



EXECUTIVE COMMITTEE MEETING

March 13, 2014

Agenda

12:30 in CSS 167

Lunch will be served

- I Call to order**
- II Approval of minutes from 2/27/14**
- III Old Business**
Elections (slate attached)
Budget proposal (F&S)
- IV New Business**
New major in Public Policy (AAC) attached
Don Davison and Phil Kozel

Distance learning in the Holt School (AAC) attached
Meribeth Heubner
- V Reports**
- VI Adjournment**



EXECUTIVE COMMITTEE MEETING

March 13, 2014

Minutes

Approved

PRESENT

Carol Lauer; Thomas Ouellette; Hoyt Edge; Yusheng Yao; Julian Chambliss; Carol Bresnahan; Robert Salmeron; Bob Smither; Don Davison; Ken Taylor; Phil Kozel; Meribeth Heubner

CALL TO ORDER

12:32 p.m. by Carol Lauer

APPROVAL OF MINUTES FROM 2/27/14

Minutes were not distributed with sufficient lead-time so they will be approved at the next EC meeting on April 10, 2014. Thomas Ouellette said he will re-send via email the minutes to the 2/27 meeting, along with the minutes from today's meeting, in advance of the next EC meeting.

OLD BUSINESS

Responding to Carol Lauer's charge at the last EC meeting, Hoyt Edge reported that the F&S discussed at length "the things we value" at Rollins as well as "essentially, the things we could do without." Edge characterized as "too complicated" the issues raised at the meeting and said that this single conversation, though fruitful and indeed provocative, could not address the issue in the time frame allotted.

Edge reported that he perceived "a tension" between Jeff Eisenbarth's characterization of a one-time "rightsizing" of the College budget versus President Duncan's contention that the College's model itself is unsustainable. The former calls for some temporary belt-tightening, Edge said, while the latter requires a holistic and systemic reimagining.

NEW BUSINESS

NEW MAJOR IN PUBLIC POLICY (AAC)

Don Davison, Ken Taylor, and Phil Kozel

Davison opened the discussion of the proposal for a new major (see Attachment 1, below) in Public Policy and Political Economy by saying that the proposed new major has been "under discussion forever, but finally we got the glacier to move." Davison said that the proposal is driven by a desire to give students a platform to examine "how politics and economics interact" and "how public policy grows out of this interaction." Davison briefly walked the EC through the core requirements and electives, explaining

that the senior experience/capstone was still being formulated (with recognition that such a course would not need to be “on the books until four years out.”). Ken Taylor added that the proposal was crafted with an eye toward “be[ing] responsible with faculty resources” and that the proposed major would require no additional faculty and “no impact whatsoever to the budget. None.”

Lauer asked if the announced retirement of Ed Royce (in May 2014) would impact the range of courses offered via and required for the new major. Don Davison responded that he had “checked with the [Sociology] department and received the assurance that “[Sociology] plans to offer the courses” after Royce’s retirement.

Lauer asked if the Davison, Taylor, and Kozel had considered requiring less than 14 courses for the major, as some departments have recently done, particularly with the College’s move to lower to 128 the credit hours needed for graduation. Taylor responded that the interdisciplinary nature of the major, across two academic departments, necessitated the 14 required courses.

Davison talked about a Rollins student “in [his] office just this week” who was considering a transfer to the University of Clermont in CA to take advantage of a major offered there that mirrors the proposed major at Rollins. Davison said that he had “a lot of anecdotal evidence” that there is fairly high student interest in this major and that similar majors at other institutions have been successful, “even growing a little” in recent years.

Lauer asked for a motion to bring the proposal for the new major in Public Policy and Political Economy to the A&S faculty on March 31 for discussion and approval. Edge so moved, Ouellette seconded, and the motion was unanimously approved.

DISTANCE LEARNING IN THE HOLT SCHOOL (AAC)

Meribeth Heubner

Heubner said that she was attending the EC meeting with a proposal (see Attachment 2, below) “seeking permission to experiment” with approximately four distance learning courses which she characterized as “totally different” from the model many institutions use whereby existing (traditional) courses are merely translated to the on-line platform. Heubner said that she envisioned all-new courses developed specifically for this new pilot and said “[Holt] wants to really experiment and do it—and do it really well.”

