Executive Meeting of the Faculty – Approval of the Graduates

May 18, 2011

Recorded Attendance

Faculty

Andrews, Baram, Barton, Bauer, Callahan, Coe, Demski, Dimino, Edidin, Fairchild, Fitzgerald, Gilchrist, Harley, Harvey, Henckell, Hicks, Johnson, Marks, McCarthy, McCord, McDonald, Michalson, Mink, Mullins, Myhill, Poiemenidou, Scudder, Sherman, Shipman, van Tuyl, Wallace, Walstrom, Weber, Zamsky, Zhang

Guests

Kathy Allen, Duff Cooper, Lynn Reichmann

The meeting was called to order at 2:03pm

I. The SASC presented the list of graduates for approval by the faculty. A total of 167 graduates.
   - Unanimously approved.

II. Motion for the PAC to remain constituted until Friday, May 27 to finish their work.
   - Approved with one abstention

III. FASC remain constituted until they finish the evaluation of the provost.
   - Approved unanimously.

IV. ESSC remain constituted through May in order to finish budget exercise.
   - Question: do these extension violate any union policies?
   - No. The contract period continues through the beginning of June.
   - Approved unanimously.

V. Ad hoc faculty budget committee remain constituted throughout summer to work on budget as it moves forward.
   - Approved unanimously.

VI. SASC, at the urging of the Academic Advisory Council, meeting next Thursday at 2pm. Please get probationary reviews/evaluations in asap. It would be worth thinking about when the SASC should meet, especially since student reps will not be available. And, do we really want to bind ourselves to service that extends two weeks beyond the final pay period.
   - Faculty advisors will be invited to participate.
   - Reminder: students on probation are not allowed "Incompletes."

VII. Moved & seconded to dissolve into the COW.
   - Unanimously approved.

Submitted by Robert Zamsky, Secretary of the Faculty

Agenda

New College of Florida Faculty Meeting

May 11, 2011: Sudakoff Hall, 3:30 P.M.

I. Approval of Minutes from April 13, 2011, Meeting

II. New Business

1. Ad Hoc Committee on Promotion – Motion 1 -- Criteria
2. Ad Hoc Committee on Promotion—Motion 2 – Time
3. Ad Hoc Committee on Promotion – Motion 3 – Tiered Positions
4. Ad Hoc Committee on Promotion – Motion 4 – Categories
5. FASC – External Grants

III. Reports

A. Mike Michalson, President
B. Charlene Callahan, Provost
C. EPC – Jocelyn Van Tuyl
D. Rick Coe, Chair of the Faculty

IV. Announcements

VI. Good of the Order

VII. Adjourn

From: Ad Hoc Promotion Committee
To: New College Faculty and Administration
May 9, 2011

Motion 1: We move that the attached revisions and expansion to Section 4.6 of the New College Faculty Handbook be approved.
Bold = current Handbook

4.6 Criteria for Retention, Promotion, and Tenure
In general, teaching of the highest quality, a coherent and substantive program of scholarly research or creative activity, and regular service are required for retention, promotion, and tenure. In the case of promotion to full Professor, candidates must be excellent teachers; in addition, they must have a coherent record of scholarly research/creative accomplishments and demonstrate meaningful service to New College. Promotion always requires external peer-review of the candidate's scholarly and/or artistic work in accordance with common academic practice.

Promotion from Assistant to Associate Professor is a recognition of achievement and the promise of further growth and contributions in Teaching, Scholarship and Creative Work, and Service to the institution, profession, and community. Promotion to the rank of

Associate Professor assumes a commitment on the part of both the candidate and the institution to their mutual benefit and recognizes the expectation of an ongoing and fruitful academic career at the New College.

Promotion from Associate to full Professor recognizes, beyond the promise of future achievements, a record of committed contribution and leadership in Teaching, Scholarship and Creative work, and Service. Promotion to full Professor marks a progression in the candidate's role at the institution in these areas and carries with it the expectation of further and more significant impact~~, particularly in Teaching and Service, and maturity in Scholarly and/or Creative work~~. It is not a reward solely for strong scholarly or creative output, although it is not awarded without scholarship or creative work beyond what was accomplished at promotion to Associate Professor. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor (see 4.10 for guidance on the materials that must be included in the file).

In considering promotion to full Professor, NCF is aware that faculty members' contributions will vary over time and from one faculty member to another. Thus, in our deliberations on promotion, we reflect on the benefits to the College of a range of attributes and accomplishments. Given the primary mission of the College, candidates for promotion to full Professor must be strong teachers. The committee will also expect strong work across scholarship or creative work and service. In rare cases, truly extraordinary contributions to at least one of the three areas may merit special recognition

4.6.1 Teaching Effectiveness

Teaching of the highest quality is given priority at New College in any assessment of a faculty member's overall performance.

1. All teachers are expected to be:

a. Academically demanding in their classes and tutorials…

b. Fully prepared, well organized, informative and intellectually stimulating …

c. Open to trying new techniques.

d. Most conscientious and speedy in their evaluations … of student work during the term.

e. Prompt in their official evaluations of student work at the end of the term; [sic]

f. Willing, outside of class, to discuss….

g. Accessible, helpful, and responsible academic advisors to their advisees.

2. Methods of Evaluation:

Evidence for teaching will include both quantitative and qualitative information for the period under review. Quantitative data will include the numbers of students enrolled in regular courses, tutorials, and ISPs; sponsorship of student contracts; and thesis sponsorship and service on baccalaureate committees. Qualitative material ~~may~~ will include course syllabi, student course evaluations, narrative evaluations of students, contracts, and contract certifications, as well as letters from students, alumnae/i, and colleagues, and other materials listed below:

a. Student evaluations—by both current and previously enrolled students.
b. Peer evaluations; Administrative evaluations.
~~c. Suitable enrollments in courses, tutorials, Independent Study Projects, Independent Term Projects and Senior Projects, given the nature of the subject matter and student interest.~~
c. Course materials including syllabi; other materials may be included at the candidate's discretion.
d. Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).

The numbering of the above criteria and methods of evaluation does not fix the order of their relative important.

Teaching Expectations for Promotion to full Professor
Excellent teaching performance remains the highest priority among the criteria for promotion to full Professor. A candidate for promotion is expected to demonstrate continued excellence in classroom teaching, with particular attention to his/her maturation as a teacher and responsiveness to the needs of students and colleagues.

The committee will also evaluate candidates' records based on the following criteria:

Curricular innovation or development: The candidate may provide evidence of the development of new courses and/or or new pedagogies, including the integration of innovative research, new technologies, and/or the promotion of core skills such as writing. S/he may also demonstrate leadership in the development of disciplinary and interdisciplinary programs and College-wide curricular initiatives.

Strong mentorship: A candidate may provide evidence of effective academic and pre-professional advising. This may include regular student advising, the assistance of students with particular needs or goals, and extracurricular student support—e.g. through students' participation in conferences and exhibitions, publication in journals, and strong postgraduate performance.

4.6.2 Scholarly and Professional Activities

To assure scholarly growth, faculty are under special obligation to improve their mastery of their disciplines and to keep up with new trends and developments in their fields. It is understood that faculty should incorporate their new findings in their teaching as appropriate. The purpose of scholarly or creative activity at New College is to make a substantive contribution to the body of knowledge and understanding in one's field. For tenure to be granted, a faculty member is expected to establish an original, coherent, and meaningful program of research/creative activity that adds substantively to the body of knowledge or practice within that field.

Evaluation of scholarly and professional contributions should take into account the following. This list is not exclusive.
1. Published Work
…
2. Presentations and Lectures

…
3. Performances and Public Exhibitions
…
4. Professional Activities Demanding Expertise
…
5. Professional Development
…
The ordering of the above activities does not fix the order of their relative importance. Electronic and online publications will be treated, in accordance with the conventions of the field, as equivalent to similar types of print editions or sited exhibitions/performances.

Guidelines in Assessing Significance: The peer review process is the best means of judging significance and contribution of the candidate's scholarly/professional work. A strong tenure and/or promotion file will in most cases include some peer-reviewed or juried work. The quality of refereed journals and presses by which the candidates' work is published may be considered. Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions

Scholarship or Creative Work Expectations for Promotion to Full Professor

Because of New College's emphasis on student research and independent work, it is important that faculty be active scholars or artists who themselves produce high quality work, characterized by insightful formulation of questions, thoughtful design of inquiry, and strong analysis, or by original contributions to the creative arts. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research or artistic production that might be appropriate at a research university. We embrace a broad understanding of scholarly work that recognizes a variety of intellectual engagements that have positive impacts on the intellectual life and mission of the College.

At tenure we ask for evidence of ability to design and complete scholarly or creative work that moves beyond the dissertation or work offered for terminal degrees in the creative arts. We also require evidence of the promise of a continuing research or creative trajectory. At the time of promotion to Professor, we look for evidence of continuing scholarly growth in developing other significant research or creative work, and the impact of such work on both the field to which it belongs and the College.

The impact of a candidate's work on the field to which it belongs may be demonstrated through publication and presentations at conferences or other professional venues, such as exhibits and performances. In addition to peer-reviewed scholarship or

creative work, wider recognition of a candidate's work may be demonstrated by citations of the candidate's work by other scholars, reviews of the candidate's published work, invited lectures or contributions to edited volumes, leadership roles in professional organizations, grants and awards, collaborative projects across institutions, engagement as a peer reviewer, and the scholarly or artistic success of the students the candidate trains. The impact of the candidate's scholarship on the College's intellectual life can be demonstrated through a variety of initiatives, such as the construction and maintenance of high quality laboratories, studios, and work spaces; the development and support of working groups and active seminars; and the scholarly achievements of the students with whom the candidate works.

4.6.3 ~~Community~~ Service

~~Community~~ Service must also be considered in evaluating all faculty.~~, although at New College such service activities can never substitute for excellence in teaching and productive scholarship~~. ~~The definition of community service is contained in the 2005–2008 Collective Bargaining Agreement, Article 10.4.~~ Types of service include: ~~is contained~~

1. Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.
2. Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.
3. Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee. (from **New College UFF Collective Bargaining Agreement, Article 10.4**).

~~**At New College four types of service are recognized:**~~
~~**1. service on divisional, College, Statewide, and national committees, and all other activities that contribute to the smooth functioning on the New College academic program, including the responsibility of ordering books for the library;**~~
~~**2. activities that promote and enrich the residential life of New College students;**~~
~~**3. participation in an organizational capacity in local, regional and national conferences and symposia;**~~
~~**4. service to the general public, beyond the university, in various aspects of adult education and in cooperation with the public schools.**~~

Service Expectations for Promotion to full Professor
A successful promotion candidate is expected to demonstrate the ability to contribute to the division and college in meaningful ways through past service and the promise of future leadership. Candidates for promotion to full Professor are expected to document

both “citizenship” (regular attendance and engagement at faculty and division meetings, participation in regular committee service, and participation in disciplinary or curricular reporting, maintenance, and development, etc.) and institutional leadership. Such leadership should be evidenced by documenting one’s role in activities that have had a substantial impact on the college. Similar leadership in one’s profession beyond the college or to the local or national or international community is also highly valued, but does not completely replace the expectation of significant contributions to the college for promotion.

Any leadership position on a college committee should be documented in the Promotion application along with a brief list of accomplishments in that position. Significant impacts resulting from other service roles should also be documented.

Service to the scholarly community—such as serving in elected or voluntary office in professional organizations, planning professional meetings, etc.—is valued, and such contributions should be considered as part of the promotion review. Contributions to the local community should also be considered, particularly if the service makes use of the professional expertise of the faculty member or engages the college more powerfully in the local community. Similarly, service that engages the candidate and by association the college at the state, national, or international level should also be considered.

Service that is particularly demanding is a sign of institutional leadership beyond good citizenship; such service should be strongly considered in evaluating the application for promotion. Examples of such service roles include serving as Chair of a Division, Chair of the Faculty, or Chair or regular member on committees that make key decisions about the fate of the college. In such cases, the candidate should list his or her accomplishments in these activities and their impacts; the importance of this service for the health of the institution should be valued in the review process. In assessing the file, the reviewers should seek to balance the demands for both scholarship and institutional service with the needs of a small institution for faculty governance.

RATIONALE:

In responding to our charge, we developed draft language for a more explicit process and clearer expectations (see also Motion 2).

We opted in the end for understanding promotion to full Professor as within the reach of all NCF faculty, but not the only possible terminal position. Thus, we see promotion to full Professor as an important honor, not simply a reward for time served. We affirmed the college’s primary teaching mission, however, we also sought ways to recognize significant service to the college *beyond basic citizenship* while remaining engaged as scholars and artists. This is because we understand intellectual and artistic life as connected to remaining alive and productive as a teacher and member of the academic community of the college.

The FASC Survey from 2008 included comments opposing a special track for heavy service, but also indicated *a shared concern that we need to value more fully the service that is required maintain and build a strong college*. We tried to craft language that both gave guidance to those who will review files on how to weigh teaching, scholarship/creative work, and service in balance, and that left some flexibility for

evaluating work across a wide range of academic fields where categories don't always work the same way.

We want to be clear about a couple of issues.
•We see Motion 1 as *strongly* linked to Motion 3. By clarifying and defining promotion to full Professor as we have done, we may have raised the bar in some cases. The original concern was that long-serving Associate Professors have some recognition of not simply time served, but real commitment to the institution and its mission. Thus, we see the tiered-pay option as providing an honorable recognition for those who might not win promotion, but whose work deserves some recognition in the form of salary.

•In addressing our specific charge, promotion from Associate to full Professor, we have created an imbalance in the *Handbook* between the amount of detail given to the prior promotion from Assistant to Associate Professor. As this was not included in our charge, our only change there was to provide a parallel descriptive paragraph under "Promotion". If Motions 1 and 2 pass, it would be good to revise the entire section with attention to the description of promotion from Assistant to Associate Professor.

We also discussed whether the various bulleted lists would be better as appendices or set off in some other way, whether the "Methods" for evaluation are in fact methods rather than objects of evaluation, etc.

From: Ad Hoc Promotion Committee
To: New College Faculty and Administration
April 20, 2011

Motion 2: We move that the attached changes to Section 4.4 of the New College Faculty Handbook be approved (strike though "then" and add one sentence at the end of the section).

4.4 Promotion

In early May the Provost notifies all regular faculty members holding the rank of Assistant or Associate Professor that they are eligible to be considered for promotion, and that if they wish to be considered for promotion, they should inform the Provost and the Division Chair, in writing, before the end of the second week in August, submitting names and addresses of possible references at that time. The Provost ~~then~~ notifies the PAC by the fourth week in August which faculty members will appear on their respective divisional promotion ballots. Letters soliciting outside references will be sent out no later than the end of the first week of classes. (Note: Faculty members who elect to have their names appear on the divisional promotion ballot are responsible for seeing that their evaluation file [see Section 4.10] is up-to-date and contains all relevant material, including outside letters of reference.) The divisional vote on promotion will be conducted in November, but at least one month after the end of the first module. Regular, tenured, and tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote. Faculty members on assigned research leave or other leave of any form in

the semester in which the vote is conducted may abstain selectively in the voting for promotion. An abstention by any other eligible voter is counted as a negative vote. A majority of at least two-thirds, in whole number, constitutes a positive divisional recommendation for promotion. (Note: "A majority of at least two-thirds, in whole number," means that all fractions are rounded up to the nearest whole number in determining the required number of positive votes; for example, if there were fourteen eligible votes, ten positive votes would be needed to constitute "at least a two-thirds majority, in whole number," despite the fact that 2/3 of 14 equals 9.3333. Nine votes would not be sufficient, since 9/14 equals .643, which is less than two-thirds.) The same provision regarding abstention specified (above) for retention voting applies to voting for promotion.

A divisional recommendation for promotion is a recommendation to the PAC, which, in turn, recommends, positively or negatively, to the Provost. (See *Table 3*, Section 4.11.) If the faculty member fails to receive the necessary two-thirds majority of the divisional vote, he or she can either withdraw the request for promotion or have the request reviewed by the PAC. The PAC then recommends, positively or negatively, to the Provost. In such a case, at least five positive votes for promotion are required in the PAC in order to constitute a positive recommendation to the Provost. The Provost makes a recommendation to the President. A detailed memorandum accompanies the Provost's recommendation to the President. The Provost shares this memorandum with the candidate and the PAC. The President may overturn the Provost's promotion recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, who shares it with the candidate and the PAC. The final decision rests with the President.

Promotion to the rank of associate professor normally, though not necessarily, also confers tenure. Promotion to the rank of professor confers tenure. Initial appointments at either of these two ranks normally requires a year or two of teaching at New College before tenure is conferred. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor.

Rationale:

This addresses the issue of "early" promotion. Currently, all faculty are notified annually by the Provost of their eligibility to stand for promotion. In practice, however, there are no clear guidelines for what would constitute "early" promotion from Associate to full (the tenure process does provide some guidance for promotion from Assistant to Associate Professor).

Following some thinking we received from the PAC, we agree that:

> promotion should be reserved for those who demonstrate excellence at the rank of Associate Professor, which is a different sort of excellence than that required for tenure and promotion from the rank of Assistant Professor. …In the area of research and creative work, work that was dependent on the dissertation or the terminal degree has usually been exhausted by the time of tenure and promotion. How has the candidate opened up new directions of research, and built a reputation as a scholar nationally and, if appropriate, internationally? In service, some avenues, such as PAC service or division Chair, are not open to junior faculty. Moreover, tenure grants the freedom and responsibility to participate more actively in the governance of the college and so

expectations for service should be different for untenured and tenured members of the faculty.

We concluded that five years is a good minimum period of time for a candidate to demonstrate excellence in these areas and build a strong and well-documented case for promotion.

NOTE: Under article 4.10 Personnel Records of the *Handbook*, documentation must be provided for at least the last 7-years or since hire for candidates for tenure and promotion. We assume that, as the candidate has the option to provide more information (and in the case of scholarly or creative work often does), review for promotion will consider *all material* presented in the file as presented.

From: Ad Hoc Promotion Committee
To: New College Faculty and Administration
April 25, 2011

MOTION 3
We propose adopting the model of tiered Associate Professor outlined below, designating three tiers within the rank, the second and third of which are associated with a 3% base salary increase each. The relevant details should be included in the appropriate documents, such as the Faculty Handbook, the Collective Bargaining Agreement, or wherever else is determined to be appropriate. We also urge the Collective Bargaining team and the relevant Administration to attend to the will of the faculty in implementing and incorporating this change in other relevant governing documents**.**

GOAL: Provide a real reward for exemplary contributions at the Associate Professor level that is distinct from standing for promotion to full Professor.

MECHANICS
•On the occasion of the regular 7-year review, tenured Associate Professors would be automatically considered for promotion to Tier II or Tier III/Associate Professor. Promotion to the next tier includes a 3% increase in salary at each step (this is in addition to any regularly bargained CBA salary increases). An Associate Professor at his or her first 7-year review, for example, might be recommended and receive the promotion to Tier II, including 3% addition to his or her base salary. If that candidate did not stand for promotion to full Professor, at the next 7-year review, the candidate would automatically be considered for promotion to Tier III, with an additional 3% addition to base salary if successful. However, to achieve the full 9% associated with promotion to full Professor, the candidate would have to stand for and earn promotion to full Professor.

•The PAC review should indicate whether the candidate is recommended for promotion to the next tier of Associate Professor based upon the file including the Divisional vote.

•The Chair and the Provost, based upon the file and the PAC recommendation, will make the final determination (as they do in other kinds of promotion). [President? BOT? Can we avoid?]

•We recommend that Associate Professors who had 7-year reviews within the last 5 years have the option of submitting their review file to the Provost for consideration for a Tier II salary increase. We counted only 5 people in this situation, and some of them may come up for promotion next year. All other Associate Professors will come up for a 7-year review or promotion in the next 2 years.

RATIONALE:

To address the issue of "long-serving Associate Professors," we clarified expectations for promotion to full Professor that we believed preserved the significance of that promotion (Motions 1 & 2). However, the college has historically benefited from the good citizenship and strong teaching of many colleagues who have chosen not to stand for promotion beyond Associate Professor or in some cases, who were denied the promotion. Given that Associate Professor may be a terminal rank, yet wanting to value the important work that tenured Associate Professors do for the college, we are proposing a tiered option within the Associate rank that includes some salary increase as incentive and recognition.

