instructor Evaluation?

Motional passes 70%

Rollins Honor Code

Derrick Paladino: for the past year and a half the Student Life Committee has explored a new honor code that combines ideas of both academic and social honor.

- The SLC has worked to create a statement that joins the honor and social codes into one document.
- The code will act as an overarching statement for all honor, which holds the Academic Honor Code and the Code of Community Standards.

- “The Rollins Honor Code” will be a unifying statement that speaks to the philosophy that “honor” is holistic in nature and therefore holds both academic and social/community honor and responsibility within it.
 - This holds the viewpoint that students should act with honesty, trust and respect in all aspects of their lives at Rollins College.
- It connects student honor to the Rollins College Mission Statement.
- Created by faculty, staff and students.
- Adjudication for academic and community violations will still be conducted separately.
- Academic Honor code is still required, will still be posted on classroom plaques.
- The new Honor Code will be read at convocation as well as orientation.

Jones: I think this is a great honor code, but I would beg of you that the word “Tar” comes out. It’s such an important statement, the term seems infantilizing. (To general acclaim. Accepted as an amendment)

Paul Stephenson: Is this replacing the academic honor code?

Paladino: No, they are still separate.

Mike Gunter: To confirm, does the pledge remain the same?

Paladino: Yes.

As a Rollins College Tar student I commit to upholding the values of honesty, trust, and respect academically and in all of my social relations. I will act with integrity and strive to embody the highest ideals of global citizenship and responsible leadership.

Motion passes 93%.

Adjournment

Boniface: I’ll end with this: *serve*. I look forward to seeing your name as a self-nomination in the coming weeks as we populate committees during this pivotal time.

Dexter Boniface adjourned the meeting at 1:45pm.

**A&S BYLAWS: ARTICLE II MEMBERSHIP,
RESPONSIBILITIES, AND SUFFRAGE**
**Section 3. Voting Membership of the Faculty of Arts and
Sciences**

The following have the privilege of both voice and vote in meetings of the Faculty of Arts and Sciences of Rollins College: the President of Rollins College, the Vice President for Academic Affairs and Provost and all those holding full-time positions as, artists-in-residence, lecturers, instructors, assistant professors, associate professors, and professors, who are appointed either to academic departments of Arts and Sciences, to the Hamilton Holt School, or to the library and whose primary responsibility is to teach in Arts and Sciences; Arts and Sciences and Holt deans with faculty rank or holding tenure in Arts and Sciences; Directors, librarians, and department chairs with faculty rank.

CPS BYLAWS: ARTICLE II FACULTY MEMBERSHIP
2.1 Full Time Faculty

Any individual who has a full time teaching appointment in the College of Professional Studies (with expectations of engaging in activities such as advising, scholarship, or service beyond direct teaching responsibilities) shall be a member of the faculty. This includes faculty holding the ranks of Professor, Associate Professor, Assistant Professor, Lecturer, Visiting faculty, **Practitioner faculty, or Executive in Residence**. All Faculty members have the right to attend faculty meetings, are entitled to vote on matters pertaining to the faculty, and possess all the usual rights and privileges accorded faculty members at Rollins.

Credit Hours and CIEs

Current Credit Hour Policy

- Most universities and colleges offer 3 credit hours for 3 50-minute in-class hours.
- Most universities and colleges expect 2 hours of outside work for every in-class hour (6 hours weekly).
- Rollins offers 4 credit hours for 3 50-minute in-class hours
- The College's current policy expects 3 hours of outside work for every in-class hour (9 hours weekly).

SACSCOC Findings

- The SACSCOC visiting team had concerns that:
 - From syllabi evidence, Rollins was not expecting more in a 4-credit class than other institutions do in a 3-credit class.
 - From CIE data, that students **ON AVERAGE** reported working 3 to 4 hours a week outside class, not the 9 hours that the faculty/policy claimed.

The College's Response

- Last summer, the Deans' offices asked faculty teaching in Maymester, Holt summer, and selected fall term courses to fill out a form detailing the outside work expected for their classes. It had to add up to at least 126 hours for the semester (or 9 hours per week).
- A statement of out-of-class expectations was added to all syllabi.
- The 128 Committee was asked to investigate how to address this problem moving forward.

Credit Hour Discussion

- 3 hours in-class plus 9 hours out-of-class is at least 12 hours per week per class.
- This is 48 hours a week for four classes and 60 hours a week for five classes.
- Do we want students to work that much?
- Is the 4th credit hour really about work outside class or about the quality of work the students do in class and other individualized attention students at Rollins receive?

Proposed Credit Hour Policy

- The 4th credit hour is justified by the quality of our instruction, our student-to-faculty ratio, individualized attention, and the complexity of our pedagogical tools (essays vs. multiple choice).
- We reduced the hours outside class from 3 to 2.5, which is still above the national average.
- We expect students to invest an AVERAGE of 7.5 hours per week per 4-credit class.

Current CIE Question

- How many hours per week on *average* outside of class did you spend preparing for this course, (i.e. studying, reading, writing, rehearsing, etc.)? (*check one*)
- Less than one - 0%
- One - 0%
- Two - 0%
- Three - 0%
- Four - 7%
- Five - 14%
- Six - 42%
- Seven - 7%
- Eight or more - 28%

CIE Discussion

- Students do not necessarily understand all the options for work outside class.
- “Eight or more” is vague and gives us a lower overall average

Proposed CIE Question

Please indicate how many hours you spent EACH WEEK outside of the classroom doing the activities shown below for this course.

Reading

Designing

Studying

Working in lab/art studio

Writing

Practicing

Rehearsing

Meeting with other students and/or faculty member

Community Engagement

Other—please describe:

Researching

Being tutored