

2-20-2020

Faculty Meeting Minutes - February 20, 2020

Provost's Office
Gettysburg College

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Provost's Office, "Faculty Meeting Minutes - February 20, 2020" (2020). *2019-2020 Meeting Agendas & Minutes*. 9.

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Faculty Meeting Minutes - February 20, 2020

Abstract

Minutes of the Gettysburg College Faculty Business Meeting, February 20, 2020.

Comments

Appendix: Rationale for Amendment to Faculty Personnel Committee, Motions 1 and 3.

Minutes of the Gettysburg College Faculty
February 20, 2020
Mara Auditorium
Business Meeting
(Quorum 94; Attendance 95)

President Robert Iuliano called the meeting to order at 4:00 pm.

He noted that two students were in attendance: Benjamin Pontz for the *Gettysburgian*, and Patrick McKenna, for Senate. He congratulated them on being within one hundred days of graduation.

The president called for a quorum count, which succeeded.

For his report, the president began by speaking of meeting with alumni in New York, whom he described as enthusiastic about the recent curricular initiatives marked by the addition of the Business major and the Data Science minor. He noted that the search committees for a new director of the Eisenhower Institute and for a Vice President of Development, Alumni and Parent Relations have both been busy, and he thanked people serving on those committees.

Provost Christopher Zappe discussed actions the faculty could take to help the college thrive. He urged people interested in teaching summer online hybrid courses to submit proposals by the February 28 deadline. Last year seventy-seven students enrolled in the nine courses we offered, net revenues for which approached one hundred thousand dollars. He described an unfolding opportunity for a program in lifelong learning aimed at people over fifty-five, with details soon to be announced. He described certificate programs the college may be able to offer—both professional certificates that will help people develop a narrow set of skills, and knowledge certificates, focused on a targeted field of academic study, and for which he offered the example of Civil War Studies.

He spoke of Vice President Ramsey's leadership of an institutional effort at improving retention. Also working on it are Professors Brandauer and Boyer. Central to it is the need to let students know that we care about their wellbeing. Our work as advisors can have an impact, as can the identification of students who are at risk, and notifying Academic Advising about those who may need added support.

A curriculum review committee, under the aegis of the Academic Policy and Program Committee, has convened and is being led by Professor Mullen. It has begun soliciting information: it is looking at peer institutions for possible models, and is surveying alumni and students for their perceptions. A Moodle page will post results and progress reports.

Identifying what makes the college distinctive remains a priority; a group appointed by the board is looking at, among other things, ways we can make the most of our location and of the history of the region.

He urged faculty to contribute to development opportunities. Informing the Development office about professional activities that might be of interest to potential donors can prove helpful, as can meeting alumni, perhaps in the course of professional travel. He encouraged the faculty to host donors when they visit the campus.

The provost then spoke of various ways faculty could contribute to diversity, equity and inclusion. He hoped that departments would urge all of their members to take the Intercultural Development Inventory and advised of a series of events planned for March, "Stop Bias at the 'Burg." He encouraged faculty to attend and to bring students to these programs, particularly the March 19th lecture by Randall Kennedy, the inaugural lecture in President Iuliano's Presidential Lecture series.

Every department needs to have people trained to serve as Inclusion Partners. The Johnson Center offers programs aimed at enhancing diversity in the curriculum. He urged people to explore opportunities afforded by Open Educational Resources, and reminded the meeting of the obligation to accommodate students with documented needs.

He reported on work various offices are undertaking. Admissions continues to bring regional counselors to the college, and will help set up opportunities for faculty to participate in recruitment in, among other ways, by speaking to high school audiences. The Financial Aid office now assigns an officer to work with students for all four years.

To conclude, he stressed that we have the opportunity to shape the future of the college, and should take advantage of what our myriad resources permit.

President Iuliano reiterated the importance of keeping the conversation begun in January going, and reaffirmed his plans to do so.

Dr. Davenport and Ms. Wright discussed an initiative to promote financial literacy, for students, and for all members of the college community. Acting on a suggestion from the Student Success Task Force from 2017, and enabled by a grant from the Linda and Mort Creech Jr '61 Endowed Fund for Student Financial Literacy, the college now provides access to iGrad, the link to which is under the Admissions and Aid landing page. Its features include tutorials on creating budgets, setting up financial plans, and reading credit scores.