We also wanted to avoid significant additional burdens on those who regularly and carefully review faculty files (PAC, Division Chair, Provost) and compiling files in an off-year. Finally, we wanted to avoid creating either a system where there was incentive for faculty who were strong candidates for promotion to full Professor to put off standing, or a system driven by a desire to win the best possible combination of salary increases rather than focusing on the candidate's contributions to the institution. Thus, we are recommending that this process be tied to the regular 7-year reviews already in place: we hope this will enhance these reviews' purpose and significance. For these reviews the candidate compiles a file covering the review period, the relevant Division holds a vote, and the candidate is currently evaluated as meeting or falling short of the expectations in teaching, scholarship/creative work, and service. Promotion to the next tier implies that the expectations for the Associate Professor level are being met consistently over time.

This addresses explicitly the problem of "long-serving" Associate Professors without creating an undue incentive to hold back on standing for promotion to full Professor for those whose files are likely to be successful. It does retain an incentive for those who have been at rank for longer than 14 years to still aim for promotion to full Professor, without seriously penalizing those whose terminal rank remains Associate Professor.

EVERYONE: Assistant to Associate Professor = 9% added to base salary

PATH ONE: Associate to full Professor = 9% added to base salary

PATH TWO:
after X[=7] years: Associate tier II + 3%
Full Professor + 5.82% [This increase brings salary on par with a single 9% promotion increase.]

PATH THREE:
after X[=7] years: Associate tier II + 3%

after X[=7] years: Associate tier III + 3%
Full Professor + 2.74% [This increase brings salary on par with a single 9% promotion increase.]

[SEE "Progression Chart" below for model of how this plays out against regular pay raises]

Note: This is a statement of the faculty's will and desire *in principle*. The actual financial issues will have to be worked out by the administration, and in years of tight budgeting, this program might be impacted. Additionally, it may be in some conflict with current language in the CBA that indicates that promotion to full Professor includes a base salary raise of 9%: this would need to be modified if we adopt this tiered option.

ANNUAL SALARY PROGRESSION GRAPH:
NB: the first bar graph tracks our current raise structure (NCF, player 1) against the tiered raise structure proposed here.
Each player starts with the same salary value equal to one. All five players get annual 2% raises. Since Associate Professors would normally be considered for promotion or a Tier raise at 7 years, year 1 in this simulation would really be at 7 years after promotion to Assoc. Professor.

Player 1, dark blue: 9% raise at the start (and promotion to full) and annual 2% increases afterward.
Player 2, light blue: 3% raise at the start, 5.82% raise at 7 years (and promotion to full)
Player 3, green: 3% raise at the start, 3% raise at 7 years, 2.74% raise at 14 years (and promotion to full).
Player 4, orange: no raise at the start, 3% raise at 7 years, 3% raise at 14 years
Player 5, red: no promotion raises, just annual 2% raises

**See Figure 1 on last page of packet for colored graph

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Player 4, orange: no raise at the start, 3% raise at 7 years, 3% raise at 14 years
Player 5, red: no promotion raises, just annual 2% raises

**See Figure 2 on last page of packet for colored graph
From: Ad Hoc Promotion Committee
To: New College Faculty and Administration
May 2, 2011

MOTION 4
We propose deleting the ranking categories (unacceptable, weak, satisfactory, strong, outstanding) and the specific requirement for minimum rankings for teaching, scholarship/creative work, and service from all relevant documents (Tenure & Promotion Packet; BOT Guidelines, etc.).

RATIONALE:
This whole T&P packet and the categories are left over from our time under USF's administration and was devised for that institution's process. The Faculty Handbook language for promotion and tenure establishes guidelines for review by all relevant parties, and the new sections on promotion to Full Professor clarify expectations further. Maintaining these categories undercuts the holistic and flexible content of our existing and new standards by unduly focusing the discussion on how many "outstandings", "strongs", etc. someone is judged to have and in what categories. "Service" only needs to be "satisfactory" while the other categories must be "strong" at minimum for a successful review. Moreover, the meaning of the categories varies from observer to observer and often by case, so they only give an illusion of clear standards. As currently used, the categories also contradict our own academic standards of "satisfactory" truly being satisfactory.

Proposed Guidelines for Prestigious Faculty Awards

Motion:
The FASC moves to add to the *Faculty Handbook* the following guidelines on prestigious faculty awards into section 4.8 entitled "Alternative Assignment of Duties".

Rationale: In recent years, faculty members have received prestigious awards, and the College has lacked clear policies to help faculty take advantage of these opportunities. This motion provides guidelines for situations in which faculty receive prestigious awards.

4.8 Alternative Assignment of Duties
New College is committed to academic excellence. Although in general faculty on full-time teaching assignments best achieve this, there are circumstances in which alternative assignments are necessary or appropriate. Assignment of duties for faculty serving as Division Chairs (see Status and Election of Divisional Chairpersons, 3.9) recognize the need for part-time administrative service, while assigned research leaves (see Policy on Assigned Research, 4.7) recognize the need for faculty release from teaching in order to devote their full attention to research. Beyond circumstances addressed by these two forms of alternative assignment, there are other circumstances in which an alternative assignment of duties may be in the best interest of the institution. These circumstances include, but are not limited to, the receipt of a major research grant or an opportunity for service to national

scholarly organizations. To pursue such opportunities without taking a leave of absence, faculty may petition the College for a temporary alternative assignment. Normally, such assignments will not exceed one year.

The appropriate steps for requesting an alternative assignment are:

1. Application letter that includes:
1.a. **Written rationale for the need of alternative assignment.**
1.b. Explanation of disciplinary plans for replacement or assumption of duties and for supervising student theses.
2. A majority vote by the Division, which serves as a recommendation to the Provost.
3. Provost's decision based on 1 and 2 above. (December 9, 2009)

PROPOSED ADDITION TO THE HANDBOOK BELOW:

If the alternative assignment of duties concerns a faculty member's receipt of a major award (e.g., a Fulbright or similar award that enhances the college's reputation), the following guidelines (rather than the steps outlined above for most alternative assignments) apply.

1. At the first indication that the faculty member's application may be seriously considered for the award (i.e., additional interest in the application beyond its initial acceptance), the faculty member will notify his/her discipline, Division Chair, and the Provost that s/he may receive an award that will require him/her to be away from campus for a semester or longer. An internal approval process involving the Division Chair and the Provost will then be initiated. Approval should not be contingent on accumulated research credit and should not require the faculty member to use his/her research credit to accept the award.
2. If the faculty member receives the award, s/he will not be required to use his/her research credit to fulfill the opportunities afforded by the award, although s/he will not earn research credit during the award period.
3. Faculty stipends associated with the award will be considered salary, and New College will top off the stipend amount to bring it to the level of the faculty member's normal base salary or take similar appropriate actions (e.g., accept the stipend to offset the faculty member's absence and provide the faculty member with his/her full salary and benefits) as well as helping the faculty member maintain benefits at their normal level. The amount to be topped off should not normally be more than half of the faculty member's salary. Faculty cannot receive greater than their 1.0 FTE salaries during the award period, however, they may receive appropriate compensation to offset travel, insurance, and living expenses related to activities related to the award.
4. There should be an interval of at least 4 years between the completion of an award period and the approval of a second award. Leaves associated with awards should not normally be longer than one academic year.

EPC Year-End Report May 2011

This report summarizes the EPC's activities during the busy 2010-2011 Academic Year.

Charges from the Faculty

- Consider changing the contract submission deadline. Action: The EPC presented a motion making the contract submission deadline consistent with other deadlines stated in the Faculty Handbook. This motion passed in November 2010. Given two possible options, the faculty opted not to change the contract submission deadline.

- Decide what to do about the syllabus guidelines posted on the Provost's web page. Action: The EPC developed syllabus guidelines in consultation with the faculty. These guidelines, to be incorporated into the Faculty Handbook, were approved in April 2011.

Charges from the Provost

The Provost asked the EPC to work on several issues stemming from changes to Federal Financial Aid. After meeting extensively as a committee as well as with various members of the Administration, the EPC brought the following motions to the faculty:

- Motion on full-time student status (3 units per contract): passed February 2011.

- Motion on summer ISPs: passed February 2011.

- Motion on Program Requirements (31 units for graduation): passed March 2011.

- Motion on SASC Review: passed March 2011.

Liaising with the Registrar's Office

- The EPC reviewed and approved the 2011-12 Academic Calendar.

- The EPC gave the Registrar feedback about the timing of the online Course Request System.

- The EPC provided the Registrar with feedback about the new online Class Schedule.

- The EPC consulted with the Registrar about progress toward electronic contracts. Given a range of options, the EPC recommended continuing with paper contracts for Spring Term 2011, while strongly recommending the development of fully electronic contracts as the Student Evaluation System is rewritten to become integrated with Banner. The EPC reported on the status of electronic contracts at Division Meetings. Future Business: We expect that the 2011-12 EPC will continue to consult with the Registrar and IT on this matter.

New College of Florida Faculty Meeting

May 11, 2011
Sudakoff Hall, 3:30

Called to order at 3:35

Recorded Attendance
Faculty
Anderson, Baram, Barton, Bauer, Clark, Coe, Colladay, Callahan, Edidin, Fairchild, Fitzgerald Harley, Hart, Hernandez, Herzog, Hicks, Hinckell, Hirshfield, Johnson, Khemraj, Marks, McCarthy, McCord, McDonald, Michalson, Miles, Mullins, Myhill, Newman, Poimenidou, Portugal, Rohrbacher, Scudder, Shaw, Sherman, Shipman, van Horn,Van Tuyl, Wallace, Walstrom, Wyman, Zamsky, Zhang

Students
Thayer Warne, Michael Long, Rachel Scherer*

Guests
Wendy Bashant, Brian Doherty, Jake Hartvigsen, Nancy Spaid, Duff Cooper, Julie Morris, Hui-Min Wen, Caroline Reed

I. Minutes from April 13, 2011, meeting were approved.

II. New Business

1. Ad Hoc Committee on Promotion – Motion 1 – Criteria

All four motions, though presented separately, are conceived of as linked.

A note on process: the committee reviewed practices at other institutions; reviewed 2008 FASC documents; decided to consider what promotion from Associate to Full means to the institution and how that's different from promotion to Associate from Assistant.

Decided that while service is obviously important, we should not create a service track; needed clarity and guidance on procedures/guidelines.

We move that the attached revisions and expansion to Section 4.6 of the New College Faculty Handbook be approved.
Blue= current Handbook

4.6 Criteria for Retention, Promotion, and Tenure
In general, teaching of the highest quality, a coherent and substantive program of scholarly research or creative activity, and regular service are required for retention, promotion, and tenure. In the case of promotion to full Professor, candidates must be excellent teachers; in

addition, they must have a coherent record of scholarly research/creative accomplishments and demonstrate meaningful service to New College. Promotion always requires external peer-review of the candidate's scholarly and/or artistic work in accordance with common academic practice.

Promotion from Assistant to Associate Professor is a recognition of achievement and the promise of further growth and contributions in Teaching, Scholarship and Creative Work, and Service to the institution, profession, and community. Promotion to the rank of Associate Professor assumes a commitment on the part of both the candidate and the institution to their mutual benefit and recognizes the expectation of an ongoing and fruitful academic career at the New College.

Promotion from Associate to full Professor recognizes, beyond the promise of future achievements, a record of committed contribution and leadership in Teaching, Scholarship and Creative work, and Service. Promotion to full Professor marks a progression in the candidate's role at the institution in these areas and carries with it the expectation of further and more significant impact~~, particularly in Teaching and Service, and maturity in Scholarly and/or Creative work~~. It is not a reward solely for strong scholarly or creative output, although it is not awarded without scholarship or creative work beyond what was accomplished at promotion to Associate Professor. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor (see 4.10 for guidance on the materials that must be included in the file).

In considering promotion to full Professor, NCF is aware that faculty members' contributions will vary over time and from one faculty member to another. Thus, in our deliberations on promotion, we reflect on the benefits to the College of a range of attributes and accomplishments. Given the primary mission of the College, candidates for promotion to full Professor must be strong teachers. The committee will also expect strong work across scholarship or creative work and service. In rare cases, truly extraordinary contributions to at least one of the three areas may merit special recognition

4.6.1 Teaching Effectiveness

Teaching of the highest quality is given priority at New College in any assessment of a faculty member's overall performance.

1. All teachers are expected to be:

a. Academically demanding in their classes and tutorials…

b. Fully prepared, well organized, informative and intellectually stimulating …

c. Open to trying new techniques.

d. Most conscientious and speedy in their evaluations … of student work during the term.

e. Prompt in their official evaluations of student work at the end of the term; [sic]

f. Willing, outside of class, to discuss….

g. Accessible, helpful, and responsible academic advisors to their advisees.

2. Methods of Evaluation:

Evidence for teaching will include both quantitative and qualitative information for the

period under review. Quantitative data will include the numbers of students enrolled in regular courses, tutorials, and ISPs; sponsorship of student contracts; and thesis sponsorship and service on baccalaureate committees. Qualitative material ~~may~~ will include course syllabi, student course evaluations, narrative evaluations of students, contracts, and contract certifications, as well as letters from students, alumnae/i, and colleagues, and other materials listed below:

a. Student evaluations—by both current and previously enrolled students.
b. Peer evaluations; Administrative evaluations.
~~c. Suitable enrollments in courses, tutorials, Independent Study Projects, Independent Term Projects and Senior Projects, given the nature of the subject matter and student interest.~~
c. Course materials including syllabi; other materials may be included at the candidate's discretion.
d. Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).

The numbering of the above criteria and methods of evaluation does not fix the order of their relative important.

Teaching Expectations for Promotion to full Professor
Excellent teaching performance remains the highest priority among the criteria for promotion to full Professor. A candidate for promotion is expected to demonstrate continued excellence in classroom teaching, with particular attention to his/her maturation as a teacher and responsiveness to the needs of students and colleagues.

The committee will also evaluate candidates' records based on the following criteria:

Curricular innovation or development: The candidate may provide evidence of the development of new courses and/or or new pedagogies, including the integration of innovative research, new technologies, and/or the promotion of core skills such as writing. S/he may also demonstrate leadership in the development of disciplinary and interdisciplinary programs and College-wide curricular initiatives.

Strong mentorship: A candidate may provide evidence of effective academic and pre-professional advising. This may include regular student advising, the assistance of students with particular needs or goals, and extracurricular student support—e.g. through students' participation in conferences and exhibitions, publication in journals, and strong postgraduate performance.

4.6.2 Scholarly and Professional Activities

To assure scholarly growth, faculty are under special obligation to improve their mastery of their disciplines and to keep up with new trends and developments in their fields. It is understood that faculty should incorporate their new findings in their teaching as appropriate. The purpose of scholarly or creative activity at New College is to make a substantive contribution to the body of knowledge and understanding in one's field. For tenure to be granted, a faculty member is expected to establish an original, coherent, and meaningful program of research/creative activity that adds substantively to the body of

knowledge or practice within that field.

Evaluation of scholarly and professional contributions should take into account the following. This list is not exclusive.

1. Published Work
…
2. Presentations and Lectures
…
3. Performances and Public Exhibitions
…
4. Professional Activities Demanding Expertise
…
5. Professional Development
…

The ordering of the above activities does not fix the order of their relative importance. Electronic and online publications will be treated, in accordance with the conventions of the field, as equivalent to similar types of print editions or sited exhibitions/performances.

Guidelines in Assessing Significance: The peer review process is the best means of judging significance and contribution of the candidate's scholarly/professional work. A strong tenure and/or promotion file will in most cases include some peer-reviewed or juried work. The quality of refereed journals and presses by which the candidates' work is published may be considered. Objective peer review of the candidate's work by scholars external to the College is required. In addition, evaluative review by the candidate's Division Chair and Provost is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications, performances, or exhibitions

Scholarship or Creative Work Expectations for Promotion to Full Professor

Because of New College's emphasis on student research and independent work, it is important that faculty be active scholars or artists who themselves produce high quality work, characterized by insightful formulation of questions, thoughtful design of inquiry, and strong analysis, or by original contributions to the creative arts. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research or artistic production that might be appropriate at a research university. We embrace a broad understanding of scholarly work that recognizes a variety of intellectual engagements that have positive impacts on the intellectual life and mission of the College.

At tenure we ask for evidence of ability to design and complete scholarly or creative work that moves beyond the dissertation or work offered for terminal degrees in the creative arts. We also require evidence of the promise of a continuing research or creative trajectory. At the time of promotion to Professor, we look for evidence of continuing scholarly growth in developing other significant research or creative work, and the impact of such work on both the field to which it belongs and the College.

The impact of a candidate's work on the field to which it belongs may be

demonstrated through publication and presentations at conferences or other professional venues, such as exhibits and performances. In addition to peer-reviewed scholarship or creative work, wider recognition of a candidate's work may be demonstrated by citations of the candidate's work by other scholars, reviews of the candidate's published work, invited lectures or contributions to edited volumes, leadership roles in professional organizations, grants and awards, collaborative projects across institutions, engagement as a peer reviewer, and the scholarly or artistic success of the students the candidate trains. The impact of the candidate's scholarship on the College's intellectual life can be demonstrated through a variety of initiatives, such as the construction and maintenance of high quality laboratories, studios, and work spaces; the development and support of working groups and active seminars; and the scholarly achievements of the students with whom the candidate works.

4.6.3 ~~Community~~ Service

~~**Community**~~ Service must also be considered in evaluating all faculty.~~, although at New College such service activities can never substitute for excellence in teaching and productive scholarship~~. ~~The definition of~~ ~~community service is contained in the 2005–2008 Collective Bargaining Agreement, Article 10.4.~~ **Types of service include**: ~~is contained~~

1. Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.
2. Participation in the governance processes of the institution through significant service on committees, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular divisional or College meetings.
3. Other assigned College duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee. (from New College UFF Collective Bargaining Agreement, Article 10.4).

~~At New College four types of service are recognized:~~
~~1. service on divisional, College, Statewide, and national committees, and all other activities that contribute to the smooth functioning on the New College academic program, including the responsibility of ordering books for the library;~~
~~2. activities that promote and enrich the residential life of New College students;~~
~~3. participation in an organizational capacity in local, regional and national conferences and symposia;~~
~~4. service to the general public, beyond the university, in various aspects of adult education and in cooperation with the public schools.~~

Service Expectations for Promotion to full Professor

A successful promotion candidate is expected to demonstrate the ability to contribute to the division and college in meaningful ways through past service and the promise of

future leadership. Candidates for promotion to full Professor are expected to document both "citizenship" (regular attendance and engagement at faculty and division meetings, participation in regular committee service, and participation in disciplinary or curricular reporting, maintenance, and development, etc.) and institutional leadership. Such leadership should be evidenced by documenting one's role in activities that have had a substantial impact on the college. Similar leadership in one's profession beyond the college or to the local or national or international community is also highly valued, but does not completely replace the expectation of significant contributions to the college for promotion.

Any leadership position on a college committee should be documented in the Promotion application along with a brief list of accomplishments in that position. Significant impacts resulting from other service roles should also be documented.

Service to the scholarly community—such as serving in elected or voluntary office in professional organizations, planning professional meetings, etc.—is valued, and such contributions should be considered as part of the promotion review. Contributions to the local community should also be considered, particularly if the service makes use of the professional expertise of the faculty member or engages the college more powerfully in the local community. Similarly, service that engages the candidate and by association the college at the state, national, or international level should also be considered.

Service that is particularly demanding is a sign of institutional leadership beyond good citizenship; such service should be strongly considered in evaluating the application for promotion. Examples of such service roles include serving as Chair of a Division, Chair of the Faculty, or Chair or regular member on committees that make key decisions about the fate of the college. In such cases, the candidate should list his or her accomplishments in these activities and their impacts; the importance of this service for the health of the institution should be valued in the review process. In assessing the file, the reviewers should seek to balance the demands for both scholarship and institutional service with the needs of a small institution for faculty governance.

RATIONALE:

In responding to our charge, we developed draft language for a more explicit process and clearer expectations (see also Motion 2).

We opted in the end for understanding promotion to full Professor as within the reach of all NCF faculty, but not the only possible terminal position. Thus, we see promotion to full Professor as an important honor, not simply a reward for time served. We affirmed the college's primary teaching mission, however, we also sought ways to recognize significant service to the college *beyond basic citizenship* while remaining engaged as scholars and artists. This is because we understand intellectual and artistic life as connected to remaining alive and productive as a teacher and member of the academic community of the college.

The FASC Survey from 2008 included comments opposing a special track for heavy service, but also indicated *a shared concern that we need to value more fully the service that is required maintain and build a strong college*. We tried to craft language that both gave guidance to those who will review files on how to weigh teaching,

scholarship/creative work, and service in balance, and that left some flexibility for evaluating work across a wide range of academic fields where categories don't always work the same way.

