

2-17-2009

## Minutes, Arts & Sciences Student Life Committee Meeting, Tuesday, February 17, 2009

Arts & Sciences Student Life Committee

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## **Student Life Committee for the Arts and Sciences**

### **Minutes for February 17, 2009**

**Bush Science Center #257**

**Start 12:38 – Finish 1:52 pm**

Present: Paul Harris (Chair), Creston Davis, Nick Horsmon, Micki Meyer, Ken Miller, Jennifer Queen, Katie Sutherland, Ashley Taylor Finkelson, Cathleen Ward, Branden Becker, Denise Cummings

Non-Voting: Karen Hater- Interim Dean of Student Affairs and Diane Willingham- Director of Community Standards and Responsibility

Guests: Marissa Germain- SGA President Walker Hamby, SGA VP

#### **I. Announcements**

- a. P. Harris welcomed committee and guests
- b. D. Davison and M. Germain will attend BOT Education Committee meeting on 2/19/09 to provide faculty governance and student governance perspectives

#### **II. Old Business**

##### **A. Faculty Involvement in Co-Curriculum Survey**

- a. P. Harris brought report data to Exec Committee for feedback for distribution. D. Davidson requested following: (a) Executive Summary, (b) Statement of Why is this is Important, (c) Recommendations, (d) Clarify “student organizations” rather than other forms of co-curriculum
- b. Next steps J. Queen and K. Sutherland will work with P. Harris on data and results distribution. Need for SLC members to provide 3 recommendations by 2/21 sent to J. Queen and K. Sutherland for the report.

##### **B. SGA Update on Social Honor Code (Student Social Responsibility Act, Student Bill of Rights)**

- a. W. Hamby and M. Germain following items of Social Honor Code per SLC’s formal request at 1/27/09 meeting: (a) What is the purpose of the Social Honor Code (b) What are SGA's goals for developing this code (c) What are SGA's plans to achieve these goals (d) What are SGA's expected deadlines for the various stages of this project, including its completion? W. Hamby and M. Germain did not provide a formal report answering the

following questions, rather provided two in draft documents that demonstrated progress relating to above questions. Members participated in discussion around focus and needs of students and community. P. Harris expressed concern around focus of document and urged continued meetings with SGA and timeline.

- b. Next steps: W. Hamby to send committee updated document and report clearly highlighting formal request and roles/responsibilities in goals by 2/18/09. SLC will continue to work closely with Social Accountability Committee in an advisory role in report and communication with faculty which could include special session outside of monthly SLC meetings.
- c. See attachments A & B

### **III. New Business**

#### **A. Request for Board of Trustees for representation on Education Committee**

- a. Discussion among SLC of where the best “fit” for faculty and student representation on the BOT. SLC members interested in understanding the structure of the BOT and different committees in order to make an informed committee decision on where representation would/could occur. SLC can not make a recommendation because not enough information is available to provide an educated decision. Item tabled until 3/17/09 meeting.
- b. Next steps: P. Harris to invite R. Casey or Lorrie Kyle to 3/17/09 SLC meeting to discuss structure of BOT and committee responsibilities.

### **IV. Adjournment**

**Attachment A:  
Document Submitted by SGA Rep Nick Horsmon (2/16/09)**

Social Accountability Committee Report to SLC  
February 16, 2009

**Purpose:**

To cultivate and maintain a distinct community unified under the values of responsibility, respect, integrity and accountability

**Philosophy:**

In the spirit of the liberal arts education, we establish this document to ensure an atmosphere of personal and collective growth. The actions of each individual affect the social integrity of our community. Therefore, upon enrollment to Rollins College, we, the students, agree to live by those values our community considers necessary to promote global citizenship and responsible leadership. We accept the responsibility for the welfare and actions of all persons within our student body. We establish this Bill of Rights to reflect and uphold standards befitting of the Rollins culture, and we respect each right listed within our Bill of Rights. To preserve these rights and foster a safe and responsible learning environment, we agree to steadfast adherence to our moral and ethical code.