Lauer asked Heubner to clarify paying faculty to teach courses versus paying them to design them. Heubner responded that pay faculty to “develop” the new courses but would not pay an additional sum to teach them (above their fee for “delivering” a traditional courses).

Ouellette asked if current A&S and CPS students could enroll in courses offered in the pilot and Heubner said they would not. "Our audience is not traditional 18-year old students," she said.

Edge said that he thought the pilot program was "a good idea" because it is line with the notion that Holt needs to be nimble enough to experiment. Edge asked if the catalogue changes that are also alluded to in Heubner's proposal are related to the proposal for the on-line pilot program. Heubner said they were not related. Claire Strom added that this separation was advisable.

Strom asked if the courses are asynchronous, Heubner said that, largely, they were.

Strom said that she approved of the proposal and of taking the proposal to the full faculty for consideration. Strom added the AAC had approved the proposal unanimously.

Lauer asked for a motion to bring the proposal for the Holt distance learning pilot program to the A&S faculty on March 31 for discussion and approval. Strom so moved, Edge seconded, and the motion was unanimously approved.

Before she was excused, Lauer asked Heubner to expand on the situation that has been dubbed in emails "The Holt Issue." Heubner said that perhaps "it is time to finally admit that [Holt] is actually different from the day programs." Heubner cited challenges with the neighborhood general education model which "cannot work for Holt" and difficulties surrounding assessment of Holt classes, which "hasn't happened for 10 years." Heubner said that trying to fit the ever-changing Holt paradigm into existing models is problematic and time-consuming. She said that holding accountable faculty who teach at Holt but do not (or are not) housed there is an on-going struggle. "It makes for a difficult existence," Heubner said, "to try to pacify everybody."

There was some discussion regarding to whom these questions should be addressed. Heubner said that she had been advised that the Executive Council could take up this matter. Strom "strongly advise[d]" that Heubner provide "some place to start" the discussion, such as devising 2-3 models and asking a committee to vet these, to ask pointed questions, and to make a recommendation. Lauer agreed that Heubner needed to shape or limit the discussion. "Otherwise, Lauer said, "it'll take forever and may lead nowhere." Lauer asked the EC if they felt the Executive Council would be advised to vet the proposals. Strom suggested that the now-approved "uber-AAC" may be a more suitable body and she advised nudging President Duncan to jumpstart the new committee.

REPORTS

F&S (Hoyt Edge)

Edge pointed out that two of his items, the upcoming colloquium and budget parameters, had been previously discussed at this meeting.

Edge reported on extensive discussion within his committee regarding the PowerPoint presentation prepared by Jeff Eisenbarth for the Rollins Board of Trustees. The presentation outlines two discrete budget models: one budget model with a \$5M deficit (which contains a 2% raise for all employees); and a second budget model with a \$3M deficit (which, like this year, contains no raises or stipends for faculty, staff, or administrators). Edge said that he had recently learned of “a third option [of a budget model]” that contained a 2% stipend for all employees, the funds to be taken out of the College’s contingency funds.

There was more general discussion regarding whether the projected budget shortfall is a short- or long-term problem, and Edge repeated his allusion to a “tension” between the statements given (and attendant challenges) espoused by Jeff Eisenbarth and the statement of the unsustainability of the financial model of liberal arts colleges “repeatedly” outlined by President Duncan.

Bresnahan said that short- and long-term issues must be addressed. Applying what she characterized as “a generic answer to a good question,” Bresnahan said “We need to find a model for the College that is sustainable in the future.”

AAC (Claire Strom)

Strom reported that the AAC had formed a subcommittee to look at Maymester. It “might be a time to re-think” Maymester, Strom said, to reflect the new general education system and a return to the model whereby Maymester is a revenue source for the College.

PSC (Julian Chambliss)

Chambliss reported that the PSC had completed efforts to refine and clarify policies regarding student/faculty collaboration grants and would next tackle faculty research grants.

Chambliss said that the PSC continues to grapple with ideas to change the Course Instructor Evaluation forms (CIEs). He said the PSC would host a colloquium next year to, among other things, “look at possible alternatives to the CIE.”

