

12-10-2014

Minutes, Arts & Sciences Faculty Meeting, Wednesday, December 10, 2014

Arts & Sciences Faculty
Rollins College

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A&S FACULTY MEETING

December 10, 2014

Agenda

12:30 to 1:45PM in the Galloway Room

- I. Call to Order**
- II. Approval of Minutes from 11/20/14**
- III. Announcements:**
 - a. KEP advisors (Jenny Cavanaugh and Tiffany Griffin)
 - b. SACS survey (Bob Smither)
 - c. Cornell Distinguished Faculty Awards
- IV. Reports**
 - a. Academic Affairs (Jill Jones)
 - b. Finance and Services (Don Davison)
 - c. Professional Standards (Fiona Harper)
 - d. Student Life (Derrick Paladino)
 - e. Executive Committee (Carol Lauer)
 - f. Questions from the floor
- V. Old Business**

Certificate of Advanced Graduate Studies in Humanities [\[see Attachment 1, below\]](#)
- V. New Business**
 - a. Statement on hate speech
 - b. F&S election
 - c. Proposed changes in Honors Program [\[see Attachment 2, below\]](#)
- VI. Adjournment**



A&S FACULTY MEETING

December 10, 2014

Minutes

Approved

PRESENT

Allen, Barry S; Alon, Anna; Alon, Ilan; Anderson, Mark S; Armenia, Amy B; Barnes, Missy; Barreneche, Gabriel I; Bernal, Pedro J; Biery-Hamilton, Gay M; Boniface, Dexter; Boulanger, Michele; Carnahan, Sharon L; Cavanaugh, Jennifer; Chambliss, Julian; Charles, David; Cohen, Ed; Cook, Tom; D'Amato, Mario; Davison, Donald L; Decker, Nancy M; Dennis, Kimberly L; Diaz-Zambrana, Rosana; Dunn, Stacy T; Ewing, Hannah E; Farcus, Adam; Fetscherin, Marc; Foglesong, Richard E; Fokidis, Bobby; Foster, Julia K; French, Todd E; Fuse, Christopher R; Gallagher, Erin; Greenberg, Yudit K; Gunter, Mike; Habgood, Laurel G; Hargrove, Dana; Harper, Fiona M; Harwell, Jonathan H; Homrich, Alicia M; Houston, John M; Jones, Jill; Kenyon, Erik; Kistler, Ashley; Kodzi, Emmanuel; Kozel, Philip M; Lackman, Susan C; Lines, Lee; Luchner, Andrew F; Maskivker, Julia; Mathews, Jana E; McAllaster, Craig; McClure, Amy I; McLaren, Margaret A; Mesavage, Matilde; Miller, Jonathan; Miller, Robert W; Mobley, Jen-Scott; Montgomery, Susan E; Moore, Robert; Murdaugh, Anne E; Myers, Daniel S; Newcomb, Rachel C; O'Sullivan, Maurice; Ouellette, Thomas; Oxford, Emma R; Paladino, Derrick A; Park, Ellane J; Pieczynski, Jay J; Queen, Jennifer; Reich, Paul D; Riley, Kasandra J; Ruiz, Maria R; Ryan, Mackenzie M; Sanabria, Samuel; Schoen, Steven W; Seitzer, Jennifer; St. John, Steven J; Strom, Claire M; Sutherland, Katie; Svitavsky, Bill; Tatari, Eren; Teymuroglu, Zeynep; Tillmann, Lisa; Tome, Patricia; Trentinella, Rose; Vidovic, Martina; Vitray, Rick; Voicu, Anca M; Walsh, Susan J; Walz, Jonathan R; Yellen, Jay; Young, Adrian

CALL TO ORDER

Carol Lauer called the meeting to order at 12:31PM

APPROVAL OF MINUTES FROM

EC unanimously approved the minutes from the 11/13/2014 meeting.

ANNOUNCEMENTS

KEP ADVISORS

Jenny Cavanaugh and Tiffany Griffin

SACS SURVEY

Bob Smither

Smither announced that our regional accrediting body, SACSCOC, "has asked the College for data that justifies why our undergraduate courses are worth 4 semester credit hours rather than 3. The college moved to a 4-credit-hour basis in the late 1990s after a review of syllabi from other colleges suggested that we ask more of our students than many 3-credit-hour institutions ask."

