

Faculty meeting
Wednesday, 13 November 2024
Sudakoff

Recorded attendance:

Faculty: Aguila-Ames, Bailey, Barton, Bedgood, Brion, Carrasco, Clore, Colladay, Corradi, Crow, DiMarco, Edidin, Edwards, Ellis, Estes, Fennie, Feild, Flakne, Gilchrist, Gorup, Heffernan, Hicks, Hubbard, Hulden, Khemraj, Kline, Kottke, Levell, Li, Loveland, Maas, Manzur-Leiva, McDonald, Mercado-Harvey, Morrison, Myhill, O'Donnel, Palumbo, Perez, Pirone, Poimenidou, Portugal, Ruppeiner, Ryba, Rycyk, Serban Sharifian, Shi, Skripnikov, Soto, Tabatabaie, Uranga, Vyas, Wells, Wheatland, Zhang (Jienian)

Guests/Staff: Brickhouse, Harvey, Lopez-Zafra, Mikkelsen, Moreno, Noss, Rancourt, Wen

Co-Chair of the Faculty (Portugal) called meeting to order at 15:31

Approval of Minutes

- At a regular monthly meeting of the New College Faculty held on the 13th day of November, 2024, at Sudakoff Auditorium, the reading of the minutes from the 23rd day of October, 2024 meeting was dispensed with, as members were provided a copy of the minutes prior to the meeting
 - Motion to approve minutes (Hicks)
 - Seconded (Clore)
 - No discussion
 - Ayes have it. Approved.

Announcement

- Professor Emeritus Doug Langston passed

Reports

Provost

- Report
 - Update on admissions targeting processes. How to engage faculty?
 - Broad comments
 - Raise floor of classes each year by 5%.
 - Foreign base score. (TOEFL)
 - Personal interview, communication skills, verification, etc. Wholistic approach, rigour, courses
 - Second goal, raise number of students 10%. 881. Goal was 862 for 2025, but met this already. If raise quality too high, won't get numbers and vice versa
 - 1000-1500 goal, but need more money for space, inter alia. Getting funding from state—capital growth. Housing is an issue.
 - No SAT score <1000. But, is a way to bypass if needed.
 - 2022 class 6% below 1000; this year 8%
 - Might have tail winds instead of head winds; collective approach.
 - Manage a healthy tension.
 - Transparent president.

- Global approach not more than 1500 people. Got some replacement lines and VAP positions.
- Keep faculty/student ratio similar to how it is now (7:1).
 - Cost to educate, per student, is higher.
 - We have a small campus, and how much we spend will not match the big schools.
- FL deserves the best liberal arts colleges.
- We have support of the legislature.
 - Liberal Arts is important to have.
 - Debate is over; now we are going to make NCF stronger.
- Best career center in the SUS
- Lowest student debt load
- International experiences.
- SRTG has \$21,500 in fund, not \$16,500
- We've done an analysis of FL schools
 - 21 schools that are target (around here and Miami Dade, and some scattered).
 - Do not want to be a regional school.
 - Focus on SE FL to ensure state school.
 - Hiring people in top 50 schools and regional areas to meet with principles, etc.
 - Have met with feeder schools.
 - AI tool to provide information.
 - How can we use that tool to help with recruiting.
 - Marketing director, find where platforms are, softer targets for getting the word out
- Want to get faculty's information in a book and online, for recruiting. The second piece is to go to videos. Short video on AOCs. Students like videos. Not going to require faculty to do it, but wants faculty to do it. What links, what you want to put in, is your choice. Personalization aspect.
- Personal interviews. Rancourt and others (4 people). "Get to know. What is needed (grants, etc). Make them feel important. If we can get students to come to class, and the faculty member says, I'll get them enrolled. This is something we need to do. Collective work".
- Improve website.
- Class size best selling point.
- Expanded admissions department, added recruiters. Introduced: Erica, Cliff (associate director), Reese (athletes), Matthew (marketing), Joshua (Miami / Palm Beach), Michelle (directory). Isaac, North Florida, Sarah (private and religious schools), (FTIC), Abramson. Build-up in programming. (*may have missed one additional person in taking minutes).
 - Creative writing program. Contests for best schools in Florida to submit, and bring them here for a week (Sophomore, Junior, Senior). (Duke has done this for years. Not for courses but for recruiting).
 - Look at recruiters to see how different in % of yield, and learn how different, etc.
- Questions
 - Hicks.
 - On institutional discussions by faculty chairs, one comment about admissions, was to go to the top; but, an important quality is those who are really excited about learning, even if they are not the very best students on. Try to tap into that when interviewing students.

