

3-15-2012

Minutes, Arts and Sciences Executive Committee Meeting, Thursday, March 15, 2012

Arts and Sciences Executive Committee

Follow this and additional works at: http://scholarship.rollins.edu/as_ec

Recommended Citation

Arts and Sciences Executive Committee, "Minutes, Arts and Sciences Executive Committee Meeting, Thursday, March 15, 2012" (2012). *Executive Committee Minutes*. Paper 27.
http://scholarship.rollins.edu/as_ec/27

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact wzhang@rollins.edu.

Minutes
Executive Committee
March 15, 2012

In attendance: Alexandria Mozzicato, Barry Levis, Gloria Cook, Joe Siry, Jenny Queen, Jill Jones, Bob Smither, Dexter Boniface and Carol Bresnahan.

1. Approval of Minutes. The minutes from March 1 are approved.
2. Committee Reports
 - F&S. Joe Siry reports that the F&S committee is developing a draft document which would make recommendations regarding faculty preferences for merit pay. He acknowledges that there is divergence among the faculty about merit pay and he states that he believes that the current merit pay system does not enjoy broad legitimacy and support. He believes that the merit pay system as implemented has contributed to low faculty morale. Jill Jones recalls that the faculty passed a motion regarding the merit pay protocol system that the faculty developed and which was subsequently not implemented. She states that some faculty feel like there was a 'bait and switch,' in that the faculty were baited into accepting a merit system, but the details of that system were then switched. She states that President Duncan did respond to her query about the change in the system by email. Carol Bresnahan states that she believes that the Board of Trustees is not open to a non-merit salary system. She states that her perception of the Board is that they see the merit system as a way to change the culture at Rollins College to one which is more aligned with work incentives. She recalls her experience at a previous institution which only gave pay raises on the basis of merit. She notes that at her previous institution there were "steps of merit," but most faculty were found meritorious. Some faculty were outstanding year after year. She states that there is no perfect system. Joe states that if we want to change the culture, we need to define what it is that we aspire to (i.e., what faculty activities most deserve merit). Jill Jones asks whether or not we want to change the culture. She states that the challenge is to decide how to reward people according to what we value in our existing culture. Jill states that one of the places that this process got stalled was in determining the relative value of teaching versus research. Bob Smither states that he is really bothered by the fact that some people can never get a raise because of the view of the Board. He believes we should take an inclusive view of merit. Carol agrees. She believes almost all faculty are meritorious. Dexter Boniface states that the Arthur Vining Davis awards, also, do not appear to value teaching equally with scholarship. Two of the five categories refer to scholarship, only one to teaching, and none to service to the college (one does address service to the community). Jenny Queen states that this gets us back to the fundamental question: who are we and what do we value? Jill states that is it often the things which we cannot quantify that we most value at Rollins. Joe states that the committee will bring their draft document to the next EC meeting for their

consideration and approval. Bob asks if there is a specific time at which the salary letters need to go out to the faculty.

- AAC. Gloria Cook states that she has had some communication with CPS about the general education curriculum. Tonia Warnecke (INB) has been involved in this process and could help to present it. Jill asks if she should invite the CPS faculty to the next A&S faculty meeting. Jenny Queen states that it would be logical to do so. All present agree. Gloria reviews the proposed revised general education system (see attachment #2 below). Jenny Queen asks about the five assessment outcomes; is each *course* designed to meet these objectives or each *neighborhood*? Barry Levis clarifies that assessment would take place across the neighborhood and that the administration of the assessments would take place at the lower level and the upper-level. Gloria states that there have been three open meetings and the relevant documents have been disseminated. She is ready to present it to the faculty. Jenny questions why the “Q” requirement has been re-conceptualized as a math class only. Historically, quantitative classes in other fields have counted for the Quantitative Reasoning. Jill notes that the proposal represents a significant departure, the end of the alphabet soup. Joe Siry states that one worry that he has is distribution across divisions. Allie Mozzicato asks how this would work for transfer students or students who want to take class over the summer. Gloria reiterates that the current general education system has been in place for three decades. She notes that, today, the MCAT exam demands integration. The proposed system, she states, seeks this type of integration as well. Barry Levis states that the proposed system will succeed because students will not have the option of opting out and making comparisons to the alternative system. Jill asks what the implications are for the Honors Program. Barry explains that honors students have fewer requirements; the honors program is not unlike what is being proposed here. Carol states that we need to offer courses that students want to take. Dexter Boniface states that there would be serious logistical challenges to offering courses as a sequence. Jenny states that this type of planning should be done on the front end like it was for the pilots. The EC recommends that Gloria present the proposal, move into Q&A and then move the faculty into a committee of the whole.
- SLC. Student Life is holding off new business in light of other items on the agenda. They are working on the student travel policy and hope to bring this to the faculty late this year or early next year.
- PSC. Barry Levis states that PSC continues to review grants. PSC furthermore reports that it finished its recommendations for A&S bylaw revisions and will bring these to the April A&S meeting. The committee made three specific recommendations:
 - Extend the franchise to the provost as the chief academic officer irrespective of the provost’s tenure in A&S. This creates a status for the provost comparable to that of the president. PSC specifically did not want to extend voice and vote to all administrators with A&S appointments.