Smither distributed to the faculty a short survey "asking what faculty expect of their students in a 4 credit-hour class that they would not expect if the class were 3 credit hours." He said that examples might include additional readings, community engagement components, extra course meetings, or more writing assignments.

Smither said that SACS is focusing on classes taught in 2013-14 academic year and that the gathering of this information is a critical part of the reaccreditation effort. Smither thanked the faculty for its help.

CORNELL DISTINGUISHED FACULTY AWARDS

Craig MacAllaster

President MacAllaster announced the 2014-2015 Cornell Distinguished Faculty Award recipients: Gabriel Barreneche, Kim Dennis, and Julia Maskivker.

MacAllaster made these remarks:

This year's first Cornell Distinguished Faculty Award winner came to Rollins in 2003. A dedicated teacher and respected scholar who has never met a service opportunity he didn't like, his accomplishments are many and varied. In the classroom his students describe him as "Passionate", "Engaging", "enthusiastic", "approachable", "challenging and knowledgeable" One student wrote, "He is my favorite teacher by far at Rollins and I will encourage all of my peers to take his class, because of his devotion to his students and his ability to make my educational experience more comfortable, enjoyable and purposeful. His encouragement helped me to turn around my grades and my attitude towards my schoolwork. I owe him my grade in the class!" One colleague wrote, "he is the most student centered professor I know, supportive, innovative and a model of integrity." Another states simply "he is a powerhouse." Long a practitioner of service-learning based pedagogy this year's award winner has become a leading expert in the field of service-learning in Spanish language studies. He has presented his research on service-learning in foreign language pedagogy at five major conferences both national and international in the past few years and recently edited a nationally honored book on Service Learning pedagogy. A leading scholar in his field wrote, "His scholarship is cutting-edge and addresses key higher-education initiatives. His publications not only advance the Standards for Foreign Language Learning by the American Council on the Teaching of Foreign Languages, but also connect to Ernest Boyer's 1990 vision for the professoriate and calls for curricular reform." Despite his national reputation, this award winner continues to work humbly and diligently in his own community practicing what he preaches and teaching us all to understand the transformative potential of engaged pedagogy and research in, and as, service. As a long term Living Learning Community Director and now RCC Director, his commitment to the students as well as to the faculty and staff that serve our RCC, LCC and rFLA programs has made him one of the most respected professors on campus. Oh, and he gives a mean convocation speech! It is my great pleasure to Award the first Cornell Distinguished Faculty Award to Dr. Gabriel Barreneche.

Our next award winner came to Rollins in 2005. Known for her passion and rigor, students love her classes because they are transformative. One student wrote, "While strict, she holds her students to a high standard and sticks to her standards. She does this to prepare students for the workforce and for other classes, and it has truly helped in my growth as a student." Another wrote, "I don't even know where to begin. This was without question the best course that I've taken at Rollins and it's not even a part of my major. I loved every single reading and every single class discussion. The best part about this course though was the community engagement component. I haven't ever done something so rewarding in my life." Recently recognized by the Florida Campus Compact as the winner of the Engaged Scholarship Faculty Award, this professor has taught a Community engagement every semester for nearly ten years. Her scholarship on the role of women as patrons in Art History is internationally recognized and she was one of only two Americans invited to present her work at the Max Plank Institute for Art History. Her

international colleagues write that “she is making significant contributions with her investigation of women’s roles as patrons and active collaborators in family dynastic strategies.” At Rollins she is known for her fierce commitment to social justice teaching and scholarship. In addition to an impressive teaching and scholarship record, this award winner has revitalized the Sexuality, Women’s and Gender Studies program and has been a tireless advocate for women on this campus and beyond. As the faculty advisor to Voices for Women and Students against Sexual Assault she is has been integral to the efforts to educate our community on sexual assault, develop meaningful prevention programming and advocate for survivors. A colleague writes, “While a casual read of the news will tell you that the national media now understands the crisis of sexual assault on college campuses, [she] has known this truth for years and has been a vocal advocate for the needs of our students. “ Students always come first for this professor so it is fitting to end with another student comment “She is extremely dedicated to her students and her class, she is frank and open with her students, and always gives her all. She challenges us to be our best and never allows us to slack off. She creates an atmosphere that is open and lively.” It is my great please to Award the second Cornell Distinguished Faculty Award to Dr. Kim Dennis.