We want to be clear about a couple of issues.
•We see Motion 1 as *strongly* linked to Motion 3. By clarifying and defining promotion to full Professor as we have done, we may have raised the bar in some cases. The original concern was that long-serving Associate Professors have some recognition of not simply time served, but real commitment to the institution and its mission. Thus, we see the tiered-pay option as providing an honorable recognition for those who might not win promotion, but whose work deserves some recognition in the form of salary.

•In addressing our specific charge, promotion from Associate to full Professor, we have created an imbalance in the *Handbook* between the amount of detail given to the prior promotion from Assistant to Associate Professor. As this was not included in our charge, our only change there was to provide a parallel descriptive paragraph under "Promotion". If Motions 1 and 2 pass, it would be good to revise the entire section with attention to the description of promotion from Assistant to Associate Professor.

We also discussed whether the various bulleted lists would be better as appendices or set off in some other way, whether the "Methods" for evaluation are in fact methods rather than objects of evaluation, etc.

Discussion
It was clarified that this motion did not raise the bar for promotion but only clarified expectations.

There was a question as to why "suitable enrollments" was struck out under "teaching effectiveness." The change was made because the language was redundant and the issue addressed in the previous paragraph.

Vote by paper ballot
Yay: 40
Nay: 4
Abstain: 4

Professor Coe also reminded the meeting that we have three student voting members, and that visiting professors can't vote.

2. Ad Hoc Committee on Promotion — Motion 2 – Time

Motion 2: We move that the attached changes to Section 4.4 of the New College Faculty Handbook be approved (strike though "then" and add one sentence at the end of the section).

4.4 Promotion

In early May the Provost notifies all regular faculty members holding the rank of Assistant or Associate Professor that they are eligible to be considered for promotion, and that if they wish to be considered for promotion, they should inform the Provost and the Division Chair, in writing, before the end of the second week in August, submitting names and addresses of possible references at that time. The Provost ~~**then**~~ notifies the PAC by the fourth week in August which faculty members will appear on their respective divisional promotion ballots. Letters soliciting outside references will be sent out no later than the end of the first week of classes. (Note: Faculty members who elect to have their names appear on the divisional promotion ballot are responsible for seeing that their evaluation file [see Section 4.10] is up-to-date and contains all relevant material, including outside letters of reference.) The divisional vote on promotion will be conducted in November, but at least one month after the end of the first module. Regular, tenured, and tenure-track faculty members who have completed their first year of employment in a tenure-track position are eligible to vote. Faculty members on assigned research leave or other leave of any form in the semester in which the vote is conducted may abstain selectively in the voting for promotion. An abstention by any other eligible voter is counted as a negative vote. A majority of at least two-thirds, in whole number, constitutes a positive divisional recommendation for promotion. (Note: "A majority of at least two-thirds, in whole number," means that all fractions are rounded up to the nearest whole number in determining the required number of positive votes; for example, if there were fourteen eligible votes, ten positive votes would be needed to constitute "at least a two-thirds majority, in whole number," despite the fact that 2/3 of 14 equals 9.3333. Nine votes would not be sufficient, since 9/14 equals .643, which is less than two-thirds.) The same provision regarding abstention specified (above) for retention voting applies to voting for promotion.

A divisional recommendation for promotion is a recommendation to the PAC, which, in turn, recommends, positively or negatively, to the Provost. (See *Table 3*, Section 4.11.) If the faculty member fails to receive the necessary two-thirds majority of the divisional vote, he or she can either withdraw the request for promotion or have the request reviewed by the PAC. The PAC then recommends, positively or negatively, to the Provost. In such a case, at least five positive votes for promotion are required in the PAC in order to constitute a positive recommendation to the Provost. The Provost makes a recommendation to the President. A detailed memorandum accompanies the Provost's recommendation to the President. The Provost shares this memorandum with the candidate and the PAC. The President may overturn the Provost's promotion recommendation only under extraordinary circumstances; those circumstances must be detailed in a written memorandum to the Provost, who shares it with the candidate and the PAC. The final decision rests with the President.

Promotion to the rank of associate professor normally, though not necessarily, also confers tenure. Promotion to the rank of professor confers tenure. Initial appointments at either of these two ranks normally requires a year or two of teaching at New College before tenure is conferred. A minimum of 5 years at rank will normally be required to achieve and collect a strong file for promotion to full Professor.

Rationale:
This addresses the issue of "early" promotion. Currently, all faculty are notified annually by the Provost of their eligibility to stand for promotion. In practice, however, there are no clear guidelines for what would constitute "early" promotion from Associate to full (the tenure process does provide some guidance for promotion from Assistant to Associate Professor).

Following some thinking we received from the PAC, we agree that:

> promotion should be reserved for those who demonstrate excellence at the rank of Associate Professor, which is a different sort of excellence than that required for tenure and promotion from the rank of Assistant Professor. …In the area of research and creative work, work that was dependent on the dissertation or the terminal degree has usually been exhausted by the time of tenure and promotion. How has the candidate opened up new directions of research, and built a reputation as a scholar nationally and, if appropriate, internationally? In service, some avenues, such as PAC service or division Chair, are not open to junior faculty. Moreover, tenure grants the freedom and responsibility to participate more actively in the governance of the college and so expectations for service should be different for untenured and tenured members of the faculty.

We concluded that five years is a good minimum period of time for a candidate to demonstrate excellence in these areas and build a strong and well-documented case for promotion.

NOTE: Under article 4.10 Personnel Records of the *Handbook*, documentation must be provided for at least the last 7-years or since hire for candidates for tenure and promotion. We assume that, as the candidate has the option to provide more information (and in the case of scholarly or creative work often does), review for promotion will consider *all material* presented in the file as presented.

Discussion
There was a question as to whether coming up "early" is consider in these changes.

The clarification as that under the bargaining agreement, faculty are welcome to come up at any point. This does not change that, only presents the suggestion that an acceptable file is likely to take 5 years.

There was a question as to whether the committee could simply say, "you don't have enough years" because someone's only been there for 2 years, for instance.

The response was yes, that is a possibility.

Vote
The motion passes with one abstention.

3. Ad Hoc Committee on Promotion – Motion 3 – Tiered Positions

MOTION 3
We propose adopting the model of tiered Associate Professor outlined below, designating three tiers within the rank, the second and third of which are associated with a 3% base salary increase each. The relevant details should be included in the appropriate documents, such as the Faculty Handbook, the Collective Bargaining Agreement, or wherever else is determined to be appropriate. We also urge the Collective Bargaining team and the relevant Administration to attend to the will of the faculty in implementing and incorporating this change in other relevant governing documents**.**

GOAL: Provide a real reward for exemplary contributions at the Associate Professor level that is distinct from standing for promotion to full Professor.

MECHANICS

•On the occasion of the regular 7-year review, tenured Associate Professors would be automatically considered for promotion to Tier II or Tier III/Associate Professor. Promotion to the next tier includes a 3% increase in salary at each step (this is in addition to any regularly bargained CBA salary increases). An Associate Professor at his or her first 7-year review, for example, might be recommended and receive the promotion to Tier II, including 3% addition to his or her base salary. If that candidate did not stand for promotion to full Professor, at the next 7-year review, the candidate would automatically be considered for promotion to Tier III, with an additional 3% addition to base salary if successful. However, to achieve the full 9% associated with promotion to full Professor, the candidate would have to stand for and earn promotion to full Professor.

•The PAC review should indicate whether the candidate is recommended for promotion to the next tier of Associate Professor based upon the file including the Divisional vote.

•The Chair and the Provost, based upon the file and the PAC recommendation, will make the final determination (as they do in other kinds of promotion). [President? BOT? Can we avoid?]

•We recommend that Associate Professors who had 7-year reviews within the last 5 years have the option of submitting their review file to the Provost for consideration for a Tier II salary increase. We counted only 5 people in this situation, and some of them may come up for promotion next year. All other Associate Professors will come up for a 7-year review or promotion in the next 2 years.

RATIONALE:

To address the issue of "long-serving Associate Professors," we clarified expectations for promotion to full Professor that we believed preserved the significance of that promotion (Motions 1 & 2). However, the college has historically benefited from the good citizenship and strong teaching of many colleagues who have chosen not to stand for promotion beyond Associate Professor or in some cases, who were denied the promotion. Given that Associate Professor may be a terminal rank, yet wanting to value the important work that tenured Associate Professors do for the college, we are proposing a tiered option within the Associate rank that includes some salary increase as incentive and recognition.

We also wanted to avoid significant additional burdens on those who regularly and carefully review faculty files (PAC, Division Chair, Provost) and compiling files in an off-year. Finally, we wanted to avoid creating either a system where there was incentive for faculty who were strong candidates for promotion to full Professor to put off standing, or a system driven by a desire to win the best possible combination of salary increases rather than focusing on the candidate's contributions to the institution. Thus, we are recommending that this process be tied to the regular 7-year reviews already in place: we hope this will enhance these reviews' purpose and significance. For these reviews the candidate compiles a file covering the review period, the

relevant Division holds a vote, and the candidate is currently evaluated as meeting or falling short of the expectations in teaching, scholarship/creative work, and service. Promotion to the next tier implies that the expectations for the Associate Professor level are being met consistently over time.

This addresses explicitly the problem of "long-serving" Associate Professors without creating an undue incentive to hold back on standing for promotion to full Professor for those whose files are likely to be successful. It does retain an incentive for those who have been at rank for longer than 14 years to still aim for promotion to full Professor, without seriously penalizing those whose terminal rank remains Associate Professor.

EVERYONE: Assistant to Associate Professor = 9% added to base salary

PATH ONE: Associate to full Professor = 9% added to base salary

PATH TWO:
after X[=7] years: Associate tier II + 3%
Full Professor + 5.82% [This increase brings salary on par with a single 9% promotion increase.]

PATH THREE:
after X[=7] years: Associate tier II + 3%
after X[=7] years: Associate tier III + 3%
Full Professor + 2.74% [This increase brings salary on par with a single 9% promotion increase.]

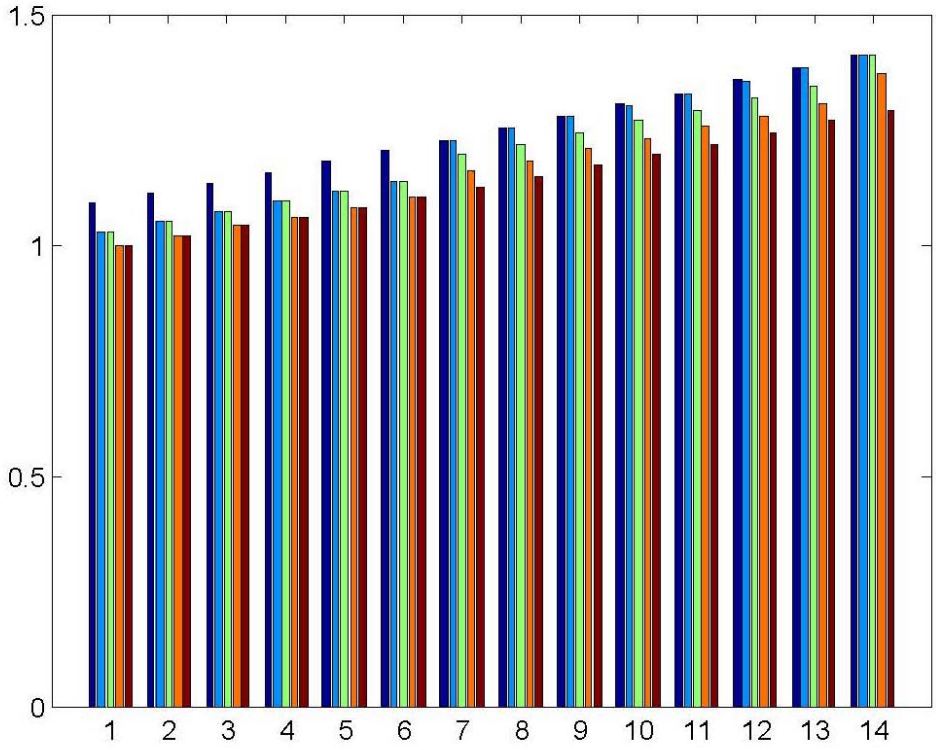
[SEE "Progression Chart" below for model of how this plays out against regular pay raises]

Note: This is a statement of the faculty's will and desire *in principle*. The actual financial issues will have to be worked out by the administration, and in years of tight budgeting, this program might be impacted. Additionally, it may be in some conflict with current language in the CBA that indicates that promotion to full Professor includes a base salary raise of 9%: this would need to be modified if we adopt this tiered option.

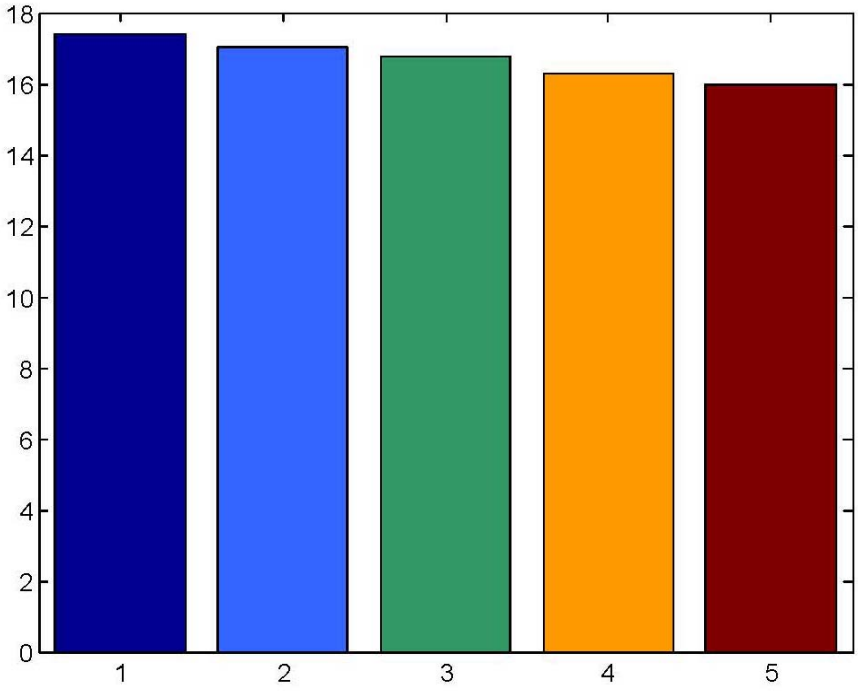
ANNUAL SALARY PROGRESSION GRAPH:

NB: the first bar graph tracks our current raise structure (NCF, player 1) against the tiered raise structure proposed here.
Each player starts with the same salary value equal to one. All five players get annual 2% raises. Since Associate Professors would normally be considered for promotion or a Tier raise at 7 years, year 1 in this simulation would really be at 7 years after promotion to Assoc. Professor.

Player 1, dark blue: 9% raise at the start (and promotion to full) and annual 2% increases afterward.
Player 2, light blue: 3% raise at the start, 5.82% raise at 7 years (and promotion to full)
Player 3, green: 3% raise at the start, 3% raise at 7 years, 2.74% raise at 14 years (and promotion to full).
Player 4, orange: no raise at the start, 3% raise at 7 years, 3% raise at 14 years
Player 5, red: no promotion raises, just annual 2% raises



TOTAL SALARY GRAPH:
The second graph shows the total dollars earned, with one equal to the starting salary in year 1 (before raises are applied). Each player has the same salary increases as described above. This graph indicates that player 1 ends up with the most money (though the gap stops widening after 14 years).



Discussion
Part of the charge was to consider whether or not to adjust the requirements for full professor; we also saw the need to recognize the need to acknowledge faculty who have exemplary service at the associate level but, for one reason or another, don't stand for promotion to full.

If we do this, we need to change the collective bargaining agreement. Right now, there is a 9% increase in salary from Associate to Full. In a tiered system, increases should be 3% per year. The financial impetus to stand for promotion to full as soon as possible remains, but it's not as pronounced.

There was concern that this proposal diminishes the reward of promotion, and a suggestion that the faculty keep everything here and also the additional 9% raise at promotion to full.

There was clarification that the committee was trying to reduce the incentive to game the system; to make it impossible to work the tiered system to get more salary than a full professor.

For some context, Williams, for example, has a clear time-line for standing for promotion to full. But, our system/culture is different. So, we are wondering how to reward people who are longtime associates. That's also why it's tied to PAC review; it's not simply automatic.

Some faculty expressed their concern that, instead of a motion like this, the college put its efforts into enabling people who are in the position of longterm associates be able to stand for full.

There was also clarification regarding the meaningfulness of today's vote: just because we vote for it today does not necessarily mean that we will be able to attain it in negotiation. The money side may not happen.

There was support for the change because it avoids the spirit of "merit pay."

Part of the motivation is the worry that what might look like more rigorous standards for promotion might discourage candidates from applying for promotion. But, the standards are not made more rigorous, just clearer.

There was a question as to if we vote this in, is it possible that all raises would go to this since the budget picture is so bad – in negotiations. The clarification was that promotional raises come off the top of budget negotiations.

This system is used throughout the UC system; they are also worried about disincentives to scholarship and don't see it that way.

There was a question as to whether this would kick in with the next 7 year review. There response was that there is a grandfather clause for current faculty.

Vote
Paper ballot
Yay: 30
Nay: 15
Abstain: 5

4. Ad Hoc Committee on Promotion – Motion 4 – Categories

MOTION 4
We propose deleting the ranking categories (unacceptable, weak, satisfactory, strong, outstanding) and the specific requirement for minimum rankings for teaching, scholarship/creative work, and service from all relevant documents (Tenure & Promotion Packet; BOT Guidelines, etc.).

RATIONALE:

This whole T&P packet and the categories are left over from our time under USF's administration and was devised for that institution's process. The Faculty Handbook language for promotion and tenure establishes guidelines for review by all relevant parties, and the new sections on promotion to Full Professor clarify expectations further. Maintaining these categories undercuts the holistic and flexible content of our existing and new standards by unduly focusing the discussion on how many "outstandings", "strongs", etc. someone is judged to have and in what categories. "Service" only needs to be "satisfactory" while the other categories must be "strong" at minimum for a successful review. Moreover, the meaning of the categories varies from observer to observer and often by case, so they only give an illusion of clear standards. As currently used, the categories also contradict our own academic standards of "satisfactory" truly being satisfactory.

Discussion

Some faculty have found these terms helpful in their own evaluations, as well as in their work on the PAC.

This is in conflict with our BoT Guidelines. They would need to be rewritten.

In the past, the PAC has used Yes/No and done the ratings, but they were kept separate. So part of the problem is a lack of consistency in the process up to now.

The other problem is that the boxes give an illusion of objectivity.

Without the boxes, it would look like the process at the level of the division.

One of the problems with the words is that they are comparative, but there is no indication of what they are comparative to.

The motion is saying that we can still use these words, but just not with the framework of the schematic evaluation. Each entity involved in evaluation needs to establish a rationale for their determination, and they can still use this language in their narratives if they wish. Making this change is good because it more strongly puts the onus on the writers of the narratives.

Vote

Motions passes with 13 abstentions.

5. FASC – External Grants

Proposed Guidelines for Prestigious Faculty Awards

Motion:

The FASC moves to add to the *Faculty Handbook* the following guidelines on prestigious faculty awards into section 4.8 entitled "Alternative Assignment of Duties".

Rationale: In recent years, faculty members have received prestigious awards, and the College has lacked clear policies to help faculty take advantage of these opportunities. This motion provides guidelines for situations in which faculty receive prestigious awards.

4.8 Alternative Assignment of Duties
New College is committed to academic excellence. Although in general faculty on full-time teaching assignments best achieve this, there are circumstances in which alternative assignments are necessary or appropriate. Assignment of duties for faculty serving as Division Chairs (see Status and Election of Divisional Chairpersons, 3.9) recognize the need for part-time administrative service, while assigned research leaves (see Policy on Assigned Research, 4.7) recognize the need for faculty release from teaching in order to devote their full attention to research. Beyond circumstances addressed by these two forms of alternative assignment, there are other circumstances in which an alternative assignment of duties may be in the best interest of the institution. These circumstances include, but are not limited to, the receipt of a major research grant or an opportunity for service to national scholarly organizations. To pursue such opportunities without taking a leave of absence, faculty may petition the College for a temporary alternative assignment. Normally, such assignments will not exceed one year.

The appropriate steps for requesting an alternative assignment are:

1. Application letter that includes:
1.a. **Written rationale for the need of alternative assignment.**
1.b. Explanation of disciplinary plans for replacement or assumption of duties and for supervising student theses.
2. A majority vote by the Division, which serves as a recommendation to the Provost.
3. Provost's decision based on 1 and 2 above. (December 9, 2009)

PROPOSED ADDITION TO THE HANDBOOK BELOW:

If the alternative assignment of duties concerns a faculty member's receipt of a major award (e.g., a Fulbright or similar award that enhances the college's reputation), the following guidelines (rather than the steps outlined above for most alternative assignments) apply.