Beyond the president and provost, only the deans of A&S and Holt (if they have appointments in A&S) will have voice and vote.

- Not address the selection/election of the A&S representatives to CPS committees in the bylaws. PSC thought it might be too onerous to require a member of PSC to sit on CPS's P&T committee and a member of AAC to sit on CPS's curriculum committee. While such a member might bring knowledge of comparable and complementing policies, the belief was members of PSC and AAC already have significant meeting demands. Moreover, given that most committees (including those in CPS) meet during the common hour, it is impossible for a single individual to attend both the A&S and CPS meeting. Tom Lairson, who has been attending our PSC meetings as a CPS representative, mentioned this difficulty to me – he must decide each scheduled meeting whether to go to the CPS P&T meeting or the A&S PSC meeting. Instead, PSC thinks that perhaps EC could select a representative for CPS committees, and have these representatives confirmed by the A&S faculty. Ideally representatives might have recently sat on AAC or PSC.
- We tried to clarify the mess of joint appointments and basically located the evaluation process based upon the department of the individual. We wrote the text so that any additional dean or director with a supervisory role over the faculty member also would send a letter to the provost. We did not try to solve the current problems of Ilan Alon, Mark Fetscherin, Tom Lairson or Wendy Brandon – we believe those issues should have been foreseen when the administration changed the structure and the administration now should handle those issues.
- SGA. Allie announces the events associated with “Tarpalooza” (formerly Rollins’ homecoming) which will take place March 17-22. Events include a Men's Lacrosse Game, Karaoke, a Movie on the Lawn, Paint the Town, LipSync, and Welcome Home TARS! (the start of Alumni weekend). The other big thing is Fox Day. An email went out which explains the changes this year.

3. Old business

- a. Charter for Emeritus Faculty Association (see attachment #1 below). Bob Smither recommends that EC endorse the Charter, rather than bring it to the faculty. The EC conditionally approves the Charter (subject to grammatical corrections).
- b. Shall the Dean of the College/VP of Planning be asked to report to A & S once a semester? This issue is tabled until there is greater clarity regarding this position.
- c. Elections/FEC slate. The order of balloting is established. Eileen Gregory sent a complicated email to Jill regarding the FEC slate. Eileen states that it is a challenge to obtain diversity on the committee. The FEC has recommended several people. Continuing members include Socky, John Sinclair, and Bob

Sherry (the latter continuing one semester). Based on Eileen's recommendations, the EC recommends Jay Yellen, Steve Klemann, Lee Lines, or Bruce Stephenson fill one slot and that the two remaining slots (one of them for one year only) be filled by Alicia Homrich, Joan Davison, Sharon Carnahan or Yudit Greenberg (divisionally one must be a social scientist).

4. New Business

- a. Committee members for CPS. A&S faculty will sit on certain CPS committees. Joan Davison (in an email) has made a recommendation that the EC nominate individuals for these positions, ideally those leaving the relevant A&S committees (i.e., AAC and FEC), and then approve the slate at the next faculty meeting.
- b. Searches
 - a. Dean of A&S. Jenny Queen reminds the EC that applications close soon.
 - b. Dean of Holt. There is one candidate: David Richard. There will be a full-blown interview process. This has been scheduled.
 - c. Dean of the College. Carol Bresnahan states that she will be meeting with President Duncan imminently to discuss the future of this position.

5. Adjourn. The meeting is adjourned at 1:55pm.

ATTACHMENT #1

Charter for the Rollins College Emeriti Association

I. PURPOSE

The organization founded by this charter is known as the Rollins College Emeriti Association (RCEA). The purpose of RCEA is to assist in making retirement creative and rewarding for the emeriti faculty and administrators of Rollins College.

II. MEMBERSHIP AND ORGANIZATION

- A. Any person awarded emeritus status by Rollins College is automatically a member of RCEA.
- B. The affairs of RCEA are managed by a three-person committee, elected by the association membership. Each committee member serves a three-year term at staggered intervals. a one-year term and one serves a two-year term. One of the three will serve as chair. Voting will occur annually by email, with votes to be sent to an active member not running for office.

There are no term limits imposed.

III. OPPORTUNITIES AND RESPONSIBILITIES

- A. RCEA links the emeriti faculty and administrators to Rollins College in a formal way, recognizes their valuable contributions, and permits a collective level of participation in College affairs.
- B. RCEA provides a vehicle for organizing a variety of social activities that connects the emeriti faculty with active faculty and staff of Rollins College.
- C. RCEA offers a forum for speakers to address its members and invited guests on issues of common interest.
- D. RCEA offers a clearing house to all those members who wish to offer a variety of services to the College.
- F. RCEA allows itself to pursue any other activities appropriate to its purpose.