*Our third award winner has been at Rollins since 2009. Her classes are known for lively discussions around controversial topics and her students appreciate her ability to let all sides of an issue be heard. One student writes, “She is very smart and very approachable. She is also unbiased, which must be hard in a class where all we did was talk about controversial topics.” Many of her students appreciate the pragmatic life and career mentoring that she provides both inside and outside of the class. One student wrote, “She has personally inspired me and worked closely with me to help me reach my short-term academic goals, and long-term career goals.” In her personal statement she wrote, “While engaging my students I can work towards meaningful social justice goals while simultaneously enabling my students to acquire direct knowledge of some of the most pressing social problems of today. Many of her classes incorporate community engagement and she has worked with students on projects ranging from voting rights for ex-felons, to intellectual property rights and immigration reform. Her scholarship is deeply entwined with her teaching and service at Rollins. Her book *Self-Realization: A Liberal- Perfectionist Defense to the Right of Freedom from Employment* was released by Routledge in 2012. In addition she as edited another book for Cambridge University Press and published numerous essays in prestigious journals in her field. Her students are currently involved in the Citizenship Initiative, a multiyear initiative that recently hosted a Naturalization Ceremony at Rollins. It is my great please to Award the third Cornell Distinguished Faculty Award to Dr. Julia Maskivker*

REPORTS

PRESIDENT OF A&S

Carol Lauer

Lauer reported that the Presidential Search Committee had vetted many qualified candidates and that the committee would meet with finalists in December and again in late-January.

Lauer reported that a record number of faculty members (alongside CPS colleagues, administrators, and about a half dozen BoT members) attended the Faculty Holiday Party at the Alford Inn on December 05.

Academic Affairs Committee

Jill Jones

INB/BSE - All Faculty Committee Update: Jones reported that at the November 11 meeting, AAC requested that Jill Jones take the issue of INB/BSE to the EC to request a convening of the All Faculty Curriculum Committee, judging that the issue transcended the scope of one college and thus AAC's purview.

Jones reported that she passed along the request to have the All Faculty Curriculum Committee convened. It was not convened. Jones then attempted to put a vote on the EC agenda to request that the All Faculty Curriculum Committee be convened. The issue was not put on the EC Agenda. Jones believes that the issue will not be put on the EC Agenda and that the All Faculty Committee will not be convened.

Proposed Changes to the Professional Writing Minor and to the Creative Writing Minor (English) were approved.

Jones said that proposed changes to Psychology Courses with Labs (PSY 250, PSY 255, PSY 314, PSY 322, PSY 326, and PSY 341) were a bit more complicated and worth informing the faculty about: With unanimous support from Psychology faculty, the Department proposes to reformat these 6-hour courses (combined lecture and lab) to mimic PSY 328/PSY 238L. For PSY 328, students register for a 4-credit lecture course and a separate 2-credit lab (PSY 328L). The proposed option offers more scheduling flexibility for lecture and labs. It further offers students the option to retake only the lecture or lab, if they should fail one. Moreover, a transfer student—who might not have taken a lab with their base Psychology course at the previous home institution (as required by Rollins)—also would now have the option to take labs (as separate from their previous institution's lectures) to fulfill the Department's course transfer requirements.

Finance & Services Committee

Don Davison

The Finance and Services Committee completed a resolution calling for faculty representation on the Board of Trustees and has sent it to the Executive Committee. Also the F&S Committee has scheduled an open forum on the budget for February 11 at 12:30 in Bush Auditorium. Jeff Eisenbarth, Vice President for Finance and President MacAllaster will deliver the same presentation that was given to the Board of Trustees. Finally, Human Resources will post for the community the Questions and Answers that were discussed at the open forum on the Transamerica Retirement plan.