**Students' Bill of Rights:**

- Respectful communication between students, faculty and staff
- Freedom of expression
  - o Campus leaders in all position are protected from losing positions as a result of expression of opinions
- Students will be included in policy changes and recommendations that impact student life
- Education: Once a member of the Rollins community, we have the right to the access of an educational environment that includes superior faculty, academic technology, classrooms, libraries and all resources necessary to achieve academic excellence
- Additionally, it is our expectation that, as Rollins community members, we abide by local, state and federal laws. We cannot take advantage of the privileges our private institution offers us. All violators of this creed will be subject to the governing body

**The Rollins community can expect:**

**Consistency** in the implementation of policies and procedures

**Consistency** in the quality of academic courses

**Accountability** amongst students, faculty and staff

**Excellence** in academic and social resources, including technology, advising, tutoring, etc.

**Transparency** in College Governance actions. No community member shall be left in the dark concerning the immediate direction of the college or its academic and social institutions.

**Definitions/Distinctions:**

The following is a breakdown of the relationship collaborations that this document will

encompass and how they will be achieved and sustained. As members of the Rollins community, we understand the importance of mutual collaboration on all levels of the College.

Student-Student  
 Student-Staff  
 Student-Faculty  
 Staff-Faculty  
 Faculty-Staff  
 Institution-Perspective Students

Though we understand we cannot dictate relationships at all higher levels of the institution, we strive to lay a framework through which Staff and Faculty, as well as students, can develop and maintain stronger working relationships.

**A student of Rollins College has three main responsibilities:**

**Academic Responsibilities:** A student's academic responsibilities are self-evident yet need to be explicitly expressed. Rollins is an educational institution of excellence; therefore pursuit of the highest academic achievement is the fundamental goal of each community member. If a student is unable to maintain academic integrity (Academic Honor Code) or standards set by our institution (a minimum GPA), he or she is not upholding an essential responsibility.

**Social Responsibilities:** Listed in the Bill of Rights. Founded as an educational institution, any actions or inactions that obstruct the founding or guiding principles of the institution, vandalize property, or interfere with the rights of other students, professors, or staff will not be tolerated. This must be clear in all aspects of the community, from the admissions process through graduation. While the Code of Community Standards details the policies of our school, Rollins students are expected to abide by these essential guidelines. Also, see the possible amendments to the Code of Community Standards addressed below.

**Financial Responsibilities:** Students must comply with the monetary responsibilities of the institution. This applies to scholarship preservation, financial aid, and other means of payment.

**Timetable and Process of Implementation:**

Our initial goal is to submit to SLC for its next meeting (March 17) a modified and finalized document passed through the SGA Senate.

On April 7, the document and its extended ideals will be presented to the full faculty and executive committees.

As soon as possible, we wish implementation to begin via the SGA and Rollins website as well make contact with the Office of Admissions concerning possible strategies for implementation.

Throughout the coming months, we also wish to, in collaboration with SLC and other governance committees, introduce focus groups (town hall style sessions) with faculty, staff and students to promote the principles outlined.

**Attachment B:  
Document Submitted by SGA VP Walker Hamby (3/24/09)**

Value/Standards

Institutions such as Rollins operate in accordance with certain core values and standards, however these are only as strong as the consistency which students, teachers, and staff exhibit, enforce, and perpetuate them. When faculty, students, or staff act against these values/standards, the integrity of the institution suffers as does the level of trust between these three groups. Therefore, from admission to graduation a student must hold, at the basest of levels, a consistent expectation of a Rollins Student. (A consistent standard needs to be set. This needs to be defined and enforced by on a social level, academic level, and a "rights of the students" level. The academic honor code and other measures do so academically. What does this socially? This needs to be outlined in the code of community standards and the office it operates under.) In addition, the faculty and staff must respect the student body's indispensable importance in both the creation and the implementation of this standard. This is true for a number of reasons: 1. Students drive campus culture and thus define themselves on a daily basis. Therefore they are the most effective at enforcing social and academic norms both at the institutional level and the peer level. 2. Students have the most to gain or lose by those who deviate from the values/standards set. 3. A student run system is the manifestation of a liberal arts education outside of the classroom.

As noted above, trust between faculty, staff, and students is broken when any one of these bodies acts against the values/standards of the institution. This concept is not exclusive to students. If at the basest of levels, the values/standards of this institution are congruent, then faculty and staff hold a responsibility to the institution, the students, and themselves to uphold said values/standards. The trust between students, faculty, and staff and the fundamental integrity of the institution is directly dependent upon this agreement.

