

9-19-2013

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, September 19, 2013

Arts & Sciences Executive Committee

Follow this and additional works at: [http://scholarship.rollins.edu/as\\_ec](http://scholarship.rollins.edu/as_ec)



Part of the [Educational Administration and Supervision Commons](#)

---

### Recommended Citation

Arts & Sciences Executive Committee, "Minutes, Arts & Sciences Executive Committee Meeting, Thursday, September 19, 2013" (2013). *Executive Committee Minutes*. Paper 6.  
[http://scholarship.rollins.edu/as\\_ec/6](http://scholarship.rollins.edu/as_ec/6)

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes 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](mailto:wzhang@rollins.edu).

Executive Committee Sept. 19, 2013

**APPROVED**

Present: Carol Lauer, Claire Strom, Julian Chambliss, Hoyt Edge, Yusheng Yao, Carol Bresnahan, Robert Salmeron, Bob Smither, David Richard, Toni Holbrook, Robert Vander Poppen, Jonathan Walz

The meeting was called to order by Carol Lauer at 12: 39 pm.

Carol Lauer urged that an appropriate administrator be present at the faculty meeting to be able to answer questions about the stipend offered faculty this year, and if this is not possible, for these administrators to call a colloquium for that purpose.

The minutes from Sept. 12 were approved.

### **Reports**

*Executive Council meeting:* There will be meeting monthly this year. The Council talked about the mission statement and it was agreed that the shortest one is best one. The problems in the interface between INB and BSE in terms of the similarity of their core courses was discussed, and the answer was given that INB has 2 options: they can share core curriculum with BSE or alter their core so that there are clearly different majors. Provost Bresnahan stated that there were no new resources available to either department. Clay Singleton said that AACSB requires 10 topics to be covered for accreditation, but it does not specify these need to conveyed via 10 separate courses; they can be combined. Smither pointed out that INB has lost 5 faculty but not any students, so there is a problem. He said that he received a memo stating that the new curriculum for BSE has been approved and will start in Holt.

*F&S:* Edge gave a report on the parking situation. With the addition of new lots on the Science Village property and at College Arms, both to be completed over Christmas break, we will add about 100 new parking spaces. Edge met with Udeh Lugo to discuss the issues of compression and gender equity in faculty salaries. With the introduction of market forces and merit, it was become far more complicated to check for problems in these areas, but the administration will be working on these issues and will discuss how to appropriately lay out the findings. The salary bumps at promotion will be discussed at the next Planning and Budget meeting.

*AAC:* Claire Strom reported that a new study abroad program in Newcastle, Australia, has been created. Also a new prefix (F) for career classes has been approved.

*Professional Standards:* Julian Chambliss reported that Paul Harris and James Zimmerman will come to their next meeting to discuss the CIE.

*Student Life:* Yusheng Yao noted that the committee has already received applications for SHIP (Scholarship for High Impact Practices). He said that the maximum amount for the grant is \$1500 but it seldom happens that such a large grant is given.

**Blended Learning** – Robert Vander Poppen presented the committee’s recommendation on Blended Learning (BL). He noted that BL and other technological changes have chance of being

disruptive to higher education, especially in colleges like ours with our small classes. Much of technology can be dehumanizing, but not all of it. The committee create a proposal rooted in the desire to recognize interaction of students and faculty; they wanted to employ appropriate technology but yet keep our feet in our traditions. So, a different definition of BL was created which also takes non-technologically oriented learning into account. The real issue is seat time and whether it is replaced with something else. The proposal has key check points: It gives the opportunity for faculty to experiment with BL without certification if less than 25% of seat time is replaced with BL; after 25%, the faculty member would need training and the faculty member must make sure that students are aware of what they are getting into; the faculty member must get certified by IT to get the BL catalogue designation, which allows 20-49% BL in the course. RCCs that use BL should not replace seat time with more than 5% with technology; there is a limit of 24% of the class being BL; anyone in an RCC using more than 5% BL needs to get certified. There will be a 3 year pilot program, which will use only classes taught before in a regular format to enable appropriate assessment. Additionally, there will be limits in the use of BL courses in department curricula.

Questions – Lauer asked why faculty have to be certified for the designation if they don't use technology? To make sure that if they added technology later, they would have been trained. Why include RCC in the proposal? There are currently classes with more than 5% BL but they don't use technology. The committee did not want to outlaw those classes. Why 5%? If someone is planning RCC, and they want to use BL, we want them trained since this is such a key course in transition to the college.

Claire – The definition of BL has changed from many standard definitions; should we use another word? Even though it is not the same mallard duck, it is still a duck; we need common language. Using this language could provide some good market opportunities, too.