SGA (Robert Salmeron)

Not present

SLC (Yusheng Yao)

Yao announced that the SLC had an upcoming meeting from Mamta Accapadi, the new Vice President for Student Affairs during which she would report on her progress regarding the reorganization of the Office of Student Affairs.

Yao closed by reporting that SLC was finalizing an update to the SHIP grant policy.

ATTACHMENT 1

Major in Public Policy and Political Economy Conceptual Framework Revised 3/10/14

Major in Public Policy and Political Economy at Rollins College (14 Courses)

Program Overview

The interdisciplinary program in Public Policy and Political Economy studies substantive and theoretical ways in which economics and political science combine to shape public policies in various countries. Students in the major will become familiar with the theoretical approaches that political science and economics use to study and solve problems that can then be employed to frame and understand public policy issues. Public policy issues will be addressed within an individual and social values context by considering questions such as what is of value to society and its citizens? How best can those values be achieved? What tradeoffs are required when pursuing those societal values?

The program has the following educational goals:

- Often public problems exhibit recurring structures that inhibit their resolution through the political process. Students will understand the conditions that encourage and discourage effective human social and political cooperation including theories of collective action and organizational behavior.
- Students will acquire a framework for formulating and evaluating appropriate normative objectives, including liberty, social justice, social responsibility, efficiency, and other social values integrated in moral and political philosophies.
- Students will learn the analytical tools used to evaluate public policies and programs in terms of their efficacy in achieving given social objectives.
- Students will apply the principles and skills from the public policy major to research and propose practical solutions to decision-making problems in the real world.

Students majoring in Public Policy and Political Economy will acquire the analytical and practical skills that will prepare them for careers in business, law, or the public and/or private sector. Typical avenues after graduation will be to earn a Masters degree in

Public Policy, Urban or Regional Planning; earn a J.D. degree, or an MBA; or work in the public or private sector, and enter politics. Students can also pursue graduate programs in economics or political science.

I. Foundation/Core Areas (8 required courses)

A. Analytical Foundation for Policy and Political Economy (5 courses)

Topics would include:

- 1. importance of implementation process/actors in policy making**
- 2. political institutions and processes**
- 3. political and economic thought**
- 4. nexus between public and private sector**
- 5. political and economic values**

Courses: POL/ECO 119 Contemporary Issues in Public Policy and Economics*
POL 160 Introduction to American Politics
ECO 202 Economics in Historical Perspective
ECO 203 Principles of Micro- and Macroeconomics
POL 363 American Public Policy

B. Methodological requirement (1 course)

Topics would include:

- 1. statistics/data analysis**
- 2. models/approaches to understanding policy problems**
- 3. economics and political science background**

Courses: ECO 221 Statistics for Economics
POL 240 Public Policy Analysis

C. Citizenship and Responsibility (2 courses)

Topics would include:

- 1. ethical bases for public actions and decision making**
- 2. social responsibilities of individuals and organizations**

Courses: POL 120 Problems in Political Thought
POL 227 Ethics and Public Policy
POL 391 Modern Political Theory

POL 316 Applied Political Ethics
ECO 204 Alternative Economic Perspectives

II. Substantive Policy Areas [Five (5) Electives]
At least two electives from two different departments

**1. Possible examples: Political Science, Economics, Sociology,
Environmental Studies**

- ECO 239 Women and Work**
- ECO 242 Economics, Media and Propaganda**
- ECO 256 Limits to Growth**
- ECO 304 Intermediate Macroeconomics**
- ECO 306 Monetary Economics**
- ECO 307 International Economics**
- ECO/POL 313 Economic and Political Development in Eastern Central
Europe**
- ECO 321 Labor Economics**
- ECO 325 Distribution of Income and Wealth**
- ECO 332 Industrial Organization**
- ECO 351 Economic Development**
- ECO 355 Environmental Economics**
- ECO 365 Economic Democracy and Economic Theory**
- ECO 370 Economics of Piracy**
- ECO 371 International Economic History**
- ECO 385 Health Economics**

- POL 252 American Civil Rights Policy**
- POL 327 Urban Policy Analysis**
- POL 368 Comparative Public Policy**
- POL 361 Urban Politics**
- POL 302 Politics in the Third World**
- POL 325 Sustainable Development in SE Asia**
- POL 331 International Political Economy**
- POL 353 U. S. Foreign Policy**
- POL 382 Constitutional Law**