1. At the first indication that the faculty member's application may be seriously considered for the award (i.e., additional interest in the application beyond its initial acceptance), the faculty member will notify his/her discipline, Division Chair, and the Provost that s/he may receive an award that will require him/her to be away from campus for a semester or longer. An internal approval process involving the Division Chair and the Provost will then be initiated. Approval should not be contingent on accumulated research credit and should not require the faculty member to use his/her research credit to accept the award.
2. If the faculty member receives the award, s/he will not be required to use his/her research credit to fulfill the opportunities afforded by the award, although s/he will not earn research credit during the award period.

3. Faculty stipends associated with the award will be considered salary, and New College will top off the stipend amount to bring it to the level of the faculty member's normal base salary or take similar appropriate actions (e.g., accept the stipend to offset the faculty member's absence and provide the faculty member with his/her full salary and benefits) as well as helping the faculty member maintain benefits at their normal level. The amount to be topped off should not normally be more than half of the faculty member's salary. Faculty cannot receive greater than their 1.0 FTE salaries during the award period, however, they may receive appropriate compensation to offset travel, insurance, and living expenses related to activities related to the award.
4. There should be an interval of at least 4 years between the completion of an award period and the approval of a second award. Leaves associated with awards should not normally be longer than one academic year.

Discussion
None

Vote
Motion passes with one abstention.

III. Reports

A. Mike Michalson, President
- Approx. 170 students graduating.
- Overall cut to the SUS was over 5%. Only PECO funding is still subject to gubernatorial veto.
- Professor Coe will discuss the ad hoc diversity committee. I will very likely reinstitute the Pres. Committee on Diversity, focusing especially on issues of recruitment of post docs & faculty.
- Integrated marketing issues are likely to return – the public face of the college. We need to render our mission in forms/media that today's 18 year olds are receptive to.
- Board of Trustees meeting on Saturday; initial discussions regarding the search for a new President for the College (to be done by July 2012).
- Are we going to have more fundraisers? Yes.

B. Charlene Callahan, Provost
- No report.
- Announcements: echo Mike's comments thanking the members of all of the committees who did so much work this year;

C. EPC – Jocelyn Van Tuyl

EPC Year-End Report

This report summarizes the EPC's activities during the busy 2010-2011 Academic Year.

<u>Charges from the Faculty</u>

- Consider changing the contract submission deadline. Action: The EPC presented a motion making the contract submission deadline consistent with other deadlines stated in the Faculty Handbook. This motion passed in November 2010. Given two possible options, the faculty opted not to change the contract submission deadline.

- Decide what to do about the syllabus guidelines posted on the Provost's web page. Action: The EPC developed syllabus guidelines in consultation with the faculty. These guidelines, to be incorporated into the Faculty Handbook, were approved in April 2011.

Charges from the Provost

The Provost asked the EPC to work on several issues stemming from changes to Federal Financial Aid. After meeting extensively as a committee as well as with various members of the Administration, the EPC brought the following motions to the faculty:

- Motion on full-time student status (3 units per contract): passed February 2011.

- Motion on summer ISPs: passed February 2011.

- Motion on Program Requirements (31 units for graduation): passed March 2011.

- Motion on SASC Review: passed March 2011.

Liaising with the Registrar's Office

- The EPC reviewed and approved the 2011-12 Academic Calendar.

- The EPC gave the Registrar feedback about the timing of the online Course Request System.

- The EPC provided the Registrar with feedback about the new online Class Schedule.

- The EPC consulted with the Registrar about progress toward electronic contracts. Given a range of options, the EPC recommended continuing with paper contracts for Spring Term 2011, while strongly recommending the development of fully electronic contracts as the Student Evaluation System is rewritten to become integrated with Banner. The EPC reported on the status of electronic contracts at Division Meetings. Future Business: We expect that the 2011-12 EPC will continue to consult with the Registrar and IT on this matter.

D. Rick Coe, Chair of the Faculty

- Actions of the faculty committees:
    - Changed structure of Int'l Studies Program and created a director.
    - Constituted an ad hoc faculty budget committee (entered year with a $2.2M shortfall in operating budget); enter next year with a $2.8M deficit in operating budget. Will need to eliminate that over next three years or so (reserves, tuition increases, etc., for balanced budget in 3-4 years).

        - Recommended increase in out of state tuition, cut in operating expenditures, stabilize enrollment at 800 over the year (this year 775).
        - Propose initiatives to think about: out of state tuition; summer programs; off-campus studies revamped so we keep more of the tuition here.

- Diversity committee: developed recommendations for recruitment & retention for faculty members from underrepresented groups.
- Passed motion to reexamine the constitution of the SASC. Will revisit the issue next year.
- Constituted committee on criteria for promo to full professor.
- Added evaluation of adjuncts & nontenured faculty to the handbook.
- Passed a resolution opposing handguns on campus.

President Michalson added that a 2 – 3week long Duke TIP summer program is getting close to a deal.

Professor Bauer noted that while we had a tough year retaining and hiring minorities, Social Sciences also had a tough year retaining and hiring faculty, period. Is this just within social sciences?

The observation was made that it's happening at some other Florida schools, too.

IV. Announcements
Mike Long (co-president of New College Student Alliance): Café in ACE: creating the menu and operating hours. Faculty input is valuable; but, they won't have ovens, ventilation hoods, or stoves…it will be more like a deli. *The Empty Set* will be the name. Opening Sept. 1. Offering discount/meal card for faculty. Still figuring out the details. Will be sending out a survey to faculty regarding menu & hours.

Professor Dimino announced the last gender studies Brown Bag of the year. The Writer in Residence, Adam Davies, is giving a talk entitled, "The Influence that Katherine Helpburn (my adoptive grandmother) has had on the way I write women characters in my novels"; May 17 in the Humanities conference room.

On behalf of the SASC, Professor Johnson encouraged faculty to please provide any input they might have when signing off on readmits to the college. Also, anything faculty can do with probationary students would be helpful. Please be mindful that students who are not dealt with by Wednesday don't get dealt with until next year. If faculty members have any preemptive unsats, please get them in immediately. If you do get asked to come in before Wednesday, please come – it likely means the student is looking at being dismissed. And, finally, please use marginal sats sparingly.

International Studies Committee will be getting together soon about program planning, priorities, etc. Please send any info to Barbara Hicks.

Council of Academic Affairs has appointed Dr. Matthew Thomas to teach Molecular Biology next semester as the Student Appointed Professor.

“Beyond Bling” talk tonight, 7-8:30 at the Ringling Museum.

There was some discussion regarding the timing of the SASC. Some students are looking at being dismissed during the first week of the semester.

Char’s last faculty meeting!!!

FAAR is up and ready to go. So, enjoy.

Sunday – Thursday library is open until 4am.

Monday is thesis turn-in day. Due by 5pm. Early turn-in on Friday from 1-5, please encourage you students to come.

Two visiting librarians will be added to our staff in June: Sarah Norris, Allison Piper.

Approval of the grads next Tuesday at 2.

VI. Good of the Order

Kazoos and keyboard pads. What else to say?

VII. Adjourn

4:55

Submitted by Robert Zamsky, Secretary of the Faculty

Agenda

New College of Florida Faculty Meeting

April 13, 2011: Sudakoff Hall, 3:30 P.M.

I. Approval of Minutes from March 9, 2011, Meeting

II. Reports

A. Mike Michalson, President
B. Charlene Callahan, Provost
C. Rick Coe, Chair of the Faculty

III. Carry-Over Business

A. Motion from Susan Marks: SASC Composition
B. Motion from EPC: Guidelines for Course Syllabi

IV. New Business

Resolution re Faculty Marshall – Doug Langston

V. Announcements

VI. Good of the Order

VII. Adjourn

Motion concerning the SASC for the March 9th Faculty Meeting

In so far as the Faculty voted in Sept 2010 to form an Ad Hoc Committee in order to address the make up and function of the SASC, and

In so far as the current EPC motions prompted by demands from the DOE pursue different goals and DO NOT ADDRESS the wide range of concerns discussed in September 2010,

Let us confirm our commitment to act upon our earlier motion and see to the formation of this Ad Hoc committee early in August or September 2011 so it might be in a position to act upon its charge.

Rationale
At the September 8, 2011 Faculty meeting we discussed the fact that at that time the SASC was comprised of three junior faculty members. Concerns centered on the workload placed on junior faculty and on the lack of institutional memory of committee. Many of our aspirational peers include a dean of students or some other administrator on the committee, which could help establish historical knowledge. The 2007 FASC raised some of these possibilities, but did not pursue them because of certain structural challenges in the office of Student Affairs. As there had been significant changes in the structuring of the Student Affairs office, it seemed the perfect time to revisit their vision. The current labors by the EPC might touch on the workload issues, but cannot encompass all of these concerns.

EPC: Motion on Guidelines for Course Syllabi
3 March 2011

RATIONALE:

The Faculty asked the EPC to consider including Guidelines for Course Syllabi in the Faculty Handbook. The EPC has edited the guidelines currently published on the Provost's web site and proposes to incorporate these non-restrictive guidelines into the Faculty Handbook, acknowledging the importance of sharing course information with students, as well as of providing a resource for new faculty.

MOTION:

We propose to amend the Faculty Handbook in section 4.10 as follows:

PROPOSED NEW LANGUAGE (**added text**):

4.6. Criteria for Retention, Promotion and Tenure

4.6.1 Teaching Effectiveness

[…]

2. Methods of Evaluation:

[…]

d. Course materials such as syllabi **(see Appendix 3)** and course descriptions.

4.10 Personnel Records

[…]

The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate's teaching.
- Syllabi **(see Appendix 3)** and course descriptions.

[…]

We further propose the addition of a new Appendix 3 in section 4.14 of the Faculty Handbook as follows:

Appendix 3: Guidelines for Course Syllabi

For every regularly scheduled course the instructor must provide a syllabus that includes course requirements and contact information. This material must be made available during the first week of class in print and/or online. Each instructor is free to construct a syllabus as s/he sees appropriate and to update or modify it over the course of the term as necessary, with appropriate notice and accommodations.

Syllabus materials typically include:

- The course title
- The instructor's name
- The instructor's office hours and location
- The instructor's contact information (e.g., an e-mail address or office telephone number)
- A brief description of course objectives
- Course evaluation criteria
- A topical course outline
- The dates of major written assignments and scheduled exams (This does not preclude giving quizzes or additional exams.)

- The titles of any required textbooks
- Any course-specific policies (e.g., regarding electronic devices or food)

The following statements refer to published New College policies. Inclusion of any or all of these statements (or their equivalents) is at the discretion of the instructor.

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when s/he would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

Resolution on Faculty Marshall
Doug Langston
April, 2011

Resolution: The Chairman of the Faculty (or the Chair's delegate) should serve as Faculty Marshall at graduation.

The custom has been that the longest serving faculty member at New College serve as Faculty Marshall at graduation. For this year, the fifth longest serving faculty member will be the Faculty Marshall since the first to fourth longest serving faculty members have declined to be Faculty Marshall or are already members of the platform.

It is fitting that the Chair of the Faculty lead the faculty in its procession at graduation. The Chair of the Faculty has been elected by the faculty and serves as representative of the faculty in various ways (for the Board of Trustees; state-wide committees). The Chair of the Faculty seems the appropriate person to join the Divisional Chairs, the Provost, the President and other officials on the platform as the representative of the faculty of New College.

In the event that the Chair of the Faculty cannot attend, the Chair's delegate will take the Chair's place.

New College of Florida Faculty Meeting

April 13, 2011
Sudakoff Hall, 3:30

Recorded Attendance:

Faculty
Barton, Bauer, Beneš, Callahan, Clark, Coe, Colladay, de la Garza, Demski, Edidin, Fairchild, Flakne, Harley, Harvey, Henckell, Hernandez, Herzog, Hicks, Labrador Rodriguez, Langston, Marks, McCord, McDonald, Michalson, Mink, Mullins, Myhill, Poimenidou, Portugal, Reid, Scudder, Sherman, Shipman, Van Tuyl, Vespari, Wyman, Zamsky, Zhang, Zhu

Students
Long, Warne, Grasland, Scherer*

Guests
Nancy Spaid, Yevette Thornton, Brian Doherty, Marilyn Brislin, Hui-Min Wen, Suzanne Janney, Duff Cooper, Julie Morris

The meeting was called to order at 3:35.

I. Minutes from March 9, 2011, meeting were approved.

II. Reports

A. Mike Michalson, President

- Reporting on the activities of the state legislature: discussions of funding for higher education are soon coming to a close; the pension issue is still yet to be resolved; there are benefits/costs to New College from both the Senate and House budgets; house version allows for tuition increases, senate's does not; the impending budget picture remains challenging; PECO funds are slim but still under consideration.
- Governor Scott met with Presidents and Board of Governors of the SUS last month.
- Plans for the state matching funds program (which supports private donations to higher education), program should continue.
- The student government co-presidents from New College spent their entire spring break in Tallahassee, an impressive demonstration of their commitment.
- There are three Board of Governor vacancies that Governor Scott has control over. One is expected for the reappointment of Elaine Keating; we have a

reasonable expectation that he may heed our suggestions, but that is still uncertain.

- Dedication of the 4Winds sculpture on Friday at 4 for Senator Bob Johnson.
- WEDU premier of *The Freedom Riders* film this evening, sponsored in part by New College.
- Working with Bob Johnson to get an announcement out regarding the presidential search. Still considering timing and how to best form a search committee.

B. Charlene Callahan, Provost

- Will soon be asking (tomorrow) for summer proposals for faculty support. Review and allocation procedures will be similar to last year, with an additional $20k for coastal watershed related projects. Proposals will be due Friday, May 6. Reports from last summer are due before new requests can be considered.
- Office furniture/configurations for new building have been submitted. People should be able to move in during the first week of August. Tours will be available: contact the Provost office. Everyone is encouraged to look at the new classrooms.
- Mike Hart has put together a classroom guide book for your reference to help select classrooms.
- We are repurposing rooms that will no longer be classrooms; proposing to close 2 classrooms in college hall (215, 224), and create student spaces out of them. Meet Monday, noon, 214 College Hall to discuss the topic. We'll have pizza! Remaining classrooms will be upgraded for technology.
- Everyone has received an email from students in the Peer Advising Tutorial that includes a survey of academic advising services. Please complete it – Aron did it in only 3.5 minutes!
- If you have concern about student performance in your classes, now is the time to contact their advisors or the Provost office.
- Steve Miles and Char have completed their interviews of candidates for QEP. Michelle Barton has been chosen to direct the program for the next 3 years, culminating in the SACS review, a major part of which will be our performance on the QEP. Thanks to Miriam Wallace for her work on QEP: it has been very successful, she's brought good people and generated enthusiasm across campus.

<u>Discussion</u>
There was a question as to why are the classrooms in College Hall are being closed.

The response was that the two in College Hall are the least attractive; and, in order to accommodate new classrooms in the new building, we need to eliminate classrooms that are less effective. These two classrooms are also little used, particularly by faculty in the building.

There was further concern that this is a real loss to the campus in terms of places to be as participants on the campus – near the water. This is one of our assets, and we are increasingly unable to take advantage of it as our space is moved toward US41.

Provost Callahan expressed her shared interest in keeping an academic presence in College Hall.

If faculty are unable to attend the meeting, contact Provost Callahan and she will come to you to discuss the issue.

The question was raised whether the library classrooms are also going to be improved – particularly in terms of the mobility of the furniture.

The priority right now is technology. That said, yes, all classroom furniture needs to be easily manipulable.

C. Rick Coe, Chair of the Faculty

- Faculty Diversity Committee is now looking at retention issues, both general and specific to faculty of color. The committee hopes to have a report at the May meeting, and Provost's office will be working on this issue next year.
    - Ivan Ramirez has accepted our Post-Doc Fellowship offer; he is a Geographer and so will be joining the faculty in Natural Sciences.
    - We are reviewing procedures for attracting post-docs, considering ways to more directly address the charge to recruit faculty of color.
    - Committee will officially expire at the end of the term.
- Faculty Budget Committee is addressing both short and long term budgetary issues. Short term: tuition increase for out-of-state students. Awaiting final budgetary outcomes to see what kinds of cuts we might need to endure. If it's as low as $400k, that would be manageable, but if it's as high as $1.4M, that will be much more difficult.
- Committee on the criteria for promotion to full professor will bring a plan to the May faculty meeting.

III. Carry-Over Business

A. SASC Composition

<u>Motion concerning the SASC for the March 9th Faculty Meeting</u>

In so far as the Faculty voted in Sept 2010 to form an Ad Hoc Committee in order to address the make up and function of the SASC, and

In so far as the current EPC motions prompted by demands from the DOE pursue different goals and DO NOT ADDRESS the wide range of concerns discussed in September 2010,

Let us confirm our commitment to act upon our earlier motion and see to the formation of this Ad Hoc committee early in August or September 2011 so it might be in a position to act upon its charge.

Rationale

At the September 8, 2011 Faculty meeting we discussed the fact that at that time the SASC was comprised of three junior faculty members. Concerns centered on the workload placed on junior faculty and on the lack of institutional memory of committee. Many of our aspirational peers include a dean of students or some other administrator on the committee, which could help establish historical knowledge. The 2007 FASC raised some of these possibilities, but did not pursue them because of certain structural challenges in the office of Student Affairs. As there had been significant changes in the structuring of the Student Affairs office, it seemed the perfect time to revisit their vision. The current labors by the EPC might touch on the workload issues, but cannot encompass all of these concerns.

Discussion:

AS a point of information: the motion was passed at the September meeting. The question then was whether the issue should be reexamined by the FASC. The determination was made that this made the most sense. The FASC has stated that the issue had been resolved by the faculty, and that they didn't want to tinker with the current rotational system unless it is truly broken.

The issue was raised in September because the present rotation resulted in 3 junior faculty being on the SASC this fall.

When the FASC reviewed the issue, they noted that the term of service on the SASC is supposed to be 2 years, overlapping, so there is always someone who has experience on the committee to help situate incoming committee members. So, the issue seems to be how to get back into the rotation.

One of the problems is that the people who end up on the SASC tend to be 4th year faculty who are going on leave.

There is hypocrisy in this rotation. We feel comfortable having a rotational system to judge the students; but, we don't do it for committees that judge ourselves. All of our committees should be staffed the same way. The rotational system is unfair to small divisions. This faculty should revisit what the SASC means in relation to other faculty committees. All committees should have the same system of selection.

It wasn't the FASC who pushed for the rotational system. The reason was to establish a better proportion of how work was done in committees, and also to create a system in

which work on other committees was not disrupted by elections to the SASC. At the time we established the rotation, we also changed the way all committees were staffed, trying to guarantee that work on more demanding committees was addressed first, whereas everyone is capable/qualified for the SASC. The goal was to distribute work as rationally as possible. The list was passed to the divisions because they are more aware of who is on leave or will be. Unfortunately, it has not worked well, but it *should*. We need to decide, as a faculty, that we are committed to faculty governance; we need to be organized and work together so that we are ready to serve. It's our collective fault that it's not working.

So far we've only been speaking to the rotation. But, what about the suggestion about having someone from student affairs on the committee? This would provide the element of continuity we're concerned with. It would also provide better coordination between the academic side of things and the student life side of things. And, finally, a lot of what the SASC does is very routine and bureaucratic; it doesn't really need full-on faculty engagement. Maybe having an administrator on the committee to handle that would make the committee less onerous.

There was agreement that there are other aspects, including the content and procedures. Is the motion to create a committee that will discuss all of this and bring that here? The SASC will also be involved with discussions regarding units, for example.

The motion is to establish an ad-hoc committee to broadly study the constitution of the SASC, not to act immediately.

Motion passes with one abstention.

B. Motion from EPC: Guidelines for Course Syllabi

RATIONALE:

The Faculty asked the EPC to consider including Guidelines for Course Syllabi in the Faculty Handbook. The EPC has edited the guidelines currently published on the Provost's web site and proposes to incorporate these non-restrictive guidelines into the Faculty Handbook, acknowledging the importance of sharing course information with students, as well as of providing a resource for new faculty.

MOTION:

We propose to amend the Faculty Handbook in section 4.10 as follows:

PROPOSED NEW LANGUAGE (**added text**):

4.6. Criteria for Retention, Promotion and Tenure

4.6.1 Teaching Effectiveness

[…]

2. Methods of Evaluation:

[…]

d. Course materials such as syllabi **(see Appendix 3)** and course descriptions.

4.10 Personnel Records

[…]

The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate's teaching.
- Syllabi **(see Appendix 3)** and course descriptions.