- We have always had a system to have students come to class. Very effective. Haven't seen that happening lately. No survey gone out asking of our interests, is this no longer a strategy? We should still do that because the mid-level recruiting efforts has been effective.
 - Rancourt agrees.
 - Kottke.
 - Regarding appreciating small class sizes: 'Too small' classes was a reason for not granting tenure. Wants to ensure that this isn't an issue.
 - Question. Do statistics for incoming students include spring admits?
 - Rancourt. College admissions statistics (GPA, test scores, etc) aren't reported. But he did say that we wouldn't admit as many [spring students] this year compared to last. Also housing availability is an issue.
 - Park. Invites recruiters to class to see what is being taught, etc, before talking to students.
 - Rancourt instructed recruiters to do so.
 - Gilchrist. SRTG is important. Going to conferences, etc, faculty will meet with recruits in the area. So that is a way to do recruiting—faculty AND students in an area.
 - Support SRTG
 - Serban. Are there efforts to get wider breadth of students in different fields? Is it market driven. Will administration help facilitate exposure of faculty from different fields?
 - Urianga. Experimental sciences. Need to replace equipment. Best recruitment is hands on experience. Need the ABCs of equipment.
- Gen-ed
 - Lopez-Zafrá
 - Talked about Langston. Lopez-Zafrá and others will share comments etc. Michelson, Edidin, and Clark
 - 10 faculty at athletes meeting to meet with coaches.
 - Thanks Moreno, Flakne, and Ellis for their hard work
 - Went over list of courses submitted.
 - Includes Socratic
 - Techne and Logos
 - Enduring Human Questions
 - Deadline to submit was Sept 7th. Couldn't get announcement out to faculty until first week of classes.
 - Changes to curriculum is statutory. Because of our size, we were allowed to have 5 courses per area. Told by BOG.
 - Got a delay until Nov for BOT to approve
 - 22 courses, made sure that they were being taught
 - List for next year, but isn't the full gen-ed curriculum in the future. It is a good start, and will increase
 - Questions
 - Kottke. List has categories that we've never seen before. What is the socratic experience and why are they gen-ed courses. They are not required for everyone. Experimental pathway playing off on Enduring Human Questions, for students not well prepared (seems similar to CYC focused program). Reading, comprehension, scientific method.

