

10-23-2014

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, October 23, 2014

Arts & Sciences Executive Committee

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**EXECUTIVE COMMITTEE MEETING**  
**October 23, 2014**  
**Agenda**

**12:30 in CSS 167**

**Lunch will be served**

- I. Call to order**  
Carol Lauer
- II. Approval of minutes from 10/16/14**  
Thomas Ouellette
- III. Reports**
- IV. Old Business**
- V. New Business**
  - a. Honors Degree Changes (AAC)  
(see attachment 1)
  - b. Distance Learning (AAC)  
(see attachment 2)
  - c. Slate for Uber Curriculum Committee  
(see attachment 3)
  - d. Proposed agenda for 10/30/14 A&S meeting  
(see attachment 4)
- VI. Adjournment**



**ROLLINS**  
EXECUTIVE COMMITTEE MEETING  
October 23, 2014  
Minutes  
**Approved**

**PRESENT**

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Carol Lauer; Thomas Ouellette; Craig McAllaster; Carol Bresnahan; Bob Smither (excused); Jill Jones; Don Davison; Fiona Harper; Derrick Paladino; Elise Ablin; Jennifer Cavanaugh (standing in for Bob Smither). Guests: Christopher Fuse; Rachel Newcomb; Toni Holbrook

**CALL TO ORDER**

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Carol Lauer called the meeting to order at 12:35 PM.

**APPROVAL OF MINUTES FROM 10/16/14**

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EC unanimously approved the minutes from the 10/16/14 meeting with corrections.

**REPORTS**

**AAC**

Jill Jones

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AAC approved new study abroad programs in New Zealand and France. A certificate of teaching program in MLS was passed by AAC and will be presented to the full faculty. The Liberal Studies Doctorate was tabled for a future meeting.

**PSC**

Fiona Harper

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Strom attended Tuesday's meeting to start a conversation about including advising in the promotion and tenure evaluation process. PSC believes this should be taken on by the Dean's Office in consultation with FEC and that it should have a place in the Faculty Handbook.

**SLC**

Derrick Paladino

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SLC is meeting next week to discuss updates to the community commitment review process and will bring notes from that discussion to the next EC meeting.

**NEW BUSINESS**

**Changes to Honors Degree Program**

Christopher Fuse and Rachel Newcomb

**(see attachment 1 and 2)**

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Changes to the nature of Honors courses was passed by AAC. The Honors Program had not been changed to fit with the new neighborhood courses. It wasn't clear how students would get

their divisional courses. Previously, it was possible for a student to complete the Honors Program without ever taking a science course. AAC approved the proposal that the numbers of the courses be realigned with the neighborhood.

Harper asked if courses will continue to be team-taught. Newcomb said it's something we will strive for but it won't always be possible. Lauer asked how we will ensure students hit all four divisions. Cavanaugh stated we will set up flags in DegreeWorks to ensure that happens. Students will have the option to take one course outside of their neighborhood.

Question about origination of the HON 490 course. Harper and Edge were the first to teach the course. It was intended to be an interdisciplinary course that tackled major problems of the land. Davison said he believes it came out of an external review conducted 6-7 years ago. Students complained they were taking four courses that seemed unrelated and wanted a capstone experience that tied them all together.

Fuse and Newcomb requested that Honors in the Major Field and the Honors Degree become uncoupled. Complications in particular majors (sciences) have arisen because of the coupling. Some students are unprepared for aspects such as in-depth laboratory research. AAC approved the uncoupling with the provision that there be a faculty member from the student's major department on the student's Honors Degree committee.

Lauer asked Fuse and Newcomb to expand their explanation of what we are doing with the outside your major field work and to send a write-up to EC. Because this is a drastically different Honors Degree Program, the changes need to go to the full faculty.

### **Distance Learning**

David Richard and Meribeth Huebner

**(see attachment 3 and 4)**

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Richard and Huebner were not in attendance so the discussion was tabled.

### **Über Curriculum Committee**

**(see attachment 5)**

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Membership on this six-person ad-hoc committee will include the chairs of the Curriculum Committee of the College of Professional Studies, the Academic Affairs Committee of Arts and Sciences, and the Crummer School or - as a second choice - their designees selected by the Executive Council. One member, who may be staff, will come from the Holt School; the Dean of the Holt School will select this member. Two additional faculty members will be chosen by the Executive Committee of Arts and Sciences. Those who serve must be former members of the relevant committee, except for the Holt School member.

