

1-17-2013

## Minutes, Arts and Sciences Executive Committee Meeting, Thursday, January 17, 2013

Arts and Sciences Executive Committee

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### Recommended Citation

Arts and Sciences Executive Committee, "Minutes, Arts and Sciences Executive Committee Meeting, Thursday, January 17, 2013" (2013). *Executive Committee Minutes*. Paper 18.  
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Minutes  
Executive Committee  
January 17, 2013

In attendance: Dexter Boniface, Bob Moore, Claire Strom, Joan Davison, Dan Crozier, Jill Jones, Ben Varnum, Bob Smither, Carol Bresnahan.  
Guests: Jenny Queen, Susan Walsh.

- I. Call to Order. The meeting is called to order.
  
- II. Approve the Minutes from the Dec. 4, 2012 Executive Committee meeting. The minutes are approved.
  
- III. Neuroscience minor (Jennifer Queen, Susan Walsh). Jenny Queen notes that Neuroscience has become an increasingly common major/minor at peer institutions. The proposed minor (see addendum below) is 10 courses. However, Jenny notes, students can fulfill some of these classes (up to half) through courses taken in related majors, especially Biology and Psychology. The minor combines Psychology and Biology as well as Philosophy. There is an eligibility requirement. For example, students must have a GPA of 3.0 to be admitted into the program. Jenny states that this program will be relatively small since it is a highly specialized field of study. Jill Jones asks if eligibility requirements exist in other minors. Jenny replies that there is such a precedent in some programs; for example, AMP and Music. However, no other minor has an eligibility requirement. Bob Moore asks if it is really necessary to have such a requirement since the minor will only appeal to capable students. Jenny states that students in the minor will have to navigate classes for which they sometimes lack prerequisites. The eligibility requirement will keep students out who cannot handle this additional burden and excel. She states that it is not uncommon for her to sign students into classes without prerequisites when they are exceptional. Susan Walsh states that the same occurs in Biology. Jill Jones asks about the size of the minor. Is it too large? Why would AAC approve a ten-class minor? Claire Strom states that, in effect, this will be a five-class minor since students will match it with a related major. Joan asks if this would strain faculty resources. Would we need to hire additional faculty members if the program expands? Susan and Jenny do not anticipate that this will be a large program. Furthermore, they note, a new faculty member has just been hired in Biology who specializes in

neuroscience. Jenny states that this minor is like a concentration within Biology or Psychology. Joan states that she has one reservation regarding the eligibility requirement. Would other departments mimic this change? Ben Varnum asks about the new Psychology major; was it not just re-designed? Jill Jones states that her concern would be that students would be overly concentrated in these two departments. Joan notes that Rollins requires a certain number of classes outside one's major, so this should not be a big issue. Claire states that she supports this proposal. It shows positive initiative on the part of A&S and it crosses three divisions. EC endorses the proposal unanimously.

#### IV. Announcements & Committee Reports

1. Provost Carol Bresnahan wishes to remind everyone about the retreat to discuss Institutional Priorities.
2. AAC. *General Education*. Claire Strom reports that the implementation of the new Gen Ed program is being postponed for one year. There were too many unknowns to implement the program in 2013-2014. The plan is to address structural questions this semester. Gabriel Barreneche is going to lead a subcommittee to build neighborhood cohesion. One of the committee's goals is to keep the faculty well-informed about the big picture. Over the summer, there will be training especially relating to assessment. Next year will be devoted to setting up classes, schedules and mapping out a neighborhood over the courses of several years. Jill Jones asks who is running the new general education program. Claire states that it is being run by the AAC subcommittee, the Gen Ed Implementation Committee; at present Jennifer Cavanaugh and James Zimmerman are leading this committee. Claire notes, furthermore, that there are a number of sub-subcommittees, including logistics, neighborhoods (Gabriel), and public relations/media. Jill declares that this is a lot of work. Claire agrees; she notes that this is why the original plan was for the Director to have a reduction in teaching responsibilities. Jill asks if there is a way to help the people who are doing the heavy-lifting in this effort. Claire notes, in conclusion, that we might need to add another spring faculty meeting to address all of the issues before the faculty this semester.
3. AAC & PSC. *"Five Plus."* Claire notes that she, Joan Davison and Dean Smither have had a discussion with department chairs in the sciences. Joan states that one of the conclusions that they have reached is that the original PSC document needs to be revisited. Joan believes that the "plus" should only count for RCC and Neighborhood classes and nothing else. First, she notes, these are classes that all

