

1-31-2012

## Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, January 31, 2012

Arts & Sciences Academic Affairs Committee

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## **Academic Affairs Committee**

Open Colloquia on Rollins Plan Notes  
January 31, 2012

### **Opening:**

The open meeting of the Academic Affairs Committee was called to order at 12:36 pm on January 31, 2012 in the Choral Room #119 – Tiedtke Hall by Gloria Cook.

### **Present:**

Mark Anderson, Sara Bishop, Gloria Cook, Nancy Decker, Fiona Harper, Jana Matthews, Sebastian Novak, Maria Ruiz, Samuel Sanabria, Wenxian Zhang

### **Visitors:**

Gabriel Barreneche, Pedro Bernal, Jennifer Cavanaugh, Tom Cook, Daniel Crozier, Joan Davidson, Julia Foster, Susan Lackman, Thom Moore, Judy Schmalstig, Joe Siry, Robert Smither, Bruce Stephenson, Debra Wellman, Tonya Warnecke

### **Strengths of the Rollins Plan**

Mark Anderson started the meeting by giving a brief history of The Rollins Plan. This was followed by an hour of discussion on:

#### **Faculty Support**

Many faculty don't have a connection with these courses. They will need additional Faculty training and support. RP is an entirely different teaching experience. We need dedicated workshops to train faculty to teach these general education courses that are developmental and integrated.

In Psychology, what we have found out in regards to generalization is that a behavior change in one setting can readily replicate over to other situations. Generalization is a skill that you have to teach...it is a specific skill to teach with respect to integration. We cannot just hope and pray that it happens. This could appear as "bad organization."

#### **Integration**

Some students don't know what is happening to them until the end. The integration comes together at the end. However, professors do realize that students were making connections from previous learning. Integration does happen through all the coursework. Students might not "get" it till the end.

RP faculty are aware of readings in the other courses. There is linkage throughout from intro course on throughout the plan.

Part of the big ideas was also to integrate the RCC.... to produce the liberal arts.

## **Faculty Development & Load**

RP Faculty held workshops and created a real synergy. Met three or four times each semester possibly more, not even counting the additional 4 times we met for assessment and paper grading.

It seems as though we do too many things for just two courses. If we had a Director of the Rollins Plan to funnel responsibilities through. If students see relevancy in the program, they will stay. May I make a suggestion to make it a celebration when they finish the program, give a certificate.

The selling point of The Rollins Plan for Faculty – no more Gen Ed classes to teach.

We have “feeder/ recruitment” courses that Faculty will not want to give up. This is significant cultural change that will require serious re-orientation and it needs to be done really well.

We need Faculty development. This is a great opportunity for integrating this into teaching. We should make a major investment to incentivize Faculty. Time is money and money is time. Wish we did not have to tie this to financial in this economy, but otherwise it will be a hard sell for the extra time.

We don't have enough Faculty to cover the classes we have now. We don't have enough time.

There is never enough time.

I'm counting 27 P courses, 29 O courses and 57 A courses. What will happen to colleagues?

We might lose some Theatre 100 classes. Don't see it as a problem. Taking it into consideration with a future having other courses, new courses.

Honors, The Rollins Plan and RCC---we have to be more diligent in staffing of these classes. There is a resistance to change.

The hours are still required, and electives are still required.

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Absolutely training is essential, make it an institutional worth, eventually it becomes the norm.

## **Assessment**

There are 15 areas of assessment, maybe we could narrow that down and only concentrate on a few areas

## **Scheduling & Flexibility**

Our analysis of students leaving The Rollins Plan program is that either students left the college all together or they left due to the inflexibility of the program. We need

to lessen course load and increase flexibility.

You could take that class as an elective. The class would count towards your major or The Rollins Plan but we require 16 credit hours of electives now... which we want to increase.

Faculty would be teaching a Rollins Plan course, everyone would be up for teaching a course. Open the department to a wider diversity of classes in the major.

### **The Big Idea**

What if I find out that I don't like "Revolutions" in my sophomore year?

The Rollins Plan, it is the big idea. Each course is giving you a different prospective.

There is a question of our time in the beginning. Once you commit, there is a sense of loss of time if you want to make a change. Sometimes it takes an extra year if you change majors.

If you didn't like one course in your Rollins Plan, you have the option to transfer it to the new Rollins Plan program.

What if a class I want to take doesn't fall into a particular theme?

You could take that class as an elective. The class would count towards your major or The Rollins Plan but we require 16 credit hours of electives now... which we want to increase.

Faculty would be teaching a Rollins Plan course, everyone would be up for teaching a course. Open the department to a wider diversity of classes in the major.