AAC would like to take this proposal to the full faculty for an up/down vote at the next meeting. The present and past two AAC chairs are willing to serve. Ouellette said that this curricula oversight was the most discussed topic at Friday's meeting of the faculty. It was asked why there would be a representative from Holt on the committee. This is because Holt has the same problems as the day school where courses are duplicated in more than one department. Jones asked that anyone serving on the committee be tenured because untenured faculty are not always protected in these situations.

**Proposed Agenda for 10/30/14 A&S Faculty Meeting**

Carol Lauer

**(see attachment 6)**

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The agenda is short to allow time for McAllaster to host an open forum. Ouellette asked if we should take minutes during the forum, stating that people generally feel freer to speak if they are not being recorded. Lauer said the faculty meeting will be adjourned before the forum begins, so we do not have to take minutes. McAllaster will have a PowerPoint presentation that can be posted for referral and for those unable to attend. Discussed Joan Davison's presentation and how much time it will take in the faculty meeting. Lauer will ask her to create a PowerPoint presentation outlining the language.

### **Other Business**

Craig McAllaster

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McAllaster hosted a pandemic readiness review meeting this week. Rollins does have a pandemic plan that was originally written for the avian flu. It has been updated and now designates quarantine space on campus. In regards to travel, we have a very good system for tracking student travel, but we do not have a good way to track faculty travel. We are also working on a mass communication plan and refining the voice who makes our announcements. We need to consider a continuity of operations plan and think about what would happen if we could not run classes. Faculty will be asked to consider continuity plans in their departments. Would there be a way for faculty in an emergency situation to help students complete their courses?

### **ADJOURNMENT**

Carol Lauer

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Lauer adjourned the meeting at 1:52 PM.

  
Honors Program  
Proposed Curriculum

Honors Courses	Competencies
1. HON 201 (RCC)	1. Writing
2. HON 202	2. Health & Wellness
3. HON 300	3. Mathematics
4. HON 350	4. Foreign Language
5. HON 400	
6. HON 498 & 499	

- 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.

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New Honors Curriculum	Old Honors Curriculum
1. RCC (HON 201)	1. RCC (HON 201)
2. HON 202	2. HON 202
3. HON 300	3. HON 301
4. HON 350	4. HON 302
5. HON 400	5. HON 490
6. HON 498 & 499	6. HON 498 & 499
7. Writing	7. Cultures (C)
8. Health & Wellness	8. Values (V)
9. Mathematics	9. Quantitative (Q)
10. Foreign Language	10. Foreign Language
	11. Lab Science (O or P, and N)

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- 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
- Honors & Rollins encourages interdisciplinary thinking
- Forcing students to pursue HIMF may conflict with the student's future goals
- HIMF is still the default option
- Students wishing to pursue an interdisciplinary thesis must petition the Honors Advisory Board and get their advisor's approval

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## ATTACHMENT 2

Requests from the Honors Academic Council.

On behalf of the HAC, Drs. Rachel Newcomb and Chris Fuse requested that Honors in the Major Field (HIMF) and the Honors Degree become uncoupled. Complications in particular majors (sciences) have arisen because of the coupling, with some students unprepared for aspects such as in depth laboratory research. AAC approved the uncoupling, with the provision that there be a faculty member from the student's major department on the student's Honors Degree committee. AAC does not believe this change to the Honors Degree program needs to go to the full faculty, indeed there was discussion by EC members that they were unaware that HIMF and the Honors Degree had become coupled in the first place. This item will be voted on at the next EC meeting.

Honors also proposed that numbers of the courses be realigned with the neighborhood. AAC passed this proposal.

### ATTACHMENT 3

Request from AAC about distance learning discussion:

A conversation about online or "distance" learning at Rollins. Holt is interested in a summer pilot. There was some discussion of the following:

Timing--how will 128 credits affect such a program? (Is 128 credits happening? When?)  
Guidelines--we have some guidelines for blended learning, but none for distance learning  
All College--since we have two colleges and they already have different guidelines for blended learning, should we keep separating the colleges (in which case, should we have separate diplomas? As though we are indeed different institutions?) Or should we have an All College or All Undergraduate set of guidelines? The AAC seemed to think this should be a discussion including the two colleges however there seems to currently be no real commitment to or mechanism for any all college issues.

These are questions that are separate from the concerns about whether we should have distance learning at all, what this might mean for our brand, etc.

The general consensus was that it's time to have some discussions about distance learning before launching a summer pilot, and I said that I would bring it to the EC.