Rollins student must take. Second, they are institutional curricular priorities. Furthermore, any faculty member can participate in these programs. Bob Smither adds that these are also classes that are a service to the whole institution, not individual departments. Dexter Boniface asks if the “plus” would count every time a faculty member teaches such a class, or just the first time. Joan replies that the course release should occur every time. She notes that RCC is demanding because of outside activities that happen every time it is taught. Furthermore, in the Gen Ed system, if Rollins wants to really make this a good program, it is going to really need support and coordination. Claire states that she is less convinced about the Gen Ed classes. Claire furthermore notes that they still have a few more meetings planned, so nothing will come before the faculty before February. Dan Crozier asks if there are other ways to earn a plus.

4. PSC. Joan has only one thing to report. Professional Standards still does not have a CPS representative. They start meeting next week. She notes that important decisions will be made soon. PSC has reached out to CPS, but nobody has stepped forward. If CPS wants to participate, she stresses, they need to step forward quickly. PSC welcomes their participation. Carol Bresnahan offers to contact the Dean and President of the Faculty of CPS to seek CPS representation on the committee.
5. Student Life. Dan Crozier reports that the committee will be meeting to evaluate the newly-created SHIP grants which have already received many requests. He notes that they do not have a CPS representative either. They have asked but nobody has volunteered. Carol Bresnahan offers to contact the Dean and President of the Faculty of CPS to seek CPS representation on the committee.
6. Finance and Services. *Faculty Travel*. Bob Moore reports that the recommendation from F&S to increase the annual support for faculty travel to conferences to \$2,000 (domestic) and \$2,500 (international) from their current levels of \$1,200 and \$1,500 was presented at the Planning and Budget Committee (P&BC) meeting January 16. Also included was a request to increase the amount allotted from the budget to cover the increased allowances to \$350,000 (from the current level of approximately \$175,000). The P&BC was reluctant to accept any increases, but eventually agreed to increase the annual allowances to \$1,450 and \$1,750, but to leave the annual budget allocation at about \$175,000 rather than the \$350,000 requested. These numbers include a stipulation that should more money be needed to cover faculty travel in the future, then for the short term, some money can be drawn from the college’s contingency fund and in the long run, an increased level for this budget item will be considered. Furthermore, the P&BC will

take another look at the \$1,450 / \$1,750 levels one year from now to determine whether or not further increases are justified. Jill Jones states that she appreciates the compromise that Provost Bresnahan advocated during the meeting. She states that she was disappointed that President Duncan did not consider this issue to be a priority in the budget. Carol states that, in the President's defense, he did ultimately agree to the compromise plan and to use contingency funds if there is any gap. His reservations to raising the funds, she states, are fundamentally about maintaining a balanced budget. Jill states, more specifically, that the rhetoric at the budget and planning meeting made her feel like faculty research is not valued, or even understood to be necessary. Yet at the same time, certain projects appear to get a lot of financial resources; for example, the change-maker program or certain international programs. She states that faculty often receive mixed messages about institutional priorities. Bob Moore agrees that resistance to the proposal at the P&BC meeting was intense. He states that the proposal might not have passed without the Provost's endorsement. *Merit Pay Committee*. Bob Moore furthermore reports that Finance and Services is currently attempting to set up a permanent system whereby a Merit Pay Committee of five will be in place every fall when merit pay evaluations take place, and it will always include at least two experienced members. The F&S Chair sent notices to all five of the current members asking if they would be willing to serve on the committee for a second year, and all agreed to do so if asked. The order in which their responses came is as follows: Carol Lauer (at large); Paul Harris (Social Science); Susan Lackman (Expressive Arts); Pedro Bernal (Sciences); Phil Deaver (Humanities). The Finance and Service proposal, at this point, would be to accept the top three names on the above list to continue for a second (and final) year, and then to hold elections for the bottom two positions, those elected to these positions commencing a two-year tenure beginning in fall 2013. Then, in every spring in the future, elections will be held to fill either two or three positions on this committee, thus allowing for some experienced members to serve each year. Claire asks about the committee's status; is this a subcommittee of F&S? Bob states that this has never been specified, though the committee is an outgrowth of the F&S merit pay proposal. Claire states that it would be advantageous for it to be a subcommittee of F&S rather than a committee which stands alone. Jill asks if the slate would need to go before the faculty. Joan states that this would only be the case for the at-large member; the rest would be elected at the divisional level.