Professional Standards Committee

Fiona Harper

Since the last A & S meeting, PSC has met once. Harper reported that the PSC met with the Director of International Programs, regarding the Faculty Advisory Committee. PSC received clarification regarding the charge and composition of this committee. It was initially constructed

by AAC while Claire Strom was Chair of AAC: It was intended to provide Giselda Beaudin, Director of International Programs, with advice and direction regarding strategic planning for study abroad for students, selection and review of field study programs each semester, curriculum integration, training for faculty program leaders and workshops on the pedagogy of field experiences and intercultural learning. Harper said that the committee is currently comprised of six faculty members: four from A&S, one from CPS and one who teaches in Holt (either A & S or CPS). Members currently serve 3 year terms. A&S representatives are currently appointed from folks that have served on AAC since it was originally believed this would allow for necessary communication between this committee and AAC. To be clear, this committee is *not* a subcommittee of AAC. Since the suggestions from this committee are ultimately sent to AAC for approval, both PSC and the Director of International Programs agree that this connection is not necessary.

PSC is developing language to revise the mechanism of committee member selection. We intend to revise the committee such that members serve a two year term and A& S members are voted on directly to this committee by faculty slate each Spring semester, rather than through AAC. Faculty members currently serving on this committee will have their terms revised to two years, to allow for more regular turnover of membership. It is anticipated that there will be three positions in the Spring 2015 for election.

Looking to 2015, Harper listed these initiatives for the PSC in Spring 2015:

COURSE INSTRUCTOR EVALUATIONS a request has been made by a faculty member to investigate the timing of the CIEs, when they are released and close, whether CIEs should be taken during class, and timely notification of their release to faculty.

DIVERSITY ADVISORY COMMITTEE a request has been made by a faculty member to consider DAC's charge, committee composition (how do folks get on this committee?), and begin a conversation as to whether to elevate DAC to faculty governance, particularly in light of recent campus events regarding diversity.

REVIEW OF ASHFORTH/CRITCHFIELD/INDIVIDUAL DEVELOPMENT GRANTS All faculty have been notified by email from the Dean's office regarding the January 16, 2015 deadline for application for these grants. Faculty are reminded of the competitive nature of these grants and are asked to review the requirements carefully. Research proposals involving human subjects must include approval from IRB, research proposals involving vertebrate animals must include approval from IACUC.

As Harper reported to the A&S faculty on October 30, 2014, PSC has only \$55,380 remaining for 2014/2015 (from the original \$75,000 available) to recommend for awarding in grant monies. Per the recently revised guidelines for applications, applications from sabbaticants and Assistant Professors receive priority ranking. Associate and Full professors may submit applications worthy of funding, but given the current budget situation will not be funded. Folks are highly encouraged to discuss their research programs with Devon Massot from the Office of Grants and Contracts to seek funding externally.

Student Life Committee

Derrick Paladino

The Scholarship for High-Impact Practices (SHIP) application will be going through some additional edits as the committee discovered that it was created in such a way where the

student does not need to present a paper to attend a conference. The new language will allow the application to be greater attached to scholarship.

Discussion continued regarding Yik Yak and the cultural climate of our campus. It was proposed that there should be meetings with student leaders and student groups to address what we can do for those that have been affected by the Yik Yak postings (e.g., creating a safer campus, reaching out)

The student life committee would also like to remind the faculty that finals and the holiday season can be particularly stressful for some students. In addition to this stress, we have students in our community that have been affected and reinjured by the recent insensitive events on Yik Yak. We hope that the faculty will take part in caring for our student community and speak to their students who appear to be struggling or direct them or walk them to the Wellness Center so that they may receive additional services this semester, in the spring semester and every semester after.

SLC Schedule – meetings are open

1/20/15 (12:30-1:45 - Warden Dining room)

2/17/15 (12:30-1:45 - Warden Dining room)

3/17/15 (12:30-1:45 - Faculty Club Meeting room)

4/14/15 (12:30-1:45 - Warden Dining room)

OLD BUSINESS

CERTIFICATE OF ADVANCED GRADUATE STUDIES IN HUMANITIES

Carol Lauer

Per the faculty's request, Patricia Lancaster, MLS Director, provided additional information about the proposed Certificate of Advanced Graduate Studies in Humanities. A vote on the proposed certificate generated a 33-33 split vote at the previous A&S faculty meeting. The faculty moved to table the motion to consider at a later date although the date was not specified. The information was prepared Lancaster; Nanci Adler, MLS alumna; Ilana Grimes, MLS alumna; Karen Styles, MLS alumna and humanities professor at Valencia College; Ryan Musgrave, Rollins faculty; Jeff Kissinger, Holt Director of Program Development.