Ms. Guilford then offered an overview of some of the ways the Center for Career Engagement is working to get students in touch with potential employers. These include a virtual internship fair scheduled for later in the month, and a workshop planned for early in March on helping students find opportunities within the financial services industry. She anticipates a phenomenal networking experience that would be appropriate as a fourth credit hour activity. She noted the importance of having students register even for non-credit bearing internships: one advantage is that they become eligible for insurance provided by the college; others are that doing so allows for better tracking of what students are pursuing, and may allow for a continuing relationship between her office and potential employers.

Professor Crawford introduced amendments to two of the three motions that the Faculty Personnel Committee introduced on February 6, 2020.

Please see the Appendix for rationales for each amendment.

One of the amendments is to the first motion, the original version of which follows:

...that the following text be added to the Faculty Handbook after the paragraph beginning “THE TASK OF DEPARTMENTAL COLLEAGUES. Tenured members...” on page 22 of the May 2018 edition in Section D Pre-tenure, Tenure, and Promotion Procedures, sub-section 1. Pre-tenure and Tenure:

“Under unusual circumstances that may interfere with an accurate departmental assessment of a candidate’s performance for pre-tenure or tenure (e.g., there is conflict of interest in the departmental evaluation committee; there is no senior member of the department to assume the supervisory role; the candidate was the object of documented inappropriate behavior by a member or members of the departmental evaluation committee), the candidate or the Provost may initiate a conversation among the candidate, Provost, and chair of the Grievance Committee (in the case of conflict, the Grievance Committee will nominate a replacement from their members) to determine the membership of the departmental evaluation committee. The Provost will make the final determination, seeking consensus among the above parties.”

and similarly in sub-section 2. Promotion:

“Under unusual circumstances that may interfere with an accurate departmental assessment of a candidate’s performance for promotion to full-professor (e.g., there is conflict of interest in the departmental evaluation committee; there is no senior member of the department to assume the supervisory role; the candidate was the object of documented inappropriate behavior by a member or members of the departmental evaluation committee), the candidate or the Provost may initiate a conversation among the candidate, Provost, and chair of the Grievance Committee (in the case of conflict, the Grievance Committee will nominate a replacement from their members) to determine the membership of the departmental evaluation committee. The Provost will make the final determination, seeking consensus among the above parties.”

The amended version:

The Faculty Personnel Committee moves that the following text be added to the Faculty Handbook after the paragraph beginning “THE TASK OF DEPARTMENTAL COLLEAGUES. Tenured members...” on page 22 of the May 2018 edition in Section D Pre-tenure, Tenure, and Promotion Procedures, sub-section 1. Pre-tenure and Tenure:

“Under unusual circumstances that may interfere with an accurate departmental assessment of a candidate’s performance for pre-tenure or tenure (e.g., there is conflict of interest in the departmental evaluation committee; ~~there is no senior member of the department to assume the supervisory role~~; the candidate was the object of documented inappropriate behavior by a member or members of the departmental evaluation committee; etc.), the candidate or the Provost may initiate a conversation among the candidate, Provost, and ~~chair of the Grievance Committee (in the case of conflict, the Grievance Committee will nominate a replacement from their members)~~ and a full-time faculty member—chosen in a consultation between the Provost and the candidate—who has formerly served on either the Faculty Personnel Committee or the Faculty Grievance Committee, to determine the membership of the departmental evaluation committee. The Provost will make the final determination, seeking consensus among the above parties.”

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“Under unusual circumstances that may interfere with an accurate departmental assessment of a candidate’s performance for promotion to full-professor (e.g., there is conflict of interest in the departmental evaluation committee; ~~there is no senior member of the department to assume the supervisory role~~; the candidate was the object of documented inappropriate behavior by a member or members of the departmental evaluation committee; etc.), the candidate or the Provost may initiate a conversation among the candidate, Provost, and ~~chair of the Grievance Committee (in the case of conflict, the Grievance Committee will nominate a replacement from their members)~~ a full-time faculty member—chosen in a consultation between the Provost and the candidate—who has formerly served on either the Faculty Personnel Committee or the Faculty Grievance Committee to determine the membership of the departmental evaluation committee. The Provost will make the final determination, seeking consensus among the above parties.”