7. Student Government. Ben Varnum reports that student government had their first meeting the day before. The big discussion they are beginning to have is about Fox Day. He notes that last year was a shift in practice. Lip Sync is another issue being discussed. Furthermore, he

notes, the student Senate wishes to be more informed about Faculty Governance. He notes that when Claire Strom spoke with students it was very productive. Ben hopes to have Jeff Eisenbarth speak about the budget so that students can be better informed about how tuition revenues are spent. Students are also curious about the Alford Inn, since little information has been released about it. Finally, parking is a concern for students.

V. Adjourn. The meeting is adjourned.

## ADDENDUM

### **Proposal for Minor in Neuroscience**

Presented by Jennifer Queen, Associate Professor of Psychology, and Susan Walsh, Assistant Professor of Biology

**Faculty Members Scheduled to Regularly Teach in Minor:** Steven St. John, Jennifer Queen, Maria Ruiz, Paul Harris, Susan Walsh, Kasandra Riley, Stephen Klemann, Paul Stephenson, H. Bobby Fokidis (new hire in Biology), Tom Cook

**Departments/Department Chairs Supporting This Minor:** Biology, Psychology, Philosophy, Chemistry

### **Rationale**

Faculty from the Biology and Psychology departments are proposing an interdisciplinary minor to satisfy the interests of some of our best students. As many of our peer and aspirant institutions have had neuroscience programs in existence for years, this minor would attempt to bring Rollins up to the standards that they have already established. We hope that this will promote a natural conversation between our fields by encouraging our students to engage in relevant topics in new and exciting ways. This minor utilizes existing courses, taught regularly by full-time faculty, in our two departments and one in the philosophy department. In consultation with the faculty teaching these courses, we chose foundation courses taught annually that are an appropriate introduction to the connections between brain and mind. We expect that students who minor in Neuroscience will go on to graduate or professional school in a related field. There are existing interdisciplinary programs housed in Psychology departments, Biology departments, and medical schools around the country who would look favorably on undergraduates with this kind of background. Based on current interest, we expect between 1-5 minors per graduating class. We do not anticipate this becoming a major in the near future, and we can run this program as a minor staffed only with the current faculty.

### **Structure of the Minor**

This minor will require 10 courses overall, but up to 5 of the courses may be double-counted for the student's major. Depending on their major, a student will have to take either 5 or 6 additional courses to earn the minor. The capstone course is critical to the conception of the minor as this is the point where the true interdisciplinary interactions occur. It is 2-credit because it is in addition to a student's capstone in the major. Neuroscience minors will be co-taught by one member of the Biology department and one member of the Psychology department to explore the areas where our fields intersect and to creatively address current problems in Neuroscience. We have already been given assurances by the Dean that this team-taught course will remain on load for both faculty.

Because many of the courses require prerequisites that we are overriding, we request that students only be allowed to declare this minor after demonstrating a certain level of success within their major. In this way, we hope to ensure that students minoring in Neuroscience are more likely to succeed within the rigorous courses outside their major, even though they may not have taken chemistry (for Biology courses) or statistics and behavioral methods (for Psychology courses). We feel that the application process is not a significant deviation from already established policies at Rollins, such as admission to the education program (<http://www.rollins.edu/education/programs.html>) or the 3/2 Accelerated Management Program (<http://www.rollins.edu/as/academics/amp.html>). Additionally, students may reapply for the minor after meeting the minimal requirements.