- Flakne. They were included in list to EPC. People can pick and choose. Fixed price menu (Socratic parts), meaning a separate path.
- Myhill. Gen-ed committee saw the list 3x the size. But, now much shorter. 400 students. How will we handle it? 80 students in a class, or having multiple sections? Logistical issues. Concerns about Enduring Human Questions as part of gen-ed. How did this list get narrowed down?
 - Lopez-Zafra response. Conversations with Rancourt and Zamsky. Went through classes, and determined yes/no.
- Myhill. Has BOG suggested a limitation on the number of gen-ed courses? No. So why is it an issue?
 - Lopez-Zafra said that limited by BOG, and President/BOT decides.
 - Portugal pointed out that there will be a twisting of arms to participate in this. We don't know how this is going to work. We have a limited number of courses. How do we avoid a compulsory restricted gen-ed situation? They need to think about that before voting on it. Who teaches and how. President has decision, yes, but faculty have the knowledge and need to give input and decide.
- Brion. Process is not transparent. Dropped on us for just a few days ago. She submitted 9 courses, none accepted. What was the rationale? Why no visual or creative activity. Is it more than logos? Arbitrary and obscure way of eliminating several classes. This is going to leave to an issue.
 - Are you going to do something about this before it is due?
- Hicks. Social sciences not listed a lot. Also, the additional logos courses added by faculty who aren't even going through the faculty submission and discussion processes.
 - Manu said that many were at too high a level.
- Hicks. How can these whole new courses (Enduring Human Questions) be added? It is a different pathway.
 - Hicks disagrees with use of Socratic, because we are based on that type of pedagogy and classes. So, it is offensive. Ellis said takes responsibility
 - Portugal. We should have had this discussion. This is a track.
 - Wells. Could a student take a class in the "Socratic Experience" even if they didn't commit to the whole program?
 - Ellis says that one could opt out after one.
- Rancourt interjected. Trustees did not have any input in this issue. Talked with BOG. Admin doesn't know how other schools are doing. He says that it is not the trustees' decision. If they give us more latitude. They will take comments into account
- Are there enough faculty for the Enduring Human Questions
 - Ellis says that he heard a lot about issues with students needing extra help. So, 15 faculty got together to develop this.
- Ongoing process. Get feedback on rejection. What is the process, what was the decision. Lopez-Zafra said timeline limited, we needed to get through the process. Spring will meet with more AOCs and have more dialogue, etc.
- [Undetermined faculty]: asked if we can get some classes added before vote.
 - Lopez-Zafra said no (due to timeline)
- Flakne said that proposed courses are 2000 levels that don't exist. Can we redo them to make them at appropriate level? Other institutions are doing this as well. If there is another art history course, then maybe we can align a syllabus like this.

- Brion. Recruiting faculty, need to ensure that they can teach their topics. If that is not possible, then that is an issue. There is a filter that has been added to this short list. Can someone ask president to remove filter and add more classes.
- Portugal. There is more discussion needed. Again, no process in place. We cannot let it happen. This is not an experience that we want to repeat. We need to come back to this. We believe a faculty exists. We need to manifest ourselves. We do not want to be playing the fool. Evaluate the process, discuss with administration. Delicate situation.
- Barton.
 - Students who entered this fall, what will be their choice. They can choose to go forward, or what they currently are. So CYC or new system?
 - Take gen-ed core this year, fall all gen-ed. But, what CYC elective courses can we add. LAC 10 students. CYC electives, a year ago. We will teach through.

Other reports

- Wei.
 - New application for instructional evaluation. Provide feedback. Send email students etc. With this tool, go to CANVAS and faculty can monitor, etc. Jim Bo Eng. Full version come in two weeks. Nov 25th will begin. Earlier than usual. Faculty can monitor response rates. Questions are the same.
- Registrar
 - Update of changes during the break for deadlines

Faculty co-Chair Report

- BOT meeting. On Tuesday, November 19th, 2024 at 14:00, online
 - Change mission statement
 - McDonald heard about it last night in a BOT communication
 - A previous (longer version) with some similar content was discussed last year. May 2024 faculty rejected this statement and confirmed our current mission statement
 - Decide if this what we believe is shared governance
- Search process. Language in CBA of process. President does not agree with it. He is final authority at any step of the process. Co-Chairs of the faculty spent a lot of time to discuss with President, but he disagrees.
 - Committed to orderly process. SB266 is final authority
 - "Yes, this is the process", but he reminded us, "at the end of the day, it rests with the president".
 - Hicks noted bringing finalists in without online interview can create bias according to federal law. We are open to a lawsuit. Alberto
 - Portugal says that McDonald and he have told the president that many times. McDonald said what is written now will be protective for us, but if not done that way, it is a different situation.
 - We can ask him next week when he is here, how he interprets this.
 - Brion. Comment...last year they said they would respect the process. But then they didn't; it is not being followed. Question, why would faculty be involved in the hiring of faculty? (Rhetorical).
 - Portugal's response, it is important to have faculty involvement. We must do what we can. We need to have processes to build institution, that is why buy-in is important. At this point, everyone has to decide; hope they try their best.

- McDonald encouraged people to talk with colleagues to make sure on board, and how to handle things
- Edidin. Thanks Alberto and Pat for all they are doing with this whole issue.

Adjournment

- Motion made to adjourn (Brion).
- Seconded (Myhill)
- Ayes have it
- Meeting ended 17:05

Respectfully submitted
KP Fennie, Clerk