NEW BUSINESS

STATEMENT ON HATE SPEECH

Carol Lauer

Lauer reported that Mamta Accapadi, Vice President for Student Affairs, had attended the most recent Executive Committee meeting to discuss the two recent instances wherein Rollins students responded to on-campus events via the anonymous online platform Yik Yak. The student responses were posted in real time during a discussion of income inequality and, days later, during a student protest to in response to the deaths of unarmed black men in Ferguson, Missouri and elsewhere. Lauer offered a statement crafted by Professors Jay Yellen and Emily Russell:

There is no place in our community for hate speech. Making anonymous, hateful remarks on sites like Yik Yak is [cut: cowardly and] antithetical to liberal arts values, which embrace open dialogue about a range of ideas and perspectives. Our campus has a clear anti-discrimination policy condemning racist, sexist, and homophobic acts. We call on

our community to stand by our values and speak out against hatred in whatever forms it takes.

Lauer reported that President MacAllaster had already signed the statement. She asked that the assembled faculty resist the urge to excessively “wordsmith” the statement lest the quorum be lost before a vote could be taken. After limited discussion the statement was amended slightly—the words “is cowardly” were struck—overwhelmingly approved.

F&S ELECTION

Carol Lauer

Lauer distributed paper ballots for an F&S representative for spring term 2015. This was the slate:

Bobby Fokidis
Dana Hargrove
Jonathan Harwell
Susan Montgomery
Rachel Simmons

Dana Hargrove was elected.

PROPOSED CHANGES IN HONORS PROGRAM

Christopher Fuse and Rachel Simmons [\[see Attachment 2, below\]](#)

Fuse and Simmons briefly described the proposed changes to the Honors Program and described how it differed from the existing Honors curriculum. They outlined proposed changes to the numbering and sequencing of courses and efforts to align the Honors curriculum with the new rFLA general education curriculum. The impetus for the changes is “community-building.”

Faculty asked Fuse and Simmons for the rationale, other than an attempt to mirror the general education curriculum, for the proposed changes. Too, they were asked to explain why an Honors student would not or could not complete HIMF. Listing three major reasons, Fuse and Simmons explained the rationale behind the proposed curricular changes and the separation of Honors-in-Major from the Honors thesis requirement: some departments are “financially burdened by requiring students to complete HIMF;” some students do not have the requisite skills “and are ill prepared for thesis-level research in their majors;” and pursuit of HIMF “may conflict with the student’s future career goals.”

After a brief discussion, the proposed changes to the Honors Program were approved via the Clickers® system.

ADJOURNMENT

Carol Lauer

President Lauer adjourned the last A&S faculty meeting for 2014 at 1:51PM.

ATTACHMENT 1

DRAFT PROPOSAL FOR A CERTIFICATE OF ADVANCED GRADUATE STUDIES IN HUMANITIES SEPTEMBER 2014

Prepared by Nanci Adler, MLS alumna; Ilana Grimes, MLS alumna; Karen Styles, MLS alumna and humanities professor at Valencia College; Ryan Musgrave, Rollins faculty; Jeff Kissinger, Holt Director of Program Development; Patricia Lancaster, MLS Director.

With the endorsement of the MLS core faculty, the task group met over the summer to develop a proposal for a Certificate of Advanced Studies in Humanities. The committee reviewed certificate programs offered by other liberal studies programs, particularly those in the AGLSP. The goal of the program is to offer better preparation for MLS students whose goal is to teach at the college level. The Certificate will provide a useful credential for these students.

Brief Description

The Certificate provides a foundation in contemporary methods of teaching and learning as well as an understanding of interdisciplinary studies. It builds upon the overview of Western humanities provided by the core courses of the MLS program and adds two foundation courses: *Contemporary Teaching and Learning in the Humanities* and *Theories and Practice of Interdisciplinary Studies*.

For MLS students seeking the Certificate, these two courses will be taken in addition to the 48 credits required for the MLS. MLS students who wish to take these courses as electives and count them in the 48 hours required for graduation may do so but they will not receive the Certificate of Advanced Graduate Study.