PROPOSAL FOR ROLLINS  
SUMMER ONLINE  
HAMILTON HOLT  
SCHOOL

The Hamilton Holt School proposes a pilot program for distance learning to occur over the following three summers with appropriate assessment and follow-up.

Many of our day students return home for the summer and complete undergraduate courses at local universities or community colleges. Course credit is then transferred back to Rollins College. This practice:

1. **has no quality control-** we do not know the quality of the courses that students are taking over the summer;
2. **results in lost revenue-** when students are paying tuition elsewhere and transfer those credits back to Rollins, there is no revenue generation for the college;
3. **opens the door for low quality online teaching to be granted credit for a Rollins degree-** because transcripts generally do not indicate which courses are taught online and which are face-to-face, it is possible for students to transfer in credit earned through low quality online courses delivered elsewhere;
4. **discourages retention** – when students take courses elsewhere that can be transferred for credit anywhere, it implicitly encourages them to consider other schooling options.

**We propose the following:**

1. For three consecutive summers, deliver a summer online pilot program consisting of courses delivered in a low residency format;
2. By low residency, we mean that the course would meet on campus once prior to summer break for orientation. The rest of the course would be delivered via a learning management system (e.g., Blackboard);
3. Courses would be taught by Rollins faculty (e.g., tenured, tenure track, visitors);
4. All instructors in the summer online program would complete the college's blended learning training with additional training in distance learning;
5. Courses selected for instruction during summer online would be those that are most likely to be transferred in by students (we have already

conducted this analysis) or which could apply to general education requirements (and are in demand by all students);

6. Both day and evening students would be eligible to register for Rollins Summer Online Courses;
7. Holt School staff will prepare annual reports for a three year period to assist faculty in reviewing program outcomes.

## **Considerations**

1. The Holt School currently offers summer school courses in six-week and twelve-week formats. Consolidating all summer school offerings in Holt makes good administrative sense;
2. The faculty may wish to consider the effect Rollins Summer Online would have on Maymester and whether Rollins Summer Online and Maymester should merge (and which unit would be responsible for offering the courses). We have proposed that the Holt School manage Rollins Summer Online because Holt has over two decades of experience running summer courses and the administrative oversight and expertise to conduct program evaluation. Holt can also manage issues related to SACSCOC standards regarding accreditation and distance learning courses;
3. The faculty may wish to consider creating an AAC subcommittee that coordinates course offerings and assessment oversight for the three year test period. If Rollins Summer online is administered by the Holt School, then Holt School staff would work with the subcommittee to execute planning and assessment and prepare annual outcome reports for the faculty that would include the following analyses:
  - a. Course evaluations
  - b. S t u d e n t grading distributions and comparison to face-to-face offerings
  - c. Qualitative student feedback
  - d. Q u a l i t a t i v e faculty feedback
  - e. Revenue analysis and effect on college of reduced transfer credits

## **Effects**

We expect Rollins Summer Online to have the following effects:

1. Reduce by half the number of transfer credits from summer courses accepted by Rollins from other schools;
2. Increase quality control by ensuring students are taught by Rollins faculty in a high quality distance learning format;
3. Recoup over \$150,000 per year in revenue lost to summer transfer credits (an amount equivalent to paying for all summer professional travel expenditures);
4. Increase student retention by keeping students in contact with their faculty and peers over the summer while earning credit hours that count toward Rollins matriculation;
5. Result in summer teaching opportunities for faculty to supplement their incomes.

Thank you for considering this proposal.

David CS Richard, PhD  
Dean, Hamilton Holt School

### Uber Curriculum Committee Membership:

Membership on this six-person ad-hoc committee will include the chairs of the Curriculum Committee of the College of Professional Studies, the Academic Affairs Committee of Arts and Sciences, and the Crummer School or - as a second choice - their designees selected by the Executive Council. One member, who may be staff, will come from the Holt School; the Dean of the Holt School will select this member. Two additional faculty members will be chosen by the Executive Committee of Arts and Sciences. Those who serve must be former members of the relevant committee, except for the Holt School member.

Agenda for 10/30/14 A&S Faculty Meeting  
Galloway Room from 12:30 to 1:45 P.M.

I. Call to Order

II. Approval of Minutes from 9/18/14 (attached)

III. Announcements:

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)

Office Hours Policy (attached)

f. Climate Survey Report (Emily Russell)

g. Questions from the floor

VI. New Business

a. Approval of slate for Uber Curriculum Committee  
(description attached)

b. Change in definition of “good standing” (AAC) (attached)

VII. Adjournment

This will be a brief meeting followed by an open forum with  
President McAllaster