[…]

We further propose the addition of a new Appendix 3 in section 4.14 of the Faculty Handbook as follows:

Appendix 3: Guidelines for Course Syllabi

For every regularly scheduled course the instructor must provide a syllabus that includes course requirements and contact information. This material must be made available during the first week of class in print and/or online. Each instructor is free to construct a syllabus as s/he sees appropriate and to update or modify it over the course of the term as necessary, with appropriate notice and accommodations.

Syllabus materials typically include:

- The course title
- The instructor's name
- The instructor's office hours and location
- The instructor's contact information (e.g., an e-mail address or office telephone number)
- A brief description of course objectives
- Course evaluation criteria
- A topical course outline
- The dates of major written assignments and scheduled exams (This does not preclude giving quizzes or additional exams.)
- The titles of any required textbooks
- Any course-specific policies (e.g., regarding electronic devices or food)

The following statements refer to published New College policies. Inclusion of any or all of these statements (or their equivalents) is at the discretion of the instructor.

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when s/he would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

There was clarification that these are guidelines, not rules.

Motion passes.

IV. New Business

A. Resolution re Faculty Marshal – Doug Langston

Resolution: The Chairman of the Faculty (or the Chair's delegate) should serve as Faculty Marshall at graduation.

The custom has been that the longest serving faculty member at New College serve as Faculty Marshall at graduation. For this year, the fifth longest serving faculty member will be the Faculty Marshall since the first to fourth longest serving faculty members have declined to be Faculty Marshall or are already members of the platform.

It is fitting that the Chair of the Faculty lead the faculty in its procession at graduation. The Chair of the Faculty has been elected by the faculty and serves as representative of the faculty in various ways (for the Board of Trustees; state-wide committees). The Chair of the Faculty seems the appropriate person to join the Divisional Chairs, the Provost, the President and other officials on the platform as the representative of the faculty of New College.

In the event that the Chair of the Faculty cannot attend, the Chair's delegate will take the Chair's place.

<u>Discussion</u>

Rarely is the tradition actually observed; so, this is a way to codify a procedure.

It does seem appropriate that the Chair of the Faculty perform this role.

As a point of clarification: this is a resolution, not a motion.

There was a question as to how long it has been since the longest serving member didn't wish to act as Marshall.

There was a question as to whether we needed to make such a formal change, or if we might not frame this is a possibility but not a requirement.

Friendly amendment: The longest serving member of the faculty has the opportunity to serve as Faculty Marshall; if the faculty member declines, then the Chair of the Faculty will serve as Faculty Marshall.

Resolution passes with two abstentions.

V. Announcements

This year's Oxford visitor will arrive on Sunday. There will be a reception Tuesday at 5pm in the Cook Hall Living Room.

The SUS library system's U-Borrow service is active. Give it a try.

VI. Good of the Order

"No matter how far you push the envelope, it will always be stationary."

VII. Adjourn: 3:30.

Submitted by: Robert Zamsky, Secretary of the Faculty

Agenda

New College of Florida Faculty Meeting

March 9, 2011: Sudakoff Hall, 3:30 P.M.

I. Approval of Minutes from February 9, 2011, Meeting

II. Reports

A. Mike Michalson, President
B. Charlene Callahan, Provost
C. Andy Walker, President, New College Foundation
D. Rick Coe, Chair of the Faculty

III. New Business

A. Resolution re Firearms on Campus – Chair of Faculty
B. Motion from EPC: Program Requirements
C. Motion from EPC: SASC Review
D. Motion from EPC: Guidelines for Course Syllabi
E. Motion from Susan Marks: SASC Composition

IV. Announcements

V. Good of the Order

VI. Adjourn

New College
Florida's Honors College
Celebrating Fifty Years

OFFICE OF THE PRESIDENT

February 18, 2011

Senator Charlie Dean
302 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Senator Dean:

As President of New College of Florida, I urge you to vote against SB 234, relating to firearms on university campuses. My years of experience working with a college student population give me great concern about the issue of allowing guns on our university campus.

While I support the admirable goal of a safer campus, I strongly feel that these bills would have the opposite effect. There is a reason why law enforcement agencies dealing with campus safety all oppose these bills. They are the experts who have undergone extensive training and experience in handling these situations. I support their positions and urge you to do the same.

Passing these bills would be a clear encouragement to students to carry guns on campus. Adding students with firearms to a campus emergency will serve to confuse first responders in an already chaotic situation. Furthermore, the additional presence of firearms will provide more opportunity for negative activity on our campuses.

Alternatives to increasing safety on our campuses exist and I am actively implementing them. For example, I am urging students, faculty and staff members to attend training on emergency procedures and am increasing awareness and preparedness for all types of campus crises. The risk of accidental shootings or other additional shootings caused by permitting concealed weapons on a university campus far exceeds any deterrence or self-defense need, and that position is supported by campus law enforcement.

Finally, this issue has resurfaced due to several tragic shootings across the nation, usually involving a mentally ill shooter. Unfortunately, dangerous mental illnesses often surface during the typical age of a university student (18-22) and they are not always diagnosed or properly treated. In addition, this is the age when students often experiment with drugs and alcohol, which clearly impairs judgment and increases the potential for violence. I work daily with college students and their issues, and believe that allowing guns on a college campus would simply create more danger to our communities.

I urge you to not support this legislation on Tuesday, February 22, 2011 in the Criminal Justice Committee. Safety is my number one priority and I oppose removing the prohibition to allow concealed weapons on our campuses.

Sincerely,

Gordon E. Michalson, Jr.
President

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EPC: Motion on Program Requirements
3 March 2011

RATIONALE:

The EPC has been asked by the Provost to update the Faculty Handbook Section 6.2, which concerns Program Requirements. The EPC is proposing a motion to update the Faculty Handbook to articulate more explicitly current standards and practices in terms of requirements for graduation. U.S. Department of Education regulations require every Title IV institution to publish and maintain clear and objective qualitative and quantitative standards for academic progress including requirements for graduation. Federal and state rules (and SACS standards for accreditation) stipulate that an undergraduate degree must represent a minimum of 120 earned credit hours. In working with SACS, SUS (the Board of Governors), Bright Futures, and financial aid officers, New College has maintained that the required completion of seven contracts and three ISPs is equivalent to 124 credit hours (seven contracts equal to 16 credit hours each and 3 ISPs equal to 4 credit hours each). These standards are currently published in the New College General Catalog 2010-2011 (p. 107).

Since credit-hour equivalencies are now tracked through units, and since each contract must contain as few as three of these units (12 credit hours) for the student to maintain his/her full-time status, the requirement that a student successfully complete seven contracts and 3 ISPs could result in a student meeting the graduation requirements currently published in the Faculty Handbook with as few as 24 units or 96 credit-hour equivalents (seven contracts of 12 credit hours and 3 ISPs of 4 credit hours). This would violate FFA guidelines, as well as the standards SACS has established for accreditation. In order to graduate in four years with 31 units (which is equivalent to 124 credit hours), students will need to complete 7 contracts averaging 4 satisfactory units each plus 3 ISPs or 8 contracts averaging 3.5 satisfactory units each plus 3 ISPs. In practice, the overwhelming majority of New College graduates already meet these standards, but it is important for our compliance with Federal regulations to include the requirement of 31 units in addition to our traditional requirement of 7 contracts and 3 ISPs.

MOTION:

We propose to amend the Faculty Handbook in section 6.2 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**; note that numbered items have been re-ordered).

6.2 Program Requirements

The New College Program is described in the General Catalog which is available online (http://www.ncf.edu). Faculty and students should become familiar with this guide; it contains a full treatment of the contract system and educational program.

The following are required for graduation:

1. Seven satisfactory semester contracts;
2. Three satisfactory Independent Study Projects (ISPs);
3. **The satisfactory completion of 31 units (a unit being equivalent to a full-semester course or an ISP)**;
4. **The** satisfactory completion of the Liberal Arts Curriculum requirements, including: study in a broad range of subjects; basic proficiency in information technology, mathematics, and English language; and advanced proficiency in written and oral English language;
5. A satisfactory Baccalaureate Examination (usually in the form of an oral defense of the senior project);
6. A satisfactory Senior Project or Thesis, accepted in final form by Library staff.

With the exception of some portions of the ~~second~~ **fourth** requirement, each of these requirements involves written evaluation; specific procedures are described in the sections below.

EPC: Motion on SASC Review
3 March 2011

RATIONALE

The EPC has been asked by the Provost to update the Faculty Handbook Section 6.5.5, which concerns SASC Review. According to U.S. Department of Education regulations, every Title IV institution must have in place and publish clear and objective qualitative and quantitative standards for the evaluation of a student's academic progress. Federal financial aid (FFA) officials have expressed concern about perceived ambiguities in current NCF academic policies that need to be addressed prior to New College's recertification for FFA. Two of these concerns relate to our procedures for student academic probation and dismissal:

1. NCF has no clear and objective standard for good academic standing and progress;
2. NCF has no clear and objective standard for academic probation or dismissal.

In the current policy (Section 6.5.5 of the Faculty Handbook), conditions are described in which students may be deemed "reviewable." However, there are no mechanisms or triggers for automatic review, and no clear outcomes are prescribed for all students with similar academic records. In fact, Section 6.5.5 presents the SASC with a menu of options from which to choose, depending on their perception of various aspects of the student's record and circumstances.

It is essential that New College adopt and publish clear, objective, and consistent standards for achieving and maintaining good academic standing, for placing students on academic probation, and for academic dismissal. These standards, which apply to all students, should accord with the U.S. Department of Education's recommended measures of academic progress, because our policy is used to determine whether students are eligible to receive Federal financial aid. Federal guidelines have two core components that have procedural implications for the SASC. According to Federal guidelines, a student is making satisfactory academic progress (and therefore maintains eligibility for Federal Financial Aid) if he or she maintains acceptable *qualitative* (minimum cumulative GPA or other comparable assessment measured against a norm) and *quantitative* (minimum completion rate of courses attempted) level of performance during a specified time period. The changes proposed below are congruent with these guidelines.

MOTION

We propose to replace the language in Section 6.5.5 of the Faculty Handbook with the following:

6.5.5 SASC Review

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs satisfactorily completed. A student's failure to complete contracts and ISPs satisfactorily will trigger one of three automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

Academic Warning

- One unsatisfactory ISP.
- Failure to complete three satisfactory ISPs by the end of the sixth semester.

Academic Probation

- One unsatisfactory contract or two unsatisfactory ISPs.

Academic Dismissal

- Two unsatisfactory contracts, which need not be consecutive.
- In any order, one unsatisfactory contract and two unsatisfactory ISPs; again, they need not be consecutive.
- One unsatisfactory contract, for students who were readmitted after having previously been dismissed.

Academic Warning: Students will be notified by the Registrar that they must complete a satisfactory ISP during the next January ISP or they will fall behind the normal schedule for completing the ISPs required for graduation.

Academic Probation: Students will be notified by the Registrar that they have fallen behind in the satisfactory completion of contracts and/or ISPs, that they are being placed on academic probation, and that their academic progress will be reviewed by the SASC. A student may appeal his or her probation to the Registrar on procedural grounds only (i.e., in cases of error or misunderstanding). At the end of each semester, the Registrar will report to the SASC on all probationary students' academic progress. Students on academic probation are expected to complete contract and ISP obligations satisfactorily and on time, and to demonstrate that they are once again progressing at an acceptable pace toward completion of degree requirements. Evidence of acceptable progress includes satisfactory evaluations of academic activities included on the semester contract and a satisfactory contract certification. Evaluations of "incomplete" and marginally satisfactory evaluations do not constitute such evidence. A probationary student demonstrating academic progress will be removed from probation and restored to good academic standing. A student who completes his or her contract satisfactorily but whose weak academic performance warrants further monitoring may have his or her probationary status extended for one semester. Failure to demonstrate acceptable progress will result in academic dismissal. In all cases the student will receive a notice from the SASC.

Academic Dismissal: Students whose academic progress has not met the required minimum standards described in the College's academic policies will be automatically notified of their impending dismissal by the Registrar. Such notices are sent to the student and sponsor immediately upon determination of two unsatisfactory contracts or one unsatisfactory contract and two unsatisfactory ISPs.

A student who receives a notice of impending dismissal has the option of appealing his or her dismissal to the SASC. If the student chooses to appeal, the Registrar will schedule a meeting that includes the student, the faculty sponsor, and the SASC. At this meeting the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Any previous reviews by the SASC;
3. General quality of academic work as reported by faculty in evaluations;
4. The sponsor's assessment of the student;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Any extenuating circumstances.

Faculty members are expected to appear at SASC reviews of students they sponsor. The student and the sponsor should submit in writing any comments they have that might assist the Committee in its review of the appeal of dismissal. It is important that students scheduled for review meet with their sponsors and relevant instructors prior to the review to discuss the status of incomplete and/or unsatisfactory work.

After reviewing the student's academic record and talking with the student and sponsor, the committee will take one of the following actions:

1. Recommend to the Provost that the student be dismissed from New College;
2. Set contingencies or conditions for continued enrollment that clearly reflect the committee's expectations for academic progress.

If there is a disagreement between the student and sponsor regarding an "incomplete" or "unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty member remains the student's sponsor for the entirety of that term.

The current Faculty Handbook:

6.5.5 SASC Review

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs completed. A student who has either an unsatisfactory contract or two incomplete academic units (an academic unit being either a contract or an ISP) is reviewable. At these reviews the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Previous academic reviews;
3. General quality of academic work as reported by faculty in evaluations;
4. Sponsor support;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Extenuating circumstances.

After reviewing the academic record and talking with the student and sponsor if requested, the committee may take one or a combination of the following actions:

1. Recommend to the Provost that the student be dismissed from New College. First-term students will not be dismissed unless there is no evidence of satisfactory academic involvement during the term. No student shall be dismissible unless he or she has an unsatisfactory or incomplete contract.
2. Erase the unsatisfactory contract or ISP. Satisfactorily completed undertakings will be listed on the student's transcript, but the contract will not count toward completion of graduation requirements.
3. Combine satisfactory undertakings from unsatisfactory and incomplete contracts to make a fulfilled contract. (This action will be taken only if it is clear that the combined term consists of solid, rather than marginal or minimal work).
4. Place the student on probation for the current term (if the review occurs at the beginning of the term), or the following term (if the review occurs during the second module).
Students on probation will be reviewed at the end of the probationary term. At that time the student will be expected to have completed contract obligations on time, demonstrating that the student is progressing satisfactorily toward completion of degree requirements. Academic probation may be viewed as an alternative to dismissal and a "second chance" for demonstrating the ability and self-discipline necessary for success at New College. Normally academic probation is for one semester only.
5. Set contingencies or conditions for continued enrollment.
6. Take no action pending receipt of further information.

The SASC may also be called upon to review the record of a student at the request of the student or the student's sponsor, in cases where the student is not dismissible. If there is a disagreement between the student and sponsor regarding an "incomplete" or

"unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty remains the sponsor for the entirety of that term.

Students who have been dismissed normally may not reenter the college until at least one full term has elapsed since the dismissal. See Section 6.13 ("Readmission") for reapplication procedures.

EPC: Motion on Guidelines for Course Syllabi
3 March 2011

RATIONALE:

The Faculty asked the EPC to consider including Guidelines for Course Syllabi in the Faculty Handbook. The EPC has edited the guidelines currently published on the Provost's web site and proposes to incorporate these non-restrictive guidelines into the Faculty Handbook, acknowledging the importance of sharing course information with students, as well as of providing a resource for new faculty.

MOTION:

We propose to amend the Faculty Handbook in section 4.10 as follows:

PROPOSED NEW LANGUAGE (**added text**):

4.6. Criteria for Retention, Promotion and Tenure

4.6.1 Teaching Effectiveness

[…]

2. Methods of Evaluation:

[…]

d. Course materials such as syllabi **(see Appendix 3)** and course descriptions.

4.10 Personnel Records

[…]

The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate's teaching.
- Syllabi **(see Appendix 3)** and course descriptions.

[…]

We further propose the addition of a new Appendix 3 in section 4.14 of the Faculty Handbook as follows:

Appendix 3: Guidelines for Course Syllabi

For every regularly scheduled course the instructor must provide a syllabus that includes course requirements and contact information. This material must be made available during the first week of class in print and/or online. Each instructor is free to construct a syllabus as s/he sees

appropriate and to update or modify it over the course of the term as necessary, with appropriate notice and accommodations.

Syllabus materials typically include:

- The course title
- The instructor's name
- The instructor's office hours and location
- The instructor's contact information (e.g., an e-mail address or office telephone number)
- A brief description of course objectives
- Course evaluation criteria
- A topical course outline
- The dates of major written assignments and scheduled exams (This does not preclude giving quizzes or additional exams.)
- The titles of any required textbooks
- Any course-specific policies (e.g., regarding electronic devices or food)

The following statements refer to published New College policies. Inclusion of any or all of these statements (or their equivalents) is at the discretion of the instructor.

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when s/he would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

Motion concerning the SASC for the March 9th Faculty Meeting

In so far as the Faculty voted in Sept 2010 to form an Ad Hoc Committee in order to address the make up and function of the SASC, and

In so far as the current EPC motions prompted by demands from the DOE pursue different goals and DO NOT ADDRESS the wide range of concerns discussed in September 2010,

Let us confirm our commitment to act upon our earlier motion and see to the formation of this Ad Hoc committee early in August or September 2011 so it might be in a position to act upon its charge.

Rationale

At the September 8, 2011 Faculty meeting we discussed the fact that at that time the SASC was comprised of three junior faculty members. Concerns centered on the workload placed on junior faculty and on the lack of institutional memory of committee. Many of our aspirational peers include a dean of students or some other administrator on the committee, which could help establish historical knowledge. The 2007 FASC raised some of these possibilities, but did not pursue them because of certain structural challenges in the office of Student Affairs. As there had been significant changes in the structuring of the Student Affairs office, it seemed the perfect time to revisit their vision. The current labors by the EPC might touch on the workload issues, but cannot encompass all of these concerns.

New College of Florida
Faculty Meeting
March 9, 2011
Sudakoff Hall, 3:30 pm

Recorded Attendance:
Faculty
Anderson, Baram, Barton, Bauer, Beneš, Beulig, Callahan, Carrasco, Coe, Demski, Edidin, Fairchild, Fitzgerald, Flakne, Graham, Hart, Harley, Harvey, Henckell, Hernandez, Herzog, Hicks, Hirshfield, Johnson, Khemraj, Langston, Long, Marks, McCord, McDonald, Michalson, Miles, Mink, Mullins, Myhill, Newman, Poimenidou, Ruppeiner, Scudder, Shaw, Sherman, Shipman, Van Horn, Van Tuyl, Wallace, Wyman, Zamsky, Zhu

Students
Michael Long*, Kaitlin Lovering, Rachel Scherer*, Thayer Warne

Guests
Wendy Bashant, Kimberly Bendickson, Marilyn Brislin, Duff Cooper, Brian Doherty, Suzanne Janney, Kathy Killion, Julie Morris, Caroline Reed, Nancy Spaid, Tom Tharrington, Jeanne Viviani, Andrew Walker, Wes Walker

The meeting was called to order at 3:35 pm

I. Approval of Minutes from February 9, 2001 Faculty Meeting were approved.

II. Reports

A. Mike Michalson, President

- Has presented Tallahasee with the effects on NC of proposed levels of budget cuts. An encouraging trip in which The House Higher Education Appropriation Sub-committee wanted "horror stories" for the record. He also wanted to clarify his published comment that, "If we get to the 10% level we would have no choice but to go to furloughs." He did say that, but, the point was, before we started laying people off, we would *consider* furloughs. We continue to make the case that our small size makes across-the-board budget cuts more painful for us.
- The Ad-Hoc Diversity Committee is pleased to report that Jessica Welburn has accepted our offer for a position in Sociology. Her dissertaion is on the study of 75 African-Americans in New Jersey with middle-class backgrounds; she studies the requirements/impediments to success. She wants to replicate that with another study of 50 in a dissimilar state (such as FL). The committee has taken specific steps to improve the diversity of this faculty, with particular emphasis on African-Americans. It may still be useful to focus the program on post-docs. It's not really a "curriculum enrichment" iniative, but a diversity program.

- Incoming Associate Provost Ray Burgman will likely be taking on much of the responsibility of continuing the work of the diversity committee.Her strength's, experience, and goals align very well with our needs, and she understands the NC ethos.
- $1M from Beverly Koski for the Plaza (Koski Plaza). The Koski name is admired and well respected in the community and we are pleased to have it associated with the college in such a prominent way.