IV. PRIVILEGES

- A. Rollins College grants members the following:
 - 1. Listing with the faculty in current catalogues and appropriate campus and home directories.
 - 2. Invitations to public ceremonies and faculty meetings.
 - 3. Identification cards similar to those of active faculty.
 - 4. Parking privileges similar to those of active faculty.
 - 5. Complimentary or reduced-price admissions to all athletics and cultural events.
 - 6. Use of campus recreational and social facilities.
 - 7. Consideration in departmental or interdisciplinary teaching.
 - 8. Access to departmental and college support services.
 - 9. Receipt of college publications.

2 February 2012

ATTACHMENT #2

Revised General Education Proposal: That Rollins College adopt the following general education curriculum to be implemented starting with students entering Rollins College in the Fall of 2013. An implementation committee will need to be formed to work out final details. We also recommend that a Director be appointed to oversee general education at Rollins College.

We are not proposing a name for what the academic communities will be called—we use the term “Neighborhood” in this document. We expect the implementation committee to solicit suggestions from the full Rollins family.

Short Description

Rollins students prepare to become global citizens and responsible leaders, able to identify and engage with complex issues that affect our community and world. In addition to the in-depth study done in a major, each student participates in an interdisciplinary study of a global theme. Students choose five courses, one from each of the four divisions of the Arts and Sciences as well as a capstone course, all focused on the selected theme. In these courses students learn to think, speak, and write in critically and ethically informed ways and to integrate knowledge and ideas from a wide spectrum of perspectives.

Requirements for Graduation

- Demonstrate competency*
 - Written communication
 - Mathematical thinking
 - Foreign Language
- Five courses focused on a global theme chosen from one of three to five Neighborhoods.
- Satisfy requirements for a major.
- Three Physical Education courses, including a Basic Physical Education Course
- A total of 140 credit hours

Neighborhood requirements

Five Neighborhood courses, at least four (including the Capstone Course) from the same Neighborhood, including:

- One Introduction Course (100 level),
- One or two Intermediate Courses (200 level)
- One or two Advanced Courses (300 level)
- Capstone course (400 level)
- One Neighborhood course from each Division of the College.

*Implementation committee will determine what constitutes competency.

Learning Outcomes to be assessed (Five rather than fifteen)

1. Written Communication
2. Critical Thinking
3. Ethical Reasoning/Civic Engagement
4. Information Literacy
5. Integration across disciplines

Advantages of New Curriculum

1. Developmental in nature
2. Interdisciplinary (as opposed to multidisciplinary)
3. Gives cohesion to general education
4. Creates communities of learners
5. Gives students two extra elective courses
6. Able to assess how well it is working

Problems with the Pilot Program derived from exit interviews

This proposal is designed to address all of these issues:

1. Lack of flexibility in scheduling (due to being a small program)
2. Fewer courses to choose from (due to being a small program)
3. Perceived conflicts with AMP or study abroad (see student schedules)
4. Dissatisfaction with courses
 - a. Not happy how course was taught
 - b. Course perceived to be harder than other general education courses

Faculty Commitment Per Year

On average faculty would need to teach about two service courses (RCC, Honors, Competencies, and Neighborhoods) per year.

Proposed Curriculum

- 34 RCC classes
- 30 Writing competency classes
- 29 Mathematics competency classes
- 46 Language competency classes
- 34 Introduction Nbhd classes
- 23 Social Science/CPS Nbhd classes
- 23 Humanities Nbhd classes
- 23 Science and Math Nbhd classes
- 23 Expressive Arts Nbhd classes
- 27 Capstone Nbhd classes

In AY 2011/2012 we offered:

- 35 RCC classes
- 30 W classes
- 29 Q classes
- 46 F classes
- 57 A classes
- 43 C classes
- 45 D classes
- 36 L classes
- 29 O classes
- 27 P classes
- 50 S classes
- 31 V classes

292 classes total

458 classes total

Recommendations

- Students must take lower-level courses (100/200) before upper-level courses (300/400).
- Capstone courses will be offered both in the Fall and Spring and can be taken by third or fourth-year students once the first four courses are taken.
- Possibly reserve special times for RCC and Neighborhood courses.
- Neighborhood courses will not normally be team-taught.
- Workshops will be held to train faculty to teach integration across disciplines.
- Faculty within a Neighborhood will meet regularly to discuss and plan for the integration.
- Departments will be required to provide adequate faculty staffing as coordinated between department chairs and the appropriate Deans.
- Upon approval of the proposal, the Academic Affairs Committee will appoint an implementation committee, consisting of faculty from each Arts and Science division and the College of Professional Studies, the RP Steering committee, professional advising staff, and students.

Typical Schedule

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course (or exploration) Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Elective PE Course	200-level Nbrhood Course Core Competency Major Course Elective
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Major Course Major Course Elective Elective
Year 4	Capstone course Major Course Major Course Elective	Major Course Major Course Elective Elective

Semester Abroad

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course (or exploration) Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Major Course (or exploration) PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Semester Abroad
Year 4	Capstone course Major Course Major Course Elective	Major Course Major Course Elective Elective

3-2 Program

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course Major Course PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Capstone course Major Course Major Course Major Course

Student Teaching

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course Major Course PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Capstone course Major Course Major Course Elective
Year 4	Student Teaching	Major Course Major Course Elective Elective