The total number of credits in the Certificate is 20. In addition to the two courses mentioned above (8 credits), students will count two core courses and one elective from their MLS degree (12 credits). This will allow them to focus the content of the Certificate in a particular area, depending upon the courses they decide to count. For example, someone wishing to emphasize modern humanities could count *Origins of Modernity*, *Masterpieces of Modern Literature* and an elective such as *Contemporary Art*.

The Certificate program is also available to students who have a master's or other advanced degree and wish to prepare themselves for college teaching. These students will be asked to take two core courses, one elective, and the two new courses.

Course Descriptions

Contemporary Teaching and Learning in the Humanities provides a foundation in both learning theory and practical application of teaching methods in various modalities and contexts. Designed for discipline experts within the humanities who wish to teach at the college level, the course offers strategies and techniques to deliver and measure effective instruction for a diverse student body. In addition to learning theory applications, specific topics include how to lead meaningful class discussions, assessment, learning styles, and effective use of learning technology.

Theories and Practice of Interdisciplinary Studies examines the nature and origins of disciplinary divisions in the liberal arts and examines theories and practical applications of an interdisciplinary approach to teaching and learning. Students will learn to integrate effectively studies of art, literature, philosophy, science and history and their various approaches to understanding our world.

Course objectives and learning outcomes

- Understand the history of interdisciplinary studies
- Demonstrate multiple ways of knowing in interrelated topics
- Integrate multiple perspectives, leading to a unified framework of analysis
- Advance critical thinking and cognitive development
- Evaluate student achievement
- Implement learning technology with an interdisciplinary design.

Cost of Implementation

Faculty will receive course development grants of \$2500 to design the new courses.
The compensation for teaching the courses will be the same as for other MLS courses, currently \$5000

ATTACHMENT 2

Proposed Honors Curriculum

1. RCC (HON 201)
2. HON 202
3. HON 300
4. HON 350
5. HON 400
6. HON 498 & 499
7. Writing
8. Health & Wellness
9. Mathematics
10. Foreign Language

Old Honors Curriculum

1. RCC (HON 201)
2. HON 202
3. HON 301
4. HON 302
5. HON 490
6. HON 498 & 499
7. Cultures (C)
8. Values (V)
9. Quantitative (Q)
10. Foreign Language
11. Lab Science (O or P, and N)

- HON 300 & 350 can be taken at any time during the sophomore or junior years. HON 400 should be taken as junior capstone.
- Courses will be listed with a suffix indicating division affiliation.

1. Curricular numbering change justification/reasoning:

The core curriculum is designed to build community by providing a shared experience as students progress through college together. The first two courses, 201 and 202, will be taken with other first year students, but the remaining series of classes, 300, 350 and 400, can be taken at any point during sophomore or junior year, allowing freedom of choice in courses and giving students the chance to work with Honors students from other years. HON 300 and 350 may be taken in any order, but the 400-level class should be taken last. HON 400 will remain a capstone/seminar in which students will examine problems and topics through the lens of their individual disciplines. In the senior year, students will focus exclusively on their Honors senior thesis.

In order to ensure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, each seminar will fulfill one or more of the four divisional requirements: Arts (A), Humanities (H), Social Sciences (C), and Natural Sciences (S). Students should ensure that in choosing classes, they have met all four divisional requirements at some point before completing their Honors coursework. Depending on the disciplines of the faculty involved, seminars may have up to two divisional designations. All Honors students must have at least one seminar in each of these four areas. In addition, faculty advisors of first year Honors students will also work closely with their advisees to make certain that Honors students undertake the broadest possible exposure to the liberal arts.

2. Justification for separating Honors-in-Major from Honors thesis requirement:

- Some departments are financially burdened by requiring students complete HIMF

- Some students do not have the requisite skills and are ill prepared for thesis-level research in their majors
- HIMF may conflict with the student's future career goals

There **MUST** be a rationale for a student to not pursue HIMF— i.e. they have some other expertise in the area they're proposing to work, such as a minor.

Students interested in pursuing an interdisciplinary thesis must first meet with and get approval from their academic advisor, in addition to petitioning the Honors Advisory Board for approval. Pending approval by the advisor and the Honors Advisory Board, the student will select a three-person committee comprised of faculty with expertise in the different fields of the student's thesis topic.