B. Charlene Callahan, Provost

- Tenure announcements for Kim Anderson (Art) and Bob Johnson (History). Promotion to full Professor for Uzi Baram, Don Colladay, and David Harvey.
- 5 nominees for QEP Director, 3 willing to serve. Decision will be forthcoming.
    - Nova's book is out!

C. Andy Walker, President, New College Foundation

- 50th anniversary recap from point of view of the Foundation. Over 900 alumni returned. We've received $150,000 donated media space so far this year – a great opportunity to publicize the college. A huge boost for public recognition.
- Several large alumni gifts are currently under discussion.
    - $300k to build a scientific computing lab.
    - Raised $2.2M of gifts/pledges (on track w/ last year).
    - Last year we raised $4.5M; this year we should exceed that figure.
    - The biggest news: $60M, 7 year comprehensive campaign for the college. Should be achievable! The Foundation has identified $135M worth of needs at the college; developed a comprehensive list for major donors to review.
    - Please keep the Foundation informed about changing priorities in divisions/disciplines.

D. Professor Rick Coe, Chair of the Faculty

- Faculty Ad Hoc Diversity Committee: Reiterated that Jessica Welburn had accepted our offer of a post-doc fellowship. At next meeting the Committee will consider the positive recommendation from Natural Sciences of a post-doc fellowship for Ivan Ramirez and the positive recommendation from Social Sciences for a pre-doc fellowship for Richard Sosa.
- Ad Hoc Faculty Budget committee will meet next week; waiting to see how much action we'll have to take.
- We are waiting to hear from the ad hoc committee for promotion to full professor.
    - Professor Walstrom: The committee has reviewed past cases and is working on developing a draft to bring to the faculty in the next few weeks.

III. New Business

A. Resolution re: Firearms on Campus – Chair of the Faculty

Resolution Against Guns on Campus

WHEREAS, a civil, safe and open environment is fundamental to the educational and research mission of New College of Florida, and

WHEREAS guns, including legally purchased guns, have been involved in numerous unfortunate incidents on college campuses around the country in which students, faculty and staff have been injured and killed; and

WHEREAS, numerous studies, such as one by epidemiologists at the University of Pennsylvania School of Medicine, have determined that possession of guns greatly increases the risk that innocent people will be shot, and

WHEREAS, Florida Senate Bill 234 was filed on Dec. 12, 2010, by Sen. Greg Evers, R-Crestview, Florida, to amend Florida Statute 790.06 to allow the possession of firearms by non-law enforcement officials on university and college campuses, and

WHEREAS, the State of Florida University Police Chiefs, including NCF's Chief, Wes Walker, are united in opposition to any legislation that would allow weapons on campus, then

THEREFORE, LET IT BE RESOLVED that the Faculty of New College of Florida strongly opposes any legislation that would allow non-law enforcement individuals to possess guns on campus.

[Charles C. Branas, Therese S. Richmond, Dennis P. Culhane, Thomas R. Ten Have, and Douglas J. Wiebe, **Investigating the Link Between Gun Possession and Gun Assault** *Am J Public Health*, Nov 2009; 99: 2034 - 2040.]

Discussion:

- In support of the position of Wes Walker, Chief of Campus Police
- Chief Walker: state university police chiefs have submitted a letter to the legislature and are contacting faculty to secure their support.
- Professor Fitzgerald: If there is no House companion to this bill, we should probably not say anything about it so we don't inadvertently provide publicity. But, if the motions are already out there, then there's probably no harm.

Motion carries unanimously

B. Motion from EPC Regarding Program Requirements

RATIONALE:

The EPC has been asked by the Provost to update the Faculty Handbook Section 6.2, which concerns Program Requirements. The EPC is proposing a motion to update the Faculty Handbook to articulate more explicitly current standards and practices in terms of requirements for graduation. U.S. Department of Education regulations require every Title IV institution to publish and maintain clear and objective qualitative and quantitative standards for academic progress including requirements for graduation. Federal and state rules (and SACS standards for accreditation) stipulate that an undergraduate degree must represent a minimum of 120 earned credit hours. In working with SACS, SUS (the Board of Governors), Bright Futures, and financial aid officers, New College has maintained that the required completion of seven contracts and three ISPs is equivalent to 124 credit hours (seven contracts equal to 16 credit hours each and 3 ISPs equal to 4 credit hours each). These standards are currently published in the New College General Catalog 2010-2011 (p. 107).
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MOTION:

We propose to amend the Faculty Handbook in section 6.2 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**; note that numbered items have been re-ordered).

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The New College Program is described in the General Catalog which is available online (http://www.ncf.edu). Faculty and students should become familiar with this guide; it contains a full treatment of the contract system and educational program.

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6. A satisfactory Senior Project or Thesis, accepted in final form by Library staff.

With the exception of some portions of the ~~second~~ **fourth** requirement, each of these requirements involves written evaluation; specific procedures are described in the sections below.

Discussion:

- Concern was expressed over an implicit move toward a "credit hour" system. If that's the direction we're going, we need to be deliberate about it.
- There was a question as to whether we should give more time/space to this question, since many faculty feel it has far reaching implications.
- The question was raised whether we can provide an "out" for students who have met the contracts, but not the credit hours. That, though, is a significant, educational policy effect. And, so, an amendment was proposed:

Amendment:
Section 6.19 of the *Faculty Handbook*: (added to "early graduation" as part of this motion). Concerning the possibility for early graduation for someone with six contracts.

"A student may also graduate with less than 31 units by successfully petitioning the SASC and meeting all the other graduation requirements including the seven satisfactory contracts and 3 ISPs."

- The motion for the proposed amendment was seconded.
- The EPC determined this was a hostile amendment.
- Professor Coe clarified: The feeling of the EPC was that this concern was already clearly addressed in the original motion.
- The EPC does not accept it as a friendly amendment.
- There was concern expressed that this amendment would put us out of compliance with the regulations that the motion is attempting to address. It seems we don't really have the ability to opt out of the 31 unit requirement.
- Dean Killian clarified that the federal government requires institutions to define "credit hour equivalencies"; once we do that, we have to meet the SACS and the SUS *minimum* graduation requirements, which is 120 hours. We believe as an institution, that 124 hours seemed reasonable. But, there is no reason why we

could not have *only* students who indicate they have taken the equivalencies. The federal government isn't talking about a grad requirement; it's SACS and SUS that's telling us about that.

- Provost Callahan added that in the past, we were able to tell the federal government and others that we required 7 contracts and 3 ISPs, and the only way we could document that was what we charge in block tuition. So, it was a little slippery. Now that we must account for each unit as 4 credit hours, we can no longer say that we don't define credits for graduation. We need to be consistent; so, yes, the amendment would put us in jeopardy with SUS, the Department of Education, Bright Futures, and probably others.
- An additional concern was raised that we currently don't offer credit unit equivalents for AP courses; we should give some recognition for AP courses other than the LAC requirements.
- There was also a question of how we would be able to recognize students' off-campus efforts, as the current system allows.
- The question of timing was raised: When would this (motion and amendment) go into effect?
- Provost Callahan's interpretation was that the "unit designation" goes into effect July 1. Once that goes into effect, then we define grad requirements in terms of those units. So, that would be for 2012 graduating students. But, we could make the case that some students would need to be grandfathered in.
- Professor Coe clarified that these changes would not effect *this* coming graduation.

Amendment fails.

Back to the motion.

- Discussion returned to the topic of AP credits. Many students come to NC with a lot of AP credits; we don't take transfer credits. But, now, since we have this rule, we need to give these students some credit for the work they've done.
- The observation was made that it difficult to live up to these standards because they are not made for our system – this is most evident with respect to the thesis. There is nothing about this "unit" system that acknowledges the thesis process, separate from the thesis tutorial. Maybe that's a way to alleviate the pressure on the numbers.
- The question was again raised about accounting for AP credits, and the similar challenge of study abroad credits. We need to develop a system that is consistent and clear.
- A number of additional questions were raised about accounting for and converting between the three separate ways counting student work (contracts, units, credit hours). Why don't we just put everything in terms of credit hours to simplify things?
- The point was made that if we adopt this requirement in the proper spirit, it could function like the LAC. That is, we don't want to adopt this as a reinterpretation of our mission; we do want to adopt this as a means of maintaining our practices and

accounting for them in ways that meet the scrutiny of external authorities. This can become a small inconvenience in advising (as is the LAC); but we can continue to think of our work as advisors in terms of the seven contract and 3 ISP requirement, and put this to the side.

- The point was raised that we don't currently account for all of our classes equally, and that we are able to accommodate this with the contract system. So, we do need to consider how we will deal with courses that may be more or less time-consuming than others, a task that is particularly difficult since we don't have a curriculum committee.
- The observation was made that at other colleges in the SUS, the thesis is offered as "variable credit."
- The EPC responded to the questions and comments:
    - The AP credit question is for examination at another time.
    - The work of the EPC has been grounded *not* in the assumption that we would change our academic, teaching, and advising practices. Rather, they have tried to envision this as a minor addition to the current requirements. Reiterating our commitment to the contract system remains central; this is a counter as a means of compliance to external standards.
- The concern was reiterated that this seems like more than a minor inconvenience. A contract was defined as the opposite of a credit system, so it seems inconceivable to just "marry" them. It seems like we need to do this, but we also need to think about the entirety of the academic program and be sure that we are consistent and coherent.
- Professor Coe asked Provost Callahan when we *must* have something like this adopted.
- Provost Callahan's response was that we have already adopted the "unit" accounting; if we don't have all of our accounting aligned using those units, I suspect we'll run into trouble next semester.
- The point was made that this sets a kind of "bottom standard," not necessarily changing the content or procedure of what we do. There are *very very* few students who don't already meet this standard.
- Professor Wallace moved that we send this back to the EPC until we have a larger discussion about the impact/context of the issue.
- The motion was seconded.
- The motion failed with 1 abstention.

Vote on the motion (Paper ballot): passed 36-11, with 2 abstentions.

C. Motion from EPC Regarding SASC Review

RATIONALE

The EPC has been asked by the Provost to update the Faculty Handbook Section 6.5.5, which concerns SASC Review. According to U.S. Department of Education regulations, every Title IV institution must have in place and publish clear and objective qualitative

and quantitative standards for the evaluation of a student's academic progress. Federal financial aid (FFA) officials have expressed concern about perceived ambiguities in current NCF academic policies that need to be addressed prior to New College's recertification for FFA. Two of these concerns relate to our procedures for student academic probation and dismissal:

1. NCF has no clear and objective standard for good academic standing and progress;
2. NCF has no clear and objective standard for academic probation or dismissal.

In the current policy (Section 6.5.5 of the Faculty Handbook), conditions are described in which students may be deemed "reviewable." However, there are no mechanisms or triggers for automatic review, and no clear outcomes are prescribed for all students with similar academic records. In fact, Section 6.5.5 presents the SASC with a menu of options from which to choose, depending on their perception of various aspects of the student's record and circumstances.

It is essential that New College adopt and publish clear, objective, and consistent standards for achieving and maintaining good academic standing, for placing students on academic probation, and for academic dismissal. These standards, which apply to all students, should accord with the U.S. Department of Education's recommended measures of academic progress, because our policy is used to determine whether students are eligible to receive Federal financial aid. Federal guidelines have two core components that have procedural implications for the SASC. According to Federal guidelines, a student is making satisfactory academic progress (and therefore maintains eligibility for Federal Financial Aid) if he or she maintains acceptable *qualitative* (minimum cumulative GPA or other comparable assessment measured against a norm) and *quantitative* (minimum completion rate of courses attempted) level of performance during a specified time period. The changes proposed below are congruent with these guidelines.

MOTION

We propose to replace the language in Section 6.5.5 of the Faculty Handbook with the following:

6.5.5 SASC Review

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs satisfactorily completed. A student's failure to complete contracts and ISPs satisfactorily will trigger one of three automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

Academic Warning

- One unsatisfactory ISP.
- Failure to complete three satisfactory ISPs by the end of the sixth semester.

Academic Probation

- One unsatisfactory contract or two unsatisfactory ISPs.

Academic Dismissal

- Two unsatisfactory contracts, which need not be consecutive.
- In any order, one unsatisfactory contract and two unsatisfactory ISPs; again, they need not be consecutive.
- One unsatisfactory contract, for students who were readmitted after having previously been dismissed.

Academic Warning: Students will be notified by the Registrar that they must complete a satisfactory ISP during the next January ISP or they will fall behind the normal schedule for completing the ISPs required for graduation.

Academic Probation: Students will be notified by the Registrar that they have fallen behind in the satisfactory completion of contracts and/or ISPs, that they are being placed on academic probation, and that their academic progress will be reviewed by the SASC. A student may appeal his or her probation to the Registrar on procedural grounds only (i.e., in cases of error or misunderstanding). At the end of each semester, the Registrar will report to the SASC on all probationary students' academic progress. Students on academic probation are expected to complete contract and ISP obligations satisfactorily and on time, and to demonstrate that they are once again progressing at an acceptable pace toward completion of degree requirements. Evidence of acceptable progress includes satisfactory evaluations of academic activities included on the semester contract and a satisfactory contract certification. Evaluations of "incomplete" and marginally satisfactory evaluations do not constitute such evidence. A probationary student demonstrating academic progress will be removed from probation and restored to good academic standing. A student who completes his or her contract satisfactorily but whose weak academic performance warrants further monitoring may have his or her probationary status extended for one semester. Failure to demonstrate acceptable progress will result in academic dismissal. In all cases the student will receive a notice from the SASC.

Academic Dismissal: Students whose academic progress has not met the required minimum standards described in the College's academic policies will be automatically notified of their impending dismissal by the Registrar. Such notices are sent to the student and sponsor immediately upon determination of two unsatisfactory contracts or one unsatisfactory contract and two unsatisfactory ISPs.

A student who receives a notice of impending dismissal has the option of appealing his or her dismissal to the SASC. If the student chooses to appeal, the Registrar will schedule a meeting that includes the student, the faculty sponsor, and the SASC. At this meeting the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Any previous reviews by the SASC;
3. General quality of academic work as reported by faculty in evaluations;
4. The sponsor's assessment of the student;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Any extenuating circumstances.

Faculty members are expected to appear at SASC reviews of students they sponsor. The student and the sponsor should submit in writing any comments they have that might assist the Committee in its review of the appeal of dismissal. It is important that students scheduled for review meet with their sponsors and relevant instructors prior to the review to discuss the status of incomplete and/or unsatisfactory work.

After reviewing the student's academic record and talking with the student and sponsor, the committee will take one of the following actions:

1. Recommend to the Provost that the student be dismissed from New College;
2. Set contingencies or conditions for continued enrollment that clearly reflect the committee's expectations for academic progress.

If there is a disagreement between the student and sponsor regarding an "incomplete" or "unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty member remains the student's sponsor for the entirety of that term.

The current Faculty Handbook:

6.5.5 SASC Review

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs completed. A student who has either an unsatisfactory contract or two incomplete academic units (an academic unit being either a contract or an ISP) is reviewable. At these reviews the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Previous academic reviews;
3. General quality of academic work as reported by faculty in evaluations;
4. Sponsor support;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Extenuating circumstances.

After reviewing the academic record and talking with the student and sponsor if requested, the committee may take one or a combination of the following actions:

1. Recommend to the Provost that the student be dismissed from New College. First-term students will not be dismissed unless there is no evidence of satisfactory academic involvement during the term. No student shall be dismissible unless he or she has an unsatisfactory or incomplete contract.
2. Erase the unsatisfactory contract or ISP. Satisfactorily completed undertakings will be listed on the student's transcript, but the contract will not count toward completion of graduation requirements.
3. Combine satisfactory undertakings from unsatisfactory and incomplete contracts to make a fulfilled contract. (This action will be taken only if it is clear that the combined term consists of solid, rather than marginal or minimal work).
4. Place the student on probation for the current term (if the review occurs at the beginning of the term), or the following term (if the review occurs during the second module).
Students on probation will be reviewed at the end of the probationary term. At that time the student will be expected to have completed contract obligations on time, demonstrating that the student is progressing satisfactorily toward completion of degree requirements. Academic probation may be viewed as an alternative to dismissal and a "second chance" for demonstrating the ability and self-discipline necessary for success at New College. Normally academic probation is for one semester only.
5. Set contingencies or conditions for continued enrollment.
6. Take no action pending receipt of further information.

The SASC may also be called upon to review the record of a student at the request of the student or the student's sponsor, in cases where the student is not dismissible. If there is a disagreement between the student and sponsor regarding an "incomplete" or

"unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty remains the sponsor for the entirety of that term.

Students who have been dismissed normally may not reenter the college until at least one full term has elapsed since the dismissal. See Section 6.13 ("Readmission") for reapplication procedures.

Ok: Rick. It's highly unlikely we'll end by 5.

Second (Carrie)

Discussion

- Professor asked if, in view of time constraints, we could move SASC motion to April.
- Provost Callan stated that we do need to clarify our current practices for auditors.
- Dean Killion noted that we currently have month to month certification with the Dept. of Education, and that it's probably best to proceed with the motion.
- Professor Mullens offered an amendment to addresses his concerns that the motion doesn't represent current practices and doesn't satisfactorily deal with academic mention probation.

The motion:

To replace bullet-points 1 and 2 under "Academic Dismissal" with:

"students who fail to complete a contract while on academic probation."

Discussion

- Professor VanTuyl noted that the EPC would not concur that this is a friendly amendment, because they did not feel that the two unsat contracts need to be consecutive.
- Concern was expressed that, as an honors college, we should not encourage a culture of leniency.
- Concern was also expressed about the "automatic trigger."
- Professor VanTuyl clarified that the EPC was of the opinion that SASC does a good job of differentiating between the details and circumstances of unsatisfactory contracts, and the language actually reads: "automatic notice of impending dismissal."
- The question was as to why have academic probation if there are no consequences for it, at least not clearly spelled out in the dismissal.

- Professor Beneš responded that since the motion defines satisfactory progress, review, etc, it meets that concern.
- There was clarification that w/o Professor Mullins' the amendment, the proposal gives 2 paths to dismissal: automatic dismissal, and the probation route.
- It was pointed out that the students' rights need to be clear: It's important for us to know that if the notice comes out, and they appeal to the SASC, and their appeal is then granted. What happens then? Does it go to the Provost? What goes on the permanent record? Does it indicate anywhere that the student received a notice of dismissal, or is the record wiped clean? Also, there are times when an appeal is in order – I assume a student or their advisor could make an appeal.
- Provost Callahan clarified that there is nothing on the transcript that indicates that the student has been reviewed. No public record shows that it happened.
- The question was asked whether the amendment couldn't just be added to the language of the motion.
- Professor Mullins clarified that, no, his objection was that once a student is on probation, they can never get in good standing under the current proposal.

Motion fails.

Discussion returns to the EPC motion

- Professor Hicks suggested that students facing dismissal automatically have an SASC review since some may be reticent about pushing for a review. The proposed amendment would read:

The first sentence of the second paragraph under "Academic Dismissal" would begin: "For a student who receives a notice of pending dismissal the Registrar will schedule a hearing with the SASC."

- The EPC accepted the amendment as friendly.
- There was a question as to whether the purpose of the motion is to clarify that students are making satisfactory academic progress. If so, why doesn't the SASC motion address the question of credits or units? Why doesn't it address their progress toward the required number of units.
- The EPC clarified that the SASC motion is not measuring standards of satisfactory progress, but demonstrating the consequences of not making progress.

Vote (paper ballot): passes 33-7, with no abstentions.

D. Motion from EPC Regarding Guidelines for Course Syllabi

Deferred

E. Motion from Susan Marks Regarding SASC Composition

Deferred

IV. Announcements
Professor Walstrom announced a meeting next Wednesday in this room regarding benefits issues. Everyone who is a part of the bargaining unit is invited because we will all be effected.
Professor Hernandez reiterated the importance of this meeting and urged everyone to attend.

V. Good of the Order
From Professor Walstrom:

"True is it that we have seen better days". (*As You Like It*).

"When sorrows come, they come not single spies, but in battalions". (*Hamlet*).

"Though this be madness, yet there is method in 't." (*Hamlet*).

"There's daggers in men's smiles". (*Macbeth*).

"We few, we happy few, we band of brothers." (*Henry V*).

"Once more unto the breach, dear friends, once more." (*Henry V*)

"I like this place and willingly could waste my time in it" - (*As You Like It*).