## NEUROSCIENCE MINOR PROPOSAL

**Eligible Psychology, Biology, Biochemistry, or Marine Biology Majors Only**  
**10 Courses (5-6 courses in addition to those which count towards Major)**

<b>FOUNDATIONS</b>	<p>BIO121L: General Biology II          PSY155: Perspectives 2          PSY326L: Physiology          BIO360L: Cell Biology          PHI348: Philosophy of Mind</p>		
<b>ELECTIVES</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>Psychology Electives</b></p> <ul style="list-style-type: none"> <li>• PSY302: Brain &amp; Language</li> <li>• PSY314L: Sensation &amp; Perception</li> <li>• PSY322L: Cognitive Psychology</li> <li>• PSY324: Neuropsychology</li> <li>• PSY327: Evolutionary Psychology</li> <li>• PSY333: Mind/Body Problem</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>Biology Electives</b></p> <ul style="list-style-type: none"> <li>• BIO308L: Genetics</li> <li>• BIO312L: Animal Physiology</li> <li>• BIO341L: Molecular Biology</li> <li>• BIO370: Developmental Biology</li> <li>• BCH335L Biochemistry</li> </ul> </td> </tr> </table> <p style="text-align: center; font-size: small;">Additional electives may be counted at the discretion of the Program Director.</p>	<p style="text-align: center;"><b>Psychology Electives</b></p> <ul style="list-style-type: none"> <li>• PSY302: Brain &amp; Language</li> <li>• PSY314L: Sensation &amp; Perception</li> <li>• PSY322L: Cognitive Psychology</li> <li>• PSY324: Neuropsychology</li> <li>• PSY327: Evolutionary Psychology</li> <li>• PSY333: Mind/Body Problem</li> </ul>	<p style="text-align: center;"><b>Biology Electives</b></p> <ul style="list-style-type: none"> <li>• BIO308L: Genetics</li> <li>• BIO312L: Animal Physiology</li> <li>• BIO341L: Molecular Biology</li> <li>• BIO370: Developmental Biology</li> <li>• BCH335L Biochemistry</li> </ul>
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<b>CAPSTONE</b>	<p><b>Interdisciplinary Capstone</b>          INT 4XX: Senior Seminar in Neuroscience</p>		

**Foundations (5 courses)** – Four courses introduce behavioral and biological foundations of the nervous system’s structure and function. An additional perspective on mind/brain relationships is added with the requirement that all minors take Philosophy of Mind. The 100 level courses must be completed before the 300 courses. While not required, we also highly encourage minors to take General Chemistry.

**Electives (4 courses)** – Four courses (2 from Psychology and 2 from Biology) chosen from a list of potential topics provide students with a background in the variety of methods used to investigate mind/brain relationships. Students must complete all foundations and electives before taking the capstone.

**2 credit Capstone (1 course)** – Team-taught by one member of the Biology Department and one member of the Psychology Department, this course is the culmination of training in the minor. The capstone emphasizes the interdisciplinary nature of neuroscience while asking students to integrate concepts from other courses, work independently, and intensively explore a topic within the field. This course is in addition to a capstone in the student’s major.

**Because so many pre-requisites will be waived for admission into upper level Psychology and Biology courses, students must apply to register as a Neuroscience Minor. Eligibility requirements include**

- Sophomore standing
- Declared Psychology, Biology, Biochemistry/Molecular Biology, or Marine Biology Major
- Minimum of two courses in major sequence completed
- Major GPA of 3.0

**Majors from another discipline may petition the Program Director for admission to the minor with additional requirements including**

- Statement of interest
- Statement of support from a faculty instructor



# Minor Map: Neuroscience

Proposal

The Neuroscience Minor is an interdisciplinary concentration in the biological and behavioral foundations of the nervous system's structure and function. It is for Psychology, Biology, Biochemistry/Molecular Biology, and Marine Biology majors with an interest in graduate or professional school specializing in Neuroscience and was designed to introduce majors to related issues in alternate disciplines.