Smither – How long does IT certification take? They might meet regularly at night for 2 weeks. IT said we can use Blackboard, and so training might not be as long as it was for Holt.

Salmeron – BL is thought of it as a neutral term among students, so that will be OK with students.

*Proposal was endorsed, and it will be included on the agenda for the next faculty meeting.*

**Jindal** – Jonathan Walz reported that the committee is at the beginning of long process. He came to keep us informed. The process will take two years. Many of us at the college have been hearing about India for several years, and given this increased interest, some people several years ago started asking how we could make better connection. The India Center was created, now called Center for India and South Asia now. Jonathan is transition person from Ilan to Tonia and Yudit (in January).

He proceeded to talk specifically about Jindal. In January, 2013, Prof. Tom Lairson developed a relationship with Jindal Global University due to professional work, and he became friends with Vice Chancellor Kumar. Out of that relationship 14 faculty traveled to Jindal. The faculty, due to their experience, has tried to create a more durable relationship. A major development has been the proposal of a dual degree program between Jindal and Rollins. Jindal Global University serves primarily Indian students but also international students. Presently, there is no college in Liberal Arts and Sciences in India. This would be one of 1<sup>st</sup> instances in India to have such a program. Jindal is well funded and faculty is stellar. Our administrators have come back positive about developing relationship. Carol Bresnahan and Sharon Carrier visited last spring. Over summer were plans laid out by Lairson, the administration, including Breshahan and

Duncan, and a preliminary agreement was signed in mid-summer. Jonathan is now leading the Rollins/Jindal task force to work out the process and program. He wants to get information out about this, as well as to get input. The task force met for first time yesterday. The task force will hold 2 open colloquia, and one should occur before Trustee meeting in Oct. 10-11. They will set up a Blackboard site with the key documents. Jindal is sending a contingent to sign a more detailed MOU in October (10-12 people). Walz stressed that although certain things seem pre-formed, we will be helping in shaping the program both here and in Jindal, and in that process, we will help create curriculum that could define the liberal arts in India. We will help develop the curriculum model. There are also cultural questions; with 2 cohorts of students, there can be a total of 50-60 students on campus. Dean Powers has been tapped to help deal with those issues.

### **Holt School: should a subcommittee of AAC be created to handle Holt GERs?**

There are 2 questions: should such a committee be formed, and if so, how do you do that? To answer the latter questions, it is easy to create subcommittees in AAC, so that is no problem. Dean Richard asked, therefore, the question of whether such a committee should be created. He pointed out that one of accreditation issues raises question about who would evaluate GERs in Holt; there is presently no formal mechanism to do this. Further, there have been some issues about FEC recognizing work on Holt committees as service. A way to answer both problems would be to make such a committee part of AAC. It is not just a matter of evaluating the GER but now that the day program is going toward a new set of GERs (the Rollins Plan), it is inappropriate for administrators to generate a set of GRE in Holt (and they can't use the Neighborhoods). Lauer pointed out that all academic matters now go through AAC except the GER issue, so it would be logical just to add a subcommittee. Smither asked how changes to the communication major happen? They go through CPS since it is their department. So, curriculum is already covered by CPS and A&S except GREs. Julian asked about the situation where changes are made in the curriculum (like in International Affairs) where there is no department? Historically, these go to AAC, but if it is more related to CPS, it will go there. Strom says that this solves the process issue.

*This idea was approved, so we suggest to AAC that it form a sub-committee.*

### **Policy on Policies**

Holbrook and Bresnahan reported that the policy as written should simply reflect what is presently the case in terms of academic policies. There have been discussions with others on non-academic policies, and that part of the policy is in rewrites, but if EC is in agreement with academic part, that will remain. *The EC affirmed that part.*

### **Policy on Academic Credit Hours and Levels of Credit**

Academic Credit Hours and Levels of Courses –issues with direct instructional time numbers have been corrected; undergraduate standard is now is 150 minutes of direct instructional time, or 15 weeks 37.5 hours, plus 9 hours per week of outside preparation and short course proportional calculation was corrected

There are graduate programs where standard courses are worth both 3 and 4 semester hours (sh). Most graduate programs use 3 sh, but 2 programs have been grandfathered in with 4: MHR and MLS. We need to develop rationale for these. There is no difference in direct contact hours. Further, the out of class time varies from 9-12 hours for these two, while the 3 hour courses have

9 hours. This may raise questions for SACS: why do we have different number of hours; and why do some graduate programs have less out of class expectations than others. Also, it is a tuition issue since classes paid for in these graduate programs by sh. *Tabled: Holbrook and DCSRichard will consult with MHR and MLS and report back.*

Agenda for the faculty meeting will include: blended learning, stipend questions, committee reports (send first to Dexter who will take notes)

Meeting was adjourned at 1:58 pm