VI. Adjourn: 5:15

Submitted by Robert L. Zamsky, Secretary of the Faculty

New College Faculty Meeting
Wednesday, February 9, 2011
3:30 PM; Sudakoff

Recorded Attendance
Faculty:
Andrews, Baram, Barton, Benes, Beulig, Brain, Callahan, Carrasco, Clarke, Coe, Colladay, Demski, Edidin, Fairchild, Harley, Hart, Harvey, Henckell, Hernandez, Hicks, Hirschfield, Johnson, Labrador-Rodriguez, Langston, Marks, McCord, McDonald, Michalson, Miles, Mink, Mullins, Myhill, Newman, Poimenidou, Portugal, Ruppeiner, Scudder, Shaw, Sherman, Shipman, Sutherland, Van Tuyl, Vesperi, Wallace, Walstrom, Wyman, Zhu

Guests:
Kimberly Bendickson, Duff Cooper, Brian Doherty, Kathy Killion, Ashley King, Mark Levinson, John Martin, Julie Morris, Caroline Reed, Nancy Spaid, Sonia Wu, Hui-Min Wen

Meeting called to order at 3:37

I. Approval of Minutes from November 10, 2010, Meeting

Minutes Approved

II. Reports

A. Mike Michalson, President

- 50th Anniversary is this weekend. Many thanks to faculty, staff, and students who have helped out with the celebration.
- The motions presented by the EPC today are very serious.
- Governor's budget is a little uncertain (no real numbers). Money may be distributed by the board of governors.
- Significant drop in applicants this year, particularly from in-state students. This may not be as unsettling as it seems, since number of applicants grew rapidly over the past few years.
- Please be supportive of students/families who wish to visit classes
- Dr. Helen Fagin has agreed to be the commencement speaker for the 2011 graduation.

B. Brian Doherty, Dean of Library

- Technology plan outlines priorities for the future of educational technology at Cook Library. This document will provide broad plan for the development of technology, including opportunities and challenges, as well as budget and where money is spent. The informational document will be available soon and will be

sent to faculty. There will be Town Hall meetings to gain feedback from faculty on Feb 23, Mar 9, and Mar 16 3.30 in LBR 228.

C. Rick Coe, Chair of the Faculty

- Ad hoc Committee on Faculty Diversity has been working succesfully. An offer has been made to Sociologist Nina Johnson.
- The ad hoc committee on faculty promotion to full professor has been formed: Miriam Wallace, April Flakne, Carrie Benes, Barbara Hicks, Katie Walstrom, Pat McDonald

D. Charlene Callahan, Provost

- New academic center is progressing and approaching its final stages. Furniture decisions are being made. The center should be ready around April.
- Peer Advising tutorial: 5 students reviewing academics and reading articles on peer advising. These students will be available to augment faculty advising. Hopefully this process will continue in future years.
- The online journal of Metamorphosis is looking for undergraduate work—please nominate students.
- Discussions about the budget enhancement for collaborative work on watershed studies with Florida Gulf Coast are progressing.
- Brown Bag Presentations are still an option. Please volunteer.
- bell hooks will be on campus during March. Her schedule is quite full, but contact the Provost's office if you want her to be involved with your class.
- EPC motions being discussed at today's meeting are crucial. We've come up with strategies and solutions that protect New College's core educational approach. The Provost sent an email with background information about the EPC motion.
    - Every five years we are certified/audited for student Financial aid. We have a month-to-month certification (i.e. we have not lost our certification), and we need to be completely prepared to attain certification.
    - "Block tuition" is not an issue in the EPC Motion
    - There are new rules that need to be addressed, but by addressing them we will likely address the old ones as well

III. New Business

A. Motion from EPC: Full Time Student Status

RATIONALE:

The EPC has been asked by the Provost to update the Faculty Handbook to reflect new regulations for federal and state financial aid regarding full-time student status, which require each full-time student to be enrolled for a minimum of 12 credit hours. New College does not use credit hours, but we assign each full-term course or tutorial 4 credit-hours'

equivalence. This has been standard College policy for some time—for example, when calculating credit for students transferring away from NCF—but it is presently taking on new significance in the College's explanations of how its policies conform to the new regulations.

Since we consider every student with a submitted and accepted semester contract to be enrolled full time, and federal auditors require that full-time status be defined in terms of equivalencies ("units" equal to 12 credit hours), it is now necessary that every NCF contract include at least 3 such units, defined below as "equivalent to a full-semester course".

It is worth noting that every student's contract as originally submitted and/or later renegotiated must comprise at least 3 units—whether he or she satisfactorily completes the 3 units does not affect his or her full-time status, but may of course affect academic status, satisfactory academic progress, and eligibility for financial aid.

MOTION:

We propose to amend the Faculty Handbook in section 6.4 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**):

6.4 The Contract

The contract system is the heart of the New College educational program. At the beginning of each semester, each student works out a program of study for the semester with his or her faculty sponsor, who is chosen by the student and who agrees to sponsor the student. (Temporary faculty with appointments of one semester or less do not have the authority to sponsor contracts.) The contract, drawn up jointly by the student and sponsor, includes: a statement of educational objectives; a list of courses, tutorials, and other academic undertakings **to be taken, totaling at least three units (a unit being equivalent to a full-semester course)** ~~to be taken~~ for transcript entry; a description of otherwise undefined projects to be undertaken; and a statement of criteria (e.g., number of satisfactory course evaluations) to be met in order that the contract be certified as satisfactory at the end of the semester. ~~The Faculty affirms its members' absolute prerogative to sponsor any student's contract, under any terms, by mutual consent.~~ Contracts are due in the Registrar's Office by 5:00 p.m. on the second Wednesday of the term. Students may submit late contracts for a fee (determined by the Registrar's Office) on the second Friday of the term. Any student whose contract has not been submitted by 5:00 p.m. on the second Friday of term will have his or her enrollment cancelled, unless the student successfully petitions the Provost to be allowed to submit both contract and late fee after the deadline.

Discussion:

- Is the word "course" too formal for NCF?
- What do we do in the case of a student in his/her 10th contract, where coursework is not as important as finishing the thesis?
    - How long can students receive financial aid? 186 hours maximum.
- Does this relate to credit hours?
    - Credit hours need not be equivalent to in-class hours.

    - Tutorials are not uncommon at other institutions and work under the current guidelines of credit hours. So we should not have much difficulty.
- A mod credit course is half a unit.
- The thesis may be counted as more than one course.
    - We should keep our identification of activities simple, rather than rethinking the size of the "thesis unit."
    - We are not the only school that has unique approaches to education, and it should not be too problematic to get our processes to be understood by the federal reviewers.
- This process proposed by the EPC does not change what we are doing but presents them in a way that will allow federal observers understand our system.
- Does this affect certification criteria? No.

Vote: Passed (one abstention)

B. Motion from EPC: Summer ISP

RATIONALE:

The EPC has been asked by the Provost to update the Faculty Handbook to reflect changes regarding Summer ISPs. These changes are necessary in order for New College to conform to new federal regulations for financial aid that take effect in 2011. Specifically, new federal regulations require schools to disburse Summer Pell Grants to their Pell-eligible students enrolled in the schools' Summer sessions. Because NCF does not have a dedicated Summer session, and offers only full-time study, we are not able to monitor and document the attendance requirements dictated by federal regulations for what would be considered a part-time and nonstandard term. Students will not be able to undertake Summer ISPs under the supervision of NCF faculty; however, students with special Summer ISP opportunities, and students who may need a Summer ISP to make up an academic deficiency, will be able to register for Summer ISPs through host institutions that do offer accredited Summer programs or course work. This will not compromise New College's full-time program status or violate the new federal requirements for monitoring the distribution of financial aid.

MOTION:

We propose to amend the Faculty Handbook in section 6.8 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**):

6.8 Independent Study Projects (ISPs)

Three ISPs are required for graduation. The ISP should be equivalent to a minimum of four weeks of full-time academic effort.

Each project permits individual initiative on choice of topic, method of procedure and preparation of final report or other presentation for evaluation of accomplishment. A student chooses his or her topic with the consultation and approval of a faculty member

who agrees to become his or her ISP advisor for that project. An ISP Description form approved by both the project advisor and the sponsor must be submitted by each student to the Registrar's Office by 5 p.m. on December 1. Failure to submit an Interterm ISP description form to the Registrar's Office by 5:00 P.M. on the first Friday of the Interterm (ISP period) will result in automatic termination of the ISP and forfeiture of ISP fees.

Summer ISPs may be pursued only through off-campus course work to be evaluated at the host institution.

Guidelines for ISPs:

…

2. The Independent Study Project is essentially a mini-contract that must be negotiated with a project sponsor like a semester contract, and then approved by the contract sponsor. **In the case of Summer ISPs, the faculty contract sponsor serves as both faculty sponsor and ISP advisor.** Both students and faculty should be aware that some topics lend themselves to intensive study and some do not. Each Division should keep a file of well-chosen and poorly chosen topics. Projects may be carefully defined in detail at the beginning, or left open-ended and explorative, but should be planned to be completed within the **given time period (**the four-week January Interterm **or Summer, as appropriate)**. In all cases, January ISP projects must be completed before the beginning of Fall Semester. While traditional academic topics involving library research are appropriate to fill gaps not covered by regular courses or to go more deeply into a topic touched on in a previous class, the ISP is also a special opportunity to try innovative and unusual projects which would be difficult to manage during a regular semester. Like other contracts, they may be renegotiated if unexpected problems develop.

6.8.2 ISP Completion Deadlines

ISPs are normally completed during the January Interterm~~s~~ **as outlined in 6.8.**~~;~~ Summer work undertaken at another institution ~~however, ISPs may be undertaken during the summer~~ **may,** with the written consent of the ISP advisor**, be counted as an ISP**. **The expected completion date for a Summer ISP** ~~in which case the expected completion date~~ is the beginning of fall term. An Interterm ISP ~~which does not have either a~~ **that has not been evaluated as** either *Satisfactory* ~~evaluation~~ or *All Work Submitted* ~~form entered~~ in~~to~~ the Student Evaluation System by 5:00 p.m. of the first Monday of the following fall term will be terminated. ~~Summer ISPs will be terminated at the end of the following January Interterm.~~ Appeals of such termination will be heard by the Student Academic Status Committee, which can waive termination in exceptional circumstances.

6.8.3 ISP Renegotiation

January Interterm ISPs may be renegotiated with respect to topic, scope, etc. at the discretion of the original ISP advisor at any time during the time an ISP registration is in force by filing a revised ISP signup form; Students may change **January** ISP advisors only up to the end of the January Interterm, and a change of advisor requires the consent of both the original and the new advisor. Since the ISP fee is lost if the ISP is terminated, it is important that ISP evaluations be completed within the required time period.

Discussion:

- Alternative solutions. What was considered and rejected?
  - Students who work on ISPs in the summer cannot (for financial aid reasons) be credited during the Winter term.
  - A summer program was discussed, but there are state regulations for such programs that would affect our system.
- Not having summer ISPs is very problematic for a number of students.
  - Solutions are possible: students can, for example, shadow in the summer, but conduct the written portion of an ISP in January.
  - We need alternatives for some of the faculty's programs that operate during the summer.
  - If we want to provide credit for summer work, it can then be added to the Fall contract (not as an ISP), when other work would be conducted.
- The government does not want to provide funding until the coursework has begun.
- This change in policy makes it more problematic for students to get their three ISPs, if they unsat an ISP (or two ISPs).
- There will be a "Transfer ISP" form.
- We lose money if students do off-campus ISPs.
- Students transferring in three contracts and an ISP (the maximum transfer contracts) are still allowed to do an off-campus ISP.
- The ISP off-campus must come with a transcript.

Vote: Motion carries (four abstentions)

IV. Announcements

- Ellen Fagin will be on campus next Wednesday at 330.
- Please remember to vote if you are a member of the NCUFF
- The thesis-editing tutorial has 15 paired participants.
- Contact Miriam Wallace about QEP opportunities.
- Feb 23 11am-1pm African American read-in at the library.

V. Good of the Order

- Friday at Growlers Pub will be very New Collegey.

VI. Adjourn 4:53

Submitted by Carl Shaw, Secretary of the Faculty

New College Faculty Meeting
Wednesday, November 10, 2010
3:30 PM; Sudakoff

Recorded Attendance
Faculty:
Anderson, Bauer, Benes, Callahan, Clore, Coe, Colladay, Cuomo, de la Garza, Dean, Dimino, Edidin, Fairchild, Flakne, Graham, Harley, Hart, Henckell, Hernandez, Herzog, Hicks, Hirschfield, Johnson, Langston, Marks, Michalson, Olshewsky, Poimenidou, Portugal, Reid, Rohrbacher, Scudder, Shaw, Sherman, Shipman, Van Horn, Van Tuyl, Wallace, Walstrom, White, Wyman, Zhu

Voting Students:
Janardana Hayton, Kathleen McQueeney

Guests:
Kimberly Bendickson, Duff Cooper, Brian Doherty, Julie Morris, Nancy Spaid

Meeting called to order at 3:36

I. Approval of Minutes from October 20, 2010 Meeting

Minutes Approved

II. Reports

A. President Michalson

- Back from Tallahassee with a sense of uncertainty after the elections, but there may be useful connections for New College in the state government's transition.
- Thanks to all who attended Founders Day.
- The board met and connections between old and new boards looks promising for fund-raising.

B. Provost Callahan

- November 19th is the contract renegotiation deadline. Thanks to those issuing preemptive unsats.
- If faculty have advanced students who are good candidates for the peer-advisor program, please contact the provost.
- The online journal of *Metamorphosis* is looking for undergraduate work—please nominate student.
- There was a meeting to discuss reorganization of divisions; the next meeting is November 12—please attend.
- We need to discuss how to sustain our core principals and decide whether we should plan a day of discussion.
- November 17, Arts Plan meeting.

- New College was awarded $300,000.00 as a budget enhancement from the Florida Initiative for collaborative work on watershed studies. If you have relevant ideas how to use this money, contact the provost.

Pat McDonald asked that announcements be made by the Provost:

- Pat is jiu-jitsu world-champion in his age and weight class.
- He is retiring from jiu-jitsu, but will be teaching classes after his research leave.

C. Rick Coe, Chair of the Faculty

- The ad hoc committee on faculty diversity has received three proposals. The process is moving forward, but proposals are still welcome.

- The faculty budget committee has not met yet, but is scheduled to meet next week.

- The ad hoc committee on faculty's promotion to full professor has not been formed yet.

III. New Business: Continuation of Faculty Work Agenda for AY2010-11

A. Motion from EPC Re Contract Submission Deadline

EPC: Motion #1 on Contract Submission Deadline
5 November 2010

RATIONALE:

The Faculty asked the EPC to consider the possibility of moving the contract submission deadline, generally 5:00 p.m. on the second Wednesday of term. We determined that 1) the deadline should coincide with close of business in the Registrar's Office; 2) the deadline shouldn't be any earlier than Wednesday so that most classes will have had a chance to meet twice; and 3) the final deadline (with the fee-added late period) should not be any later than Friday due to processing constraints in the Registrar's Office. Thus the only possible revision is to move the deadline from Wednesday at 5:00 p.m. to Thursday at 5:00 p.m., with a single-day fee-added late period (Friday).

The language of the motion is more precise than that in the present Handbook in order to make the section consistent with the rest of the regular deadlines stated in the Handbook.

MOTION:

We propose to amend the Faculty Handbook in section 6.4 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**):

6.4 The Contract

The contract system is the heart of the New College educational program. At the beginning of each semester, each student works out a program of study for the semester with his or her faculty sponsor, who is chosen by the student and who agrees to sponsor the student. (Temporary faculty with appointments of one semester or less do not have the authority to sponsor contracts.) The contract, drawn up jointly by the student and sponsor, includes: a statement of educational objectives; a list of courses, tutorials, and other academic undertakings for transcript entry to be taken; a description of otherwise undefined projects to be undertaken; and a statement of criteria (e.g., number of satisfactory course evaluations) to be met in order that the contract be certified as satisfactory at the end of the semester. The Faculty affirms its members' absolute prerogative to sponsor any student's contract, under any terms, by mutual consent. ~~Deadlines for contract submission are noted on the academic calendar published yearly by the Registrar's Office.~~ **Contracts are due in the Registrar's Office by 5:00 p.m. on the second Thursday of the term. Students may submit late contracts for a fee (determined by the Registrar's Office) on the second Friday of the term. Any student whose contract has not been submitted by 5:00 p.m. on the second Friday of term will have his or her enrollment cancelled, unless the student successfully petitions the Provost to be allowed to submit both contract and late fee after the deadline.**

Discussion:

- The registrars office does not support this motion.
- A question was raised about the estimated date of the electronic contract because it may affect this decision. Response: The EPC is working on this.
- There seems to be a general apathy about this issue on the part of the students and faculty.

VOTE: Motion fails

EPC: Motion #2 on Contract Submission Deadline
5 November 2010

RATIONALE:

Should the Faculty decide not to move the contract submission deadline to the second Thursday of term, the EPC is still in favor of updating the language in section 6.4 to make the section consistent with the rest of the regular deadlines stated in the Handbook.

MOTION:

We propose to amend the Faculty Handbook in section 6.4 as follows:

PROPOSED NEW LANGUAGE (~~Deleted text~~; **added text**):

6.4 The Contract

The contract system is the heart of the New College educational program. At the beginning of each semester, each student works out a program of study for the semester with his or her faculty sponsor, who is chosen by the student and who agrees to sponsor the student. (Temporary faculty with appointments of one semester or less do not have the authority to sponsor contracts.) The contract, drawn up jointly by the student and sponsor, includes: a statement of educational objectives; a list of courses, tutorials, and other academic undertakings for transcript entry to be taken; a description of otherwise undefined projects to be undertaken; and a statement of criteria (e.g., number of satisfactory course evaluations) to be met in order that the contract be certified as satisfactory at the end of the semester. The Faculty affirms its members' absolute prerogative to sponsor any student's contract, under any terms, by mutual consent. ~~Deadlines for contract submission are noted on the academic calendar published yearly by the Registrar's Office.~~ **Contracts are due in the Registrar's Office by 5:00 p.m. on the second Wednesday of the term. Students may submit late contracts for a fee (determined by the Registrar's Office) until close of business on the second Friday of the term. Any student whose contract has not been submitted by 5:00 p.m. on the second Friday of term will have his or her enrollment cancelled, unless the student successfully petitions the Provost to be allowed to submit both contract and late fee after the deadline.**

Discussion:

- None

VOTE: Motion Carries

B. Motion from FASC Re Evaluation of Adjuncts

Policy on Evaluation of Adjunct and Non-Tenure Faculty

Motion:

The FASC moves to add to the *Faculty Handbook* the current "Policy on Evaluation of Adjunct and Non-Tenure Faculty" into section 4.1.3.1 under section 4.1.3 entitled "Adjunct Faculty Appointments".

Rationale: This policy is currently the operative policy for evaluation of faculty members in these appointments, but it has not been formally incorporated into the Faculty Handbook. In order to maintain the role of the Faculty Handbook as the prime source of policies governing the academic program, we suggest that the guidelines currently posted by the Provost be formally incorporated into the Handbook. (Thanks, Glenn.)

The Policy follows:

EVALUATION OF ADJUNCT FACULTY AND OTHER OUT-OF-UNIT NON-TENURE-TRACK INSTRUCTORS OF RECORD

In order to facilitate the improvement of teaching at New College, the teaching of each adjunct faculty member and each non-tenure-track out-of-unit instructor of record will be evaluated in writing by the appropriate Division Chair according to the schedule in the table below.

Term of Engagement of Adjunct Faculty Member	Due Date for Evaluation
Fall semester or one mod course in fall semester	End of fourth week of spring semester
January ISP	End of fourth week of spring semester
Spring semester of one mod course in spring semester	One month after last day of classes of spring semester
Full academic year	One month after last day of classes of spring semester

While adjunct appointments are made only for a single semester, an evaluation needs to be made only annually in cases in which a fall-semester adjunct is re-engaged for the spring semester.

In doing an evaluation, the Division Chair will take into account student evaluations of teaching, course syllabi, and other evidence that the Chair considers relevant. The Chair will discuss the evaluation with the faculty member, and where appropriate, discuss ways to improve his/her teaching effectiveness and course goals. This discussion may take place face-to-face, on the telephone or through e-mail. The faculty member should sign the evaluation, indicating that s/he has read it, and may, if desired, append his/her own comments. The evaluation (with any appended comments) will be entered into the faculty member's permanent file.

Discussion:

- Since this evaluation occurs already, it makes sense to include this in the Faculty Handbook.
- A question was raised about what the asterisk refers to. The asterisk was removed as a friendly amendment.

VOTE: Motion Carries

IV. Announcements:

- Gordon Bauer: Michael Gorkin is presenting a talk, "Can a Man Write about Women?" Thursday, November 18 at the GDC, 7pm.
- David Rohrbacher: Der Schatzenschnurbarttag! "The Schatz-Mustache-Day!"
- Julie Morris: 5pm Friday, November 12, meeting about shoreline reconstruction.
- Carl Shaw: A celebration of David Schatz will be held Friday, December 3th at 3:30 by the bay behind Cook Hall. Please RSVP to Sonia Labrador-Rodriguez (SLabrador@ncf.edu) if you are coming and if you would like to participate either by saying a few words or by reading.