My friend has to take Biology of Fishes. What does that have to do with "Revolutions" or "Global Problems"?

This question can be answered with the example of Biology of Fishes. It has to do with many issues relating to Revolutions and Global Problems. Fish is a food source, something that we are losing rapidly. This is a Global Problem. Then did you know that Spain and Canada almost went to war in 1995? The Turbot War of 1995 was an international fishing dispute between Canada and Spain who was supported by the European Union. Canadians stopped a Spanish fishing trawler in international waters and arrested its crew. Canada was supported by England and Ireland and then Spain was supported by the entire European Union.

Paradigm is key in all these courses.

It all comes down to application. The average person wonders why does fish cost so much, etc.?

It has to be interdisciplinary. We have to take information from different sources to solve problems. Ivy league research has solved this.

We were having the conversation that we felt that the "alphabet soup" was a buy-in for all the junior Faculty. Maybe now is the time for making this change.

We have “feeder/ recruitment” courses that Faculty will not want to give up. This is significant cultural change that will require serious re-orientation and it needs to be done really well.

We need Faculty development. This is a great opportunity for integrating this into teaching. We should make a major investment to incentivize Faculty. Time is money and money is time. Wish we did not have to tie this to financial in this economy, but otherwise it will be a hard sell for the extra time.

Why is The Rollins Plan important? It is a celebration of liberal arts that **will** attract students. My daughter is interested in going to Hendrix College. When we went to visit it was all about their Odyssey Program. The Odyssey Program has six categories, flexibility and encourages all Hendrix students to embark on personalized educational adventures tailored to their own interests and abilities. Students are required to complete three Odyssey experiences selected from the six categories. Each of these three required experiences must come from a different category. An experiential transcript, attached to the academic transcript, reports and records each student's participation in the Odyssey Program.

### **The Current Gen Ed Curriculum**

The Gen Ed system is unique to our school. The historical background of the alphabet letters goes back to the 1980's. Each school has their own way of requiring how important skills and knowledge be transferred. How we impart these skills and knowledge can certainly be re-thought and re-packaged.

Since my time here, we have subtracted three letters and added one. Many institutions that have fewer Gen Eds may require and specify eight courses to be taken outside the major, for depth requirement.

Expose students to broad array over narrow selection of Gen Eds. Smaller departments can attract students to their area via The Rollins Plan.

We have to think about the practical issues of people who make the system work for them and may not want this change. Who will be the most affected by this Gen Ed change, i.e. Natural Sciences...maybe those Faculty will lose their Nutrition classes.

Are we worried about Natural Science Faculty?

We don't have enough Faculty to cover the classes we have now. We don't have enough time.

There is never enough time.

I'm counting 27 P courses, 29 O courses and 57 A courses. What will happen to colleagues?

We might lose some Theatre 100 classes. Don't see it as a problem. Taking it into consideration with a future having other courses, new courses.

Honors, The Rollins Plan and RCC---we have to be more diligent in staffing of these classes. There is a resistance to change.

The hours are still required, and electives are still required.

### **RCC**

I think bringing in RCC at this time will muddy the waters. RCC will be part of The Rollins Plan conversation in the future. We should un-couple the two at this point.

### **Implementation – The Big Change**

I will move towards anything that prevents me from having mixed classes of Seniors and Freshmen.

We have “feeder/ recruitment” courses that Faculty will not want to give up. This is significant cultural change that will require serious re-orientation and it needs to be done really well.

Distributive requirements. To clarify what was said earlier - Faculty can teach electives. We don't have electives in Physics, so only majors are there and we lose the 200/300 level classes due to numbers

Any curriculum is a living thing. Whatever happens, we need to assume for modifications. It is either The Rollins Plan or alphabet soup.

Substantial numbers know what the downside is, but does the community know about the success and the reports? How do we broaden The Rollins Plan knowledge beforehand?

There is a law of 1/3's. There will always be 1/3 against you.

### **Suggestions for the Next Meeting**

Can we make the next meeting open to Staff, Students and Faculty? Is that too much?

We can fit 155 people in here.

Perhaps we can make presentations and attend the Chair Meetings to catch all of the other departments.

We should discuss the history of the alphabet.

We have a year to plan it all out. Please come back to the meeting next week. Thank you so much for coming.

### **Next Open Meeting**

**February 7 2012** Choral Room #119 – Tiedtke Hall

~ **History of Gen Eds**

**Adjournment:**

Meeting was adjourned at 1:57 pm by Gloria Cook.

**Colloquia Notes submitted by:**

Mark Anderson

**Approved by:**

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