President Iuliano laid out the two-step process through which the faculty would act: it must first vote on the amendment and then on the main motion. Professor Crawford noted that one thrust of the amendment is to clarify that the senior colleagues of the original motion include every tenured member of a department. All tenured people in a department generally being eligible to serve on reviews, the policies proposed by the motion are for cases in which departments have no one with tenure. The other reason for the amendment is to address circumstances in which a member of the Faculty Grievance Committee has a conflict of interest, and would not be suitable to serve on an evaluation committee.

The president called for a vote on the amendment. It passed, one hundred in favor, three opposed, and with three recorded abstentions.

Professor Stiegemeier wondered whether the college has sufficient protocols for documenting inappropriate behavior. Professor Crawford responded that while a paper trail is necessary before keeping someone from participating in a review, the Personnel committee favors keeping things open-ended, neither too rigorous sufficiently to protect candidates from people who

have created a difficult climate for them, nor so easy as to preclude tenured faculty from having a legitimate say in their departmental futures. Nor is the proposal meant, he responded to another question from Professor Stiegemeier, to give the administration disproportionate power.

Professor Weis described a circumstance not apparently addressed by the motion, in which a tenured member of a department knows of a bias by a colleague that is not known to a candidate for advancement. Professor Crawford replied that in such a case, the colleague has a duty to report that information to the provost.

President Iuliano called for a vote on the amended motion. It passed, one hundred two in favor, six opposed.

The other amendment is to third motion, as introduced:

... that departments and programs develop guidelines to address all three performance categories: teaching, scholarship and creative activity, and governance. These guidelines should describe how the standards for pre-tenure, tenure and promotion manifest within the field. Section I.C and E.2 of the Faculty Handbook will be modified to include these additional guidelines:

Section I.C

TEACHING. The ability to teach in an effective and scholarly manner is the most valued quality in a faculty member. In the recruitment of faculty and in appraisal of performance, therefore, greatest weight is given to promise and performance as a teacher. The effectiveness of a teacher is recognizable by (1) solid command of the subject matter, teaching techniques, and methodology of the discipline; (2) the soundness of the presentation, including clear liberal arts teaching objectives, thoughtful course organization, content reflecting the best available scholarship, and teaching techniques appropriate to eliciting a high level of student understanding and learning; (3) the high standards which are set for student effort and achievement; and (4) the time, effort, and imagination associated with course development. Further, an integral part of effective teaching is a faculty member's concern for students beyond the classroom in advising, consultation, and discussion.

SCHOLARSHIP. Although scholarship is considered here in a separate category, research and creative activities are intimately and necessarily related to effective teaching; indeed, they are inseparable. Faculty members are expected to engage in an ongoing program of scholarly activities because of the positive effects which these activities should have on general teaching performance. Scholarly activities are to be brought to conclusion from time to time by such means as publications, papers, reports, performances, compositions, and exhibits. Evaluation of these activities by departmental/program colleagues and the Faculty Personnel Committee should take into account the discipline-specific guidelines for scholarship/creative activity developed by the department/program considering the candidate's case. The College expects that the quality of these efforts will enable competent colleagues both from

inside and beyond the campus to testify to the significance and originality of the scholarship of its faculty.

PARTICIPATION IN GOVERNANCE OF THE COLLEGE. Each faculty member is expected to participate in departmental and faculty meetings, to accept faculty committee and departmental assignments, and to discharge such duties with fidelity. Other areas of participation include certain aspects of the advising of student organizations and general support of College activities. In evaluating the faculty member in this area, the quality of the contributions which are made is the important consideration.

Evaluation of these activities by departmental/program colleagues and the Faculty Personnel Committee should take into account the discipline-specific guidelines for teaching developed by the department/program considering the candidate's case.