Finally, if all bodies of Rollins (faculty, staff, and students) function in a healthy environment of trust set by consistent core values/standards, then each has vested interest in the definition of said values/standards and the way the college chooses to carry out said values/standards as an institution. With this reasoning, students claim rights that will enforce this trust and ensure the values/standards are met. This is evident in both the defining of the student's rights and participation in governance. Similarly, in order for an atmosphere of trust to exist, a set of expectations implied by the values/standards must be met. (See below)

The Rollins Community can expect (this list can/may need to be expanded):

- **Consistency** in the quality of academic courses
- **Accountability** amongst students, faculty, and staff
- **Excellence** in resources, technology, advising, tutoring, ETC
- **Consistency** in the implementation of policies and procedures
- **Transparency and Allied Participation** in College Governance and other pertinent avenues institutional decision making.

The achievement and implementation of these expectations can and will differ from student to faculty to staff. As this is a student made document, instilling students with these values will be the focus of this document.

A student of Rollins College has both academic and social responsibilities which are consistent with the value/standards of the institution.

- 1) Academic: Academic values/standards are largely safeguarded by the academic honor code and the direct relationship between student and faculty. This will not be the focus of this document.
- 2) Social: Currently social values/standards are enforced by the office of Community Standards and Responsibilities which relies on the Code of Community Standards and Responsibilities. These values/standards are loosely defined by this department (institutionally) and by the social interactions of the student body on a daily basis (culturally). In order to create beneficial change we must incorporate the cultural and the institutional to create one value/standard. The steps need to ensure this are:
  - a. Expansion/recreation of the Community Hearing Council, CHC, to be the main institutional support in upholding social values/standards on campus.
    - i. Similar to the academic honor council, this group would be run by students and have an involved staff advisor.
    - ii. This group would be responsible, along with the Student Life Committee, in reviewing and updating the Code of Community Standards as is needed.
    - iii. This group would be responsible for
      1. Determining responsibility and sanctions of student violations.
      2. This group would be responsible for education and implementation of student sanctions and student values/standards.
  - b. Updating of the Code of Community Standards to create consistency with a student run Office of Community Standards and Responsibilities. This new document would require:
    - i. Consistency in judicial decisions and sanctions.
    - ii. Greater emphasis on value/standards and how they affect the student body as a whole
    - iii. Greater awareness of value/standards and more knowledge of possible sanctions (study abroad, positions forfeited, and other areas need to be made clearer).
    - iv. Student Government is in the process of making recommendations as to how students would like to see the code updated
  - c. Creation of a Rollins Social Pledge that would echo the value/standards of the college and be embedded in the Code of Community Standards.

- i. The direct (institutional) responsibility of education and adherence would be that of the student run Office of Community Standards and Responsibilities.
- ii. Residential Life (in the form of R.A.'s and House Managers) and Student Government (in the form of CHC "agency" and student contact) would be indirectly responsible for educating peers about the code.
- iii. Each student would have a direct responsibility to enact the pledge (and therefore the value/standards) into the culture of everyday life.
- iv. The pledge would mirror the value/standards of the college as would the code.

- d. Incorporation of value/standards into admissions process and freshman orientation.
  - i. Admissions would stress the social and academic pledges as a way to recruit like-minded students to the college.
  - ii. An essay directly related to the value/standards of the social pledge would be required for all persons applying to the university.
  - iii. The social pledge would be distributed by R.A.'s and signed at the first hall meeting of each year.
  
- e. A Student Bill of Rights would be enacted to ensure that the value/standards are equally granted throughout the institution. This is a tentative list:

#### Rights

- Respectful communication between students, faculty and staff
- Freedom of expression
- Student leaders in all positions are protected from losing their position for expressing their opinions.
- Administration must include students in policy changes or new policies that directly impact student life.
- Students are free from unreasonable invasion of living space, personal property, and matters of well being.
- Education: Once a member of the Rollins community, we have the right to the access to an education environment that includes superior faculty, academic technology, classrooms, libraries and all resources necessary to achieve academic excellence.

Ultimately, by defining the values that link each member of the Rollins community, the purpose of the institution and the actions of its participants can be such as to further the mission of the college.