- SOC 211 Social Problems**
- SOC 355 Race and Ethnic Relations**
- SOC 356 The State of Black America**
- SOC 360 Poverty and Social Welfare**
- SOC 367 Economy and Society**

- ENV 292 Political Economy of Environmental Issues**

ENV 348 Sustainable Development
ENV 353 Parks and Recreation

III. Senior Year Experience (1 course)

This could take a variety of forms but the idea is for students to have a senior year experience where they both integrate and attempt to apply the interdisciplinary courses. Ideally, this would be satisfied through a capstone course with a significant research paper, although at its initiation, independent studies will be more efficient. The possibility of internship placements in public agencies accompanied by a reflective research project will also be considered.

*** POL/ECO 119 Contemporary Issues in Public Policy and Economics***

An introduction to the intersection of economic and political ideas and processes as these relate to the creation and implementation of public policy. Possible public policy issues include public health policy, education standards, climate change and energy initiatives, immigration proposals, financial regulation and federal debt limits. No prerequisites. Can be taken by 1st year students.

ATTACHMENT 2

Hi, Claire: We need to make some catalog revisions based upon recent and ongoing curricular decisions.

- 1) This reflects the change to 128 hours for graduation (assuming we move forward with implementation in 2014-15).
- 2) We discovered that the Holt School has a much lower residency expectation than similar programs at peer and aspirant schools. We currently require that the last 36 hours be taken at Rollins – Univ Richmond requires 60, VillaNova requires 61, and Furman requires 60. We do not feel that it is realistic to expect transfer students to complete half of their degree requirements (64 hours) at Rollins but do believe that an increase to 48 hours (12 courses) is merited given the reduction in overall hours needed to obtain a Rollins degree.
- 3) We need to update scheduling formats to reflect blended and online course options.

Your assistance in getting this on an upcoming agenda would be appreciated. Revisions are highlighted below.

BACHELOR OF ARTS DEGREE REQUIREMENTS

Residence

The last ~~36 hours (nine full-credit courses)~~ 48 hours (twelve full-credit courses) for the bachelor of arts degree must be taken at Rollins College Hamilton Holt School. At least one-fourth of a student's major and minor courses must be taken at Rollins.

Credit

Students must complete a minimum of ~~140~~ 128 semester hours of academic work, at least 44 of which must be at the upper-division (300-400) level. Lower-level transfer courses may not be substituted for upper-division requirements unless approved by the appropriate academic department. Students may be required to take a number of overall elective courses in order to meet the semester-hour or upper-division requirement. A minimum of 16 semester hours must be from courses not used to meet either a general education or major requirement. ~~No more than 25 percent of a student's courses may bear a business administration prefix.~~

THE CREDIT SYSTEM AND COURSE SCHEDULING FORMAT

Academic credit at Rollins is awarded in terms of semester hours.

The standard Holt School course is defined as four semester hours, which normally includes 150 minutes of in-class instruction per week. In addition, Rollins faculty expect students to spend considerable time outside of class each week working on course-

related activities. It is appropriate for faculty to assign such work as part of the course requirements. The work that occurs outside of and in preparation for class is essential for the learning that occurs in class. Students should expect to spend at least three hours out of class for every hour in class.

Classes are generally scheduled Monday through Thursday and on weekends. A class typically meets once per week from 4:00 – 6:30 p.m. or from 6:45 – 9:15 p.m. Hours vary for the weekend, intensive, blended, low residency, distance, and summer classes

Some ~~classes involve laboratories and are offered for more semester hours.~~ Other classes that normally meet for fewer hours during a semester are offered for less academic credit.

In addition, the Holt School offers blended learning and distance course options. Courses offered in a blended format typically involve the replacement of up to 49% of in-seat class time with other learning beyond the classroom. Distance courses replace more than half the in-class seat time, up to 100% of seat time for fully online classes, and utilize technology to enhance student learning outcomes and facilitate interactions between the faculty and students through synchronous and/or asynchronous formats. Courses must be approved to be taught in a blended or distance format; and faculty teaching blended learning and distance courses in the Hamilton Holt School are required to complete a training program.