**Ten (10) courses are required, but up to 5 of the courses can be double counted for your Major.**

## FOUNDATIONS

Semester	Course	Prerequisite	Grade	G.E.*
_____	PSY 155 Perspectives in Psychology II		_____	
_____	PSY 326 Physiological Psychology w/ Lab	PSY 155 & Instructor Permission	_____	O-N
_____	BIO 121 General Biology II w/ Lab		_____	O-N
_____	BIO 360 Cellular Biology w/Lab	BIO 121 & Instructor Permission	_____	
_____	PHI 348 Philosophy of Mind	PSY 155	_____	

**ELECTIVES** Minors should take (4) other courses from the lists below. Two courses must be from Psychology electives and two must be from Biology electives.

Psychology Electives (Choose 2)

_____	PSY _____	_____	Check Catalogue	_____	_____
_____	PSY _____	_____	Check Catalogue	_____	_____

- PSY 302: Brain and Language
- PSY 314: Sensation and Perception with Laboratory
- PSY 322: Cognitive Psychology with Laboratory
- PSY 324: Neuropsychology
- PSY 327: Evolutionary Psychology
- PSY 333: The Mind/Body Problem

Biology Electives (Choose 2)

_____	BIO _____	_____	Check Catalogue	_____	_____
_____	BIO _____	_____	Check Catalogue	_____	_____

- BIO 308: Genetics with Laboratory
- BIO 312: Animal Physiology with Laboratory
- BIO 341: Molecular Biology with Laboratory
- BIO 370: Developmental Biology
- BCH 335: Biochemistry with Laboratory

## CAPSTONE

_____	INT 4XX	Senior Seminar in Neuroscience	Completion of Foundations & Electives	_____
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## CATALOG COURSES MEETING MINOR REQUIREMENTS

### REQUIRED COURSES

**PSY 155 Perspectives in Psychology II: Thought and Behavior:** Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology. (Offered each spring)

**PSY 326 BIO: Physiological Psychology with Laboratory:** Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BIO 121 General Biology II with Laboratory** Includes cell structure and function, genetics and evolution. (Offered each Fall; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BIO 360: Cellular Biology with Laboratory** Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**PHI 348: Philosophy of Mind** Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. (Offered annually; *Pre-req: PSY 155*)

**INT 4XX: Senior Seminar in Neuroscience** An intensive interdisciplinary investigation of theory, research, and practice relating to neuroscience; requires students to apply knowledge and skills from courses across the student's major and the minor. (Offered annually; *Pre-req: Completion of Neuroscience Foundation & Elective Courses*)

### PSYCHOLOGY ELECTIVES (Minors must take two courses from list below)

**PSY 302: Brain and Language** Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. (Offered every 2-3 years; *Pre-req: PSY 155*)

**PSY 314: Sensation and Perception with Laboratory** Introduction to the psychophysical, physiological, and cognitive aspects of human and animal perception. Areas covered include visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. (Offered every 2-3 years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**PSY 322: Cognitive Psychology with Laboratory** Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, knowledge, language, problem-solving, and logical reasoning. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**PSY 324: Neuropsychology** A study of central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. (Offered every other year; *Pre-req: PSY 155*)

**PSY 327: *Evolutionary Psychology*** Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. (Offered every 2-3 years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**PSY 333: *The Mind/Body Problem*** Examines topics such as consciousness, sense of self, and freewill from both a philosophical and experimental psychological point of view. We focus on recent experimental attempts to better understand these topics, including neuropsychological studies of synesthesia, hallucinations, and blindsight, and neurobiological approaches to binocular rivalry, subliminal stimuli, and optical illusions. (Offered every 2-3 years; *Pre-req: PSY 155*)

**BIOLOGY ELECTIVES** (Minors must take two courses from list below)

**BIO 308: *Genetics with Laboratory*** Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BIO 312: *Animal Physiology with Laboratory*** Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. (Offered alternate years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BIO 341: *Molecular Biology with Laboratory*** Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. (Offered each spring; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BIO 370: *Developmental Biology*** Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. (Offered alternate years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

**BCH 335: *Biochemistry with Laboratory*** Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. (Offered each spring; *Pre-reqs: BIO 121, CHM 221*)