Evaluation of these activities by departmental/program colleagues and the Faculty Personnel Committee should take into account the discipline-specific guidelines for governance developed by the department/program considering the candidate's case.

Section E.2

CHAIRS COUNCIL shall be composed of the Provost; Chairs of all academic departments; and Chairs of all academic programs. It shall be the duty of the Chairs Council: (1) to consider business that comes before the Council; (2) to serve as an initiator and advocate for faculty legislation; (3) to collaborate with the Provost to manage the system of periodic performance evaluation of faculty members. This does not pertain to pre-tenure, tenure and promotion evaluations. Development; (4) to collaborate with the Provost to review departmental/program discipline-specific guidelines for teaching, scholarship and creative activity, and governance to ensure broad consistency across departments/programs and congruence with College criteria for reappointment, tenure, and promotion.

The Committee proposed the following amendment:

...[that] departments and programs develop guidelines to address all three performance categories: teaching and advising, scholarship and creative activity, and governance. These guidelines should describe how the standards for pre-tenure, tenure and promotion manifest within the field. Section I.C and E.2 of the Faculty Handbook will be modified to include these additional guidelines:

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soundness of the presentation, including clear liberal arts teaching objectives, thoughtful course organization, content reflecting the best available scholarship, and teaching techniques appropriate to eliciting a high level of student understanding and learning; (3) the high standards which are set for student effort and achievement; and (4) the time, effort, and imagination associated with course development. Further, an integral part of effective teaching is a faculty member's concern for students beyond the classroom in advising, consultation, and discussion. Evaluation of these activities by departmental/program colleagues and the Faculty Personnel Committee should take into account the discipline-specific guidelines for teaching and advising developed by the department/program considering the candidate's case.

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governance to ensure broad consistency across departments/programs and congruence with College criteria for reappointment, tenure, and promotion.

Professor Crawford noted that the amendment clarifies that departmental guidelines for teaching standards should include statements about advising. Responding to Professor Andresen, he indicated that, should the amendment and the motion pass, departments that have already submitted teaching statements will need to resubmit them. Professor Day spoke of the advisability of college-wide standards for effective teaching; perhaps these are best set by the institution, and not by departments. Professor Crawford responded that the committee sees a parallel with scholarship: departments often need to define what the best professional practices in their fields entail. There are broad college standards; if some departments find a need to explain how they are reached in their disciplines, the motion will provide them with a venue for doing so.

President Iuliano called for a vote on the amendment. It passed, ninety-three in favor, seventeen opposed, with four recorded abstentions.

He declared it was too late to act on the amended motion and with that adjourned the meeting at 5:00 pm.

Submitted,

A handwritten signature in black ink that reads "Leonard S. Goldberg". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Leonard S. Goldberg
Faculty Secretary

Appendix

Rationale for Amendment to Faculty Personnel Committee: Motion 1

1. In the original motion, the FPC did not intend to suggest that only faculty members who have been at the college for a long time should lead a tenure case. It is required that only *tenured* members be on evaluation committees, and if there are no tenured members to take a leadership role, that situation is already handled elsewhere in the Faculty Handbook: page 22 of May 2018 edition “In those cases where there are or may be fewer than three tenured members, the Provost, in consultation with the department chair and the candidate, will appoint additional members to serve on the departmental evaluation committee at the earliest possible time.”
2. This motion addresses a potentially more challenging type of situation and gives the candidate and the Provost the ability to discuss the departmental evaluation committee composition in these situations.
3. Regarding the faculty voice in the discussion, we remove current FGC members from consideration to avoid potential future conflicts of interest. Instead, by using choosing from the pool of former FPC or FGC members, we ensure faculty members with some experience in these issues and who have been elected.

Rationale for Amendment to Faculty Personnel Committee: Motion 3:

On April 28, 2016 the faculty approved departmental guidelines for scholarship. Of the 28 departments that submitted guidelines, 17 discuss scholarship only, and 11 discuss all three criteria. Additionally, some departments comment on the promotion process in addition to tenure. More uniform guidelines would be helpful. Increased transparency in how each of the three categories of performance apply to pre-tenure, tenure, and promotion to full professor within a discipline is of value to the evaluation process and the candidate.