V. Good of the Order

- Katie Walstrom: Growler's Pub on Friday around 5 or 6 is sometimes occupied by New College community.

VI. Adjourn 4:13

Submitted by Carl Shaw, Secretary of the Faculty

New College Faculty Meeting
Wednesday, October 20, 2010
3:30 PM; Sudakoff

Recorded Attendance
Faculty:
Alcock, Andrews, Baram, Bauer, Beulig, Brain, Callahan, Carrasco, Clark, Clore, Coe, Colladay, Cuomo, Dean, Edidin, Fairchild, Harley, Hart, Henckell, Hernandez, Hicks, Hirschfield, Kaganovskiy, Labrador-Rodriguez, Marks, McCarthy, McCord, Michalson, Miles, Mullins, Myhill, Poimenidou, Rohrbacher, Scudder, Shaw, Sherman, Shipman, Sutherland, Van Horn, Van Tuyl, Wallace, Walstrom, Weber, White, Wyman, Yildirim, Zhu

Students:
Janardana Hayton,* Kathleen McQueeney,* Rachel Scherer,*
*Voting students

Guests:
Marilyn Brislin, Duff Cooper, Brian Doherty, Mike Hart, Julie Morris, Tom Tharrington, Hui-Min Wen

Meeting called to order at 3:35

I. Approval of Minutes from September 8, 2010, Meeting

II. Reports

A. President Michalson
Please attend the Founder's Day Celebration

B. Provost Callahan
ISP Workshop, Thurs. Sudakoff
Please update the ISP Handbook
Consortium for Innovation Environments in Learning Conference: Sustaining Innovation, Oct. 22-23
Please consider contacting first-year students about contracts
Consider student peer advising
Brown Bag Lunch: Thomas McCarthy, Oct. 26, 12pm
November 2 & 5: Lunch discussion of divisional reorganization

C. Miriam Wallace, Director QEP
Data uploaded to provost's website
Please contact Miriam Wallace if interested in teaching a QEP course or if you have suggestions for useful QEP-type assignments

If you have thesis students who may benefit from an experimental thesis copy-editing program (or third years who are good candidates for the copy-editing position), please contact Miriam Wallace

D. Rick Coe, Chair of the Faculty

The ad hoc committee on faculty diversity has joined a larger consortium of forty liberal arts colleges. An email with more details will be sent around shortly. Submit proposals as early as possible.

III. New Business: Continuation of Faculty Work Agenda for AY2010-11

A. Motion to Establish an Ad Hoc Faculty Committee on the Criteria for Promotion to Full Professor

Motion:

That an Ad Hoc Faculty Committee on the Criteria for Promotion to Full Professor be established. The Chair of the Faculty will be responsible for constituting the Committee.

The charge of the Committee is:

To examine the relationship between length of time as an Associate Professor and the criteria for promotion to full professor in order to determine if the normal expectations and processes for promotion to full professor should be adjusted based on differing length of time as an Associate Professor.

Rationale: The charge is intended to address the both sides of the question of length of time as an Associate Professor and the criteria for promotion to full professor: should there be different expectations for faculty members who have been Associate Professors for a long period of time (e.g., 12 years or longer), and, should there be different expectations for faculty members who have been Associate Professors for a shorter than "normal" period of time (e.g., one year). Three issues in particular are identified as topics to consider:

1. Long-Serving Associate Professors

2. "Early" Promotion

3. Research Materials for Evaluation in Promotion to Full Professor

DISCUSSION:

- Miriam Wallace suggested that the studies on this topic that were conducted by a previous iteration of the FASC play a role in this study.
- Suggestions were made that the committee should be made up of a wide-range of faculty members and perspectives.

- Paul Scudder pointed out that there are BOT guidelines available, but they have not been adopted/adapted by the faculty.
- A moustachioed David Rohrbacher raised a comment that we should perhaps table the issue until David Harvey, who has studied the issue and has relevant data, returns from leave.
- Suggestions for designing the committee: wait until Spring; small and diverse group; PAC experience; no assistant professors.

VOTE: Motion Carries

B. Motion to Refer to the FASC the Question of the Incorporation of the Policy on the Evaluation of Adjunct and Non-Tenure Track Faculty Members into the *Faculty Handbook*

Motion:

That, after review, the FASC bring forth a motion to add to the *Faculty Handbook* the current "Policy on Evaluation of Adjunct and Non-Tenure Faculty".

Rationale: Glenn Cuomo notes that this policy is currently the operative policy for evaluation of faculty members in these appointments, but it has not been formally incorporated into the Faculty Handbook. He has suggested that, in order to maintain the role of the Faculty Handbook as the prime source of policies governing the academic program, the guidelines currently posted by the Provost be formally incorporated into the Handbook.

The Policy follows:

EVALUATION OF ADJUNCT FACULTY AND OTHER OUT-OF-UNIT NON-TENURE-TRACK INSTRUCTORS OF RECORD

This policy is put in place, effective Fall Semester 2007, in order to facilitate the improvement of teaching at New College.

The teaching of each adjunct faculty member and each non-tenure-track out-of-unit instructor of record will be evaluated in writing by the appropriate Division Chair according to the schedule in the table below.

Term of Engagement of Adjunct Faculty Member*	Due Date for Evaluation
Fall semester or one mod course in fall semester	End of fourth week of spring semester
January ISP	End of fourth week of spring semester
Spring semester of one mod course in spring semester	One month after last day of classes of spring semester

Full academic year	One month after last day of classes of spring semester

While adjunct appointments are made only for a single semester, an evaluation needs to be made only annually in cases in which a fall-semester adjunct is re-engaged for the spring semester.

In doing an evaluation, the Division Chair will take into account student evaluations of teaching, course syllabi, and other evidence that the Chair considers relevant. The Chair will discuss the evaluation with the faculty member, and where appropriate, discuss ways to improve his/her teaching effectiveness and course goals. This discussion may take place face-to-face, on the telephone or through e-mail. The faculty member should sign the evaluation, indicating that s/he has read it, and may, if desired, append his/her own comments. The evaluation (with any appended comments) will be entered into the faculty member's permanent file.

12/14/07

VOTE: Motion Carries

IV. Announcements:

- International Career Day October 30, 9-3
- M.S. swim-a-thon, Saturday, October 23, 2-5
- Sarah Hernandez announced that the FASC was not yet bringing forward the motion presented at the divisions earlier in the month. The FASC will shortly begin addressing three items that require changes in the Faculty Handbook, including the issue of grants, compensation, and accrued leave time, as well as the new matter regarding evaluations of adjunct faculty. She also noted that there will be immediate changes to the committee's membership.

V. Good of the Order

Good of the order defined.
Learning how to bark can be useful for felines.

VI. Adjourn 4:54

Submitted by Carl Shaw, Secretary of the Faculty

New College Faculty Meeting
Wednesday, September 8, 2010
3:30 PM; Sudakoff

Recorded Attendance
Faculty:
Aarden, Alcock, Anderson, Bauer, Beneš, Brain, Callahan, Carrasco, Clark, Clore, Coe, Colladay, Cuomo, de la Garza, Edidin, Fairchild, Flakne, Gilchrist, Harley, Hart, Henckell, Hernandez, Herzog, Hicks, Hirschfield, Johnson, Kaganovskiy, Labrador-Rodriguez, Langston, Marks, McCord, Michalson, Miles, Mullins, Myhill, Poimenidou, Portugal, Reid, Rohrbacher, Scudder, Shaw, Sherman, Shipman, Sutherland, Van Horn, Van Tuyl, Wallace, Walstrom, Weber, Wyman, Yildirim, Zhu

Students:
David Belew,* Janardana Hayton,* David Krane, T.M. Mawn, Rachel Scherer,*
*Voting students

Guests:
Marilyn Brislin, Duff Cooper, Cathy Cuthbertson, Brian Doherty,Anne Fiske, Suzanne Janney, John Martin, Julie Morris, Chris Pantzis, Caroline Reed, Nancy Spaid, Tom Tharrington, Nicole van der Berg, Andy Walker

Meeting called to order at 3:36

I. Approval of Minutes from August 18, 2010, Meeting

II. Reports

A. President Michalson
Board of Trustees meeting is Saturday, September 11, 2010.
Faculty should continue thinking about and discussing divisional structure.
Provost Search continues (three-year appointment planned); decision will be made by Fall Break.
President Michalson will return to teaching in 2012.

B. Provost Callahan
Current enrollment: 803.
Advisors should try to meet with (new) advisees after Fall Break.
Faculty sponsors should try to attend SASC meetings with their sponsees.
Faculty Brown Bag Lunches continue on Tuesdays.
Final version of Arts Plan should be out by next faculty meeting.

III. New Business

A. Provost Presentation of Proposed Academic Reorganization Plan (contact Provost Callahan for a pdf of the document).
Faculty should think about reorganization, which will be on the agenda for divisional meetings next month.

B. Motion on International Studies Committee Reorganization (Hicks)

Proposed Motion to institute changes to the structure of International Studies

3.6.6 International Studies Committee
Membership: ~~The Committee consists of at least three faculty, one from each Division, normally appointed by the Division Chair; three student members, normally one from each Division, elected by the students; Director of the Office of Career Services and Off-campus Study (ex officio); and Director of Research Programs/Services (ex officio).~~ **The Committee consists of the Director of International Studies and four other faculty members, one from the Foreign Languages and Literatures, one from the Social Sciences, and two at-large members. The Director of International Studies is appointed by the Provost after consultation with ISC, normally for a term of at least two and no more than three years. The Director may be reappointed, but should not serve more than six consecutive years. The person filling this position should be a tenured faculty member teaching in one of the fields related to International Studies and should have served at least two of the previous five years on the ISC at the time of appointment. Other committee members are appointed by the Division Chairs annually with the consent of their Divisions. At-large committee members are appointed after consultation with the Director of International Studies. Preference for the first at-large member goes to the Division of Natural Sciences. If that Division does not have staff with international interests available to serve on the ISC, the other two Divisions should share the slots. Three student members are elected by the student body from among active participants in the curriculum or internationalization efforts in the New College community. These student members have voting privileges. Ex-Officio members are the Director of the Office of Career Services and Off-campus Study and Director of Research Programs/Services.**

Charge: ~~To promote and coordinate the internationalization of the New College program and community.~~
1) The ISC
a) promotes and coordinates the internationalization of the New College program and community
b) oversees the International and Area Studies AOC
c) advises students in the AOC
d) promotes engagement with the local community on international issues
e) reports regularly to the faculty
2) The Director of International Studies
a) executes the policies and programs approved by the ISC.
b) takes the lead in working with the College administration, EPC, and external organizations on curricular and community programs
c) takes the lead in working with the College administration and the New College Foundation on funding and fundraising priorities of the ISC

Rationale:

For a Director: International and Area Studies is a large AOC, and internationalization of the curriculum and campus covers a broad array of initiatives. Someone needs to coordinate these efforts regularly, create and find opportunities for the program, maintain records, and carry out correspondence in the name of the committee. External funders and organizations, prospective students, graduate programs, and current majors also need a contact person, not just the names of a committee with no address or phone.

For the Changes to the Committee: The proposed structure emphasizes the particular interdisciplinary and interdivisional nature of the program. It takes into consideration the core contents of the field – every notable International Studies program involves foreign languages and social sciences – while recognizing that faculty in other areas also contribute to the field. The changes will also provide the Division of Natural Sciences more flexibility to determine whether there is a faculty member available to staff this committee.

The changing in the wording regarding the student representatives merely puts into writing current practice.

The charges for both the ISC as a whole and the Director are spelled out in much more detail.

Discussion:

A concern was raised about the role of Natural Sciences in the committee.
A concern was raised that there is not enough data to support the motion.

Vote: Motion carries

C. Establishing the Faculty Work Agenda for AY2010- 11

1. Motion to Establish an Ad Hoc Faculty Budget Committee

Motion:
That an Ad Hoc Faculty Budget Committee be established for AY2010-11. Committee members will be the Chair of the Faculty, who will chair the committee, and one member elected from each Division. The Chair of the Faculty will be responsible for conducting such elections.

Charge of the Committee:

1. To review the College's current budget
2. To advise the Administration on current budgetary allocations
3. To formulate strategies to recommend to the Administration to address any significant cutbacks in budgetary allocations. Such recommendations will be brought to the faculty for review and approval.

Rationale: The College is currently facing an approximately $2 million shortfall in its recurring operating budget. While there are possible scenarios under which the College can escape this shortfall without major budgetary cutbacks, there is a significant likelihood that the College will have to institute cutbacks in current budgetary allocations. If so, faculty input into such decisions is crucial to minimize the adverse effects such cutbacks might have on the educational program.

Vote: Motion carries.

2. Motion to Establish an Ad Hoc Faculty Committee on the Recruitment and Retention of Historically Underrepresented Population Groups

Motion:

That an Ad Hoc Faculty Committee on the Recruitment and Retention of Faculty Members from Historically Underrepresented Population Groups be constituted. Committee members will be the President of the College (co-chair), the Chair of the Faculty (co-chair), one member selected from each Division, and one student member appointed by NCSA.

Charge: The Committee will be responsible for developing strategies to recruit and retain members of historically underrepresented groups, particularly African-Americans, as New College faculty members.

Rationale: The College has a strong interest in having a faculty that is representative of the general population, including historically underrepresented groups. The resignations of two African-American faculty members have resulted in a faculty that is underrepresented with respect to African Americans in particular. The College needs to re-examine its strategies for recruiting and retraining faculty members of color so as to increase their presence on the faculty.

Note: The Committee composition is not intended to exclude other interested faculty, staff and student members of the College community. But scheduling of committee meetings always presents difficulties, and such difficulties grow exponentially as the number of committee members increases. Thus the idea is to keep the number of "official" members small, but welcome all others who wish to contribute.

Vote: Motion carries.

3. Motion to Refer the Question of the Baccalaureate Examination Deadline Date to the EPC

Motion:

That the question of whether to change the deadline for Baccalaureate Examinations be referred to the EPC for analysis and recommendations.

Rationale: At the last faculty meeting in May, Barbara Hicks noted that there seemed to be a large number of baccalaureate examinations that were occurring very late in the semester. Such late examinations put tremendous pressure on faculty members to pass students with possibly sub-par theses – theses which could perhaps be greatly improved with some additional work that could occur if more time were available. Regardless, it was suggested that the capstone thesis experience could be improved from the perspective of both students and faculty members if the baccalaureate examination date were moved to an earlier time, for example, at the end of baccalaureate week. This is the narrow question that the EPC should explore. It was noted as well that such an exploration may involve a re-examination of what the College should expect in a senior thesis project.

Discussion: There is no deadline, and the committee will need to address this.
The committee will need to address the Langston rule's role in this deadline.
Consider the consequences of a deadline on college statistics (e.g. number of graduates).
Does the EPC need to address this issue or is it each advisor's responsibility?

Vote: Motion fails.

4. Question on Re-examining the Composition of the SASC

Question:
Should the issue of the composition of the SASC be re-examinedby the FASC?

Comment: Susan Marks has raised concerns regarding the fact that the SASC is currently comprised of three junior faculty members. Her concerns center on the workload placed on junior faculty and on the lack of institutional memory of the current committee.

Note: Susan did not suggest any particular forum to address this issue. I believe that the FASC is the most appropriate standing committee to hear this question. The alternative possibility of an Ad Hoc Committee is also available if the faculty should decide to pursue this issue.

Vote: Motion carries.

5. Motion to Refer the Question of the Contract Submission Deadline to the EPC

Motion:

That the issue of the most appropriate deadline for contract submissions be referred to the EPC for examination and recommendations.

Rationale: Aron Edidin has suggested that the current Wednesday afternoon deadline for contract submissions is awkward. Faculty advisors are most likely to be in either Division or faculty meetings when the contract deadline approaches and panicky students are desperately seeking their signature. An alternative deadline (e.g., one day earlier) may make for a more orderly and informed contract negotiation process.

Vote: Motion carries.

6. Motion to Refer to the EPC the Question of the Incorporation of the “Guidelines for Course Syllabi” into the *Faculty Handbook*.

Motion:

That, after review, the EPC bring forth a motion to amend the *Faculty Handbook* to include the Provost's "Guidelines for Course Syllabi".

Rationale: Glenn Cuomo notes that this policy was approved by the EPC in 2008, but it has not been formally incorporated into the *Faculty Handbook*. He has suggested that, in order to maintain the role of the *Faculty Handbook* as the prime source of policies governing the academic program, the guidelines currently posted by the Provost be formally incorporated into the *Handbook*. (A copy of the Guidelines is attached.)

Motion tabled until precise requirements are known. Issue will be taken up at the next faculty meeting.

IV. Announcements

Students should visit Kathy Cuthbertson for information on studying/interning at the State House next semester.
The Junior Faculty Party has been posponed until September 24, 2010.
The first New Music New College event will be September 18, 2010 (contact Alex Kostova for tickets).

V. Good of the Order

VI. Adjourn 4:54

Submitted by Carl Shaw, Secretary of the Faculty

New College Faculty Meeting
Wednesday, August 18, 2010
3:30 PM; Sainer Auditorium

Recorded Attendance
Faculty:
Alcock, Anderson, Andrews, Bauer, Beneš, Brain, Callahan, Carrasco, Clark, Clore, Coe, Colladay, Cuomo, Dean, Dulin, Edidin, Fairchild, Fitzgerald, Gilchrist, Graham, Harley, Hart, Henckell, Herzog, Hicks, Hirschfield, Johnson, Kaganovskiy, Labrador-Rodriguez, Langston, Marks, McCarthy, McKenzie, Michalson, Miles, Mullins, Myhill, Olshewsky, Poimenidou, Reid, Rohrbacher, Schatz, Scudder, Shaw, Sherman, Shipman, Van Horn, Van Tuyl, Vesperi, Wallace, Walstrom, Zhu

Guests:
James Birmingham, Hana Boed, Duff Cooper, Brian Doherty, Clinton Donaldson, Chris Fantzis, Jake Hartvigsen, Suzanne Janney, Kathy Killion, Caitlyn Miller, Julie Morris, Caroline Reed, Erin Robinson, Wendy Sims, Nancy Spaid, Andrea Stephens, Rebecca Stork, Yevette Thornton, Nicole van der Berg, Andy Walker, Hui-Min Wen

Meeting called to order at 3:38

I. Approval of Minutes from the May 12 Faculty Meetings
Approval of Minutes from May 19 Approval of Graduates

II. Introduction of New Faculty and Staff
A. Aron Edidin, Chair of Humanities Division:
Alina Wyman
Richard Herzog
Rachel Dulin
Sheila Bishop
Jessica Williams
B. Paul Scudder, Chair of Natural Sciences Division:
Diane Webber
C. Gordon Bauer, Chair of Social Sciences:
Patrick Van Horn
Laura Herschfield
Andrew Delagarsa
Maureen Hart

III. Welcoming Comments from President Michalson
1. "Eye on the ball."

IV. Reports
A. Provost, Charlene Callahan
1. Happy nuns live longer.
2. To do list:
New Academic Center: offices; technology; moving forward.
50th Anniversary: celebrate ourselves
Brown Bag Lunches: Restarting with Tony Andrews, Sept. 14, 2010.
Branding and spicing up AOC descriptions
Reorganization of Division System
Arts Plan

Open Curriculum: Importance of faculty advising and potential for student advising

B. Admissions, Kathy Killion (See data from Registrar for more information)
More inquiries from self-initiated students.
Report forthcoming on challenges regarding yield.

C. Chair of the Faculty, Rick Coe
Issues to be addressed for upcoming year:

1. Criteria for Promotion to Full Professor
2. Relationship Between External Grants and Assigned Research Leave
3. Recruitment and Retention of Faculty Members
   from Historically Underrepresented Groups
4. Baccalaureate Deadline (and the Requirements for a Thesis)
5. Recommendations to Address the (approximately) $2 million
   Deficit in the College General Operating Budget
6. Salary
7. Differential yearly pay
8. Research requirements for faculty

V. New Business
None

VI. Announcements
Ad lib immediately following this meeting in the lobby
Food and drink is still not allowed in Sainer Auditorium
John Martin: Sea wall and Dock, which are in disrepair, are being addressed
Katie Walstrom: NCUFF picnic on Labor Day, 5pm at Old Caples
Wendy Bashant: Black Box Theatre is open

VII. Adjourn 4:40 p.m.

Submitted by Carl Shaw, Secretary of the Faculty