

4-17-2014

## Minutes, Arts & Sciences Faculty Meeting, Thursday, April 17, 2014

Arts & Sciences Faculty  
*Rollins College*

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**A&S FACULTY MEETING**  
**April 17, 2014**  
**Agenda**

Revised agenda if accepted. Revisions in **BOLD**.

Galloway Room from 12:30 to 1:45 P.M.

- I. Call to Order
- II. Approval of Minutes from 4/3/14
- III. Announcements: Ashley Kistler, Claire Strom
- IV. Reports
  - a. Academic Affairs (Claire Strom)
  - b. Finance and Services (Hoyt Edge)
  - c. Professional Standards (Julian Chambliss)
  - d. Student Life (Yusheng Yao)
  - e. Questions from the floor
- VI. New Business
  - a. Special election for F&S for one -year term  
Nominee: Don Davison  
Nominations will also be taken from the floor
  - b. **ELECTION OF ONE REPRESENTATIVE TO INTERNATIONALIZATION  
COMMITTEE FOR THREE -YEAR TERM  
NOMINEES: SUSAN LIBBY, DENISE CUMMINGS, DAN CHONG  
NOMINATIONS WILL ALSO BE TAKEN FROM THE FLOOR**
  - c. **CONSIDERATION OF LETTER TO THE BOARD OF TRUSTEES CONCERNING  
THE PERFORMANCE OF PRESIDENT LEWIS DUNCAN. HOYT EDGE**
  - d. Proposal for New Major in Public Policy (attached) AAC. Don Davison
  - e. Maymester Revisited (attached) (AAC) Claire Strom
- VII. Adjournment



## A&S FACULTY MEETING

April 17, 2014

Minutes

Approved

### PRESENT

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Aggarwal, Vidhu; Allen, Barry S.; Almond, Josh; Alon, Anna; Alon, Ilan; Altobellis, Angelina M.; Anderson, Mark S.; Archard, Chuck; Balak, Benny; Barnes, Missy; Barreneche, Gabriel I.; Bernal, Pedro J.; Biery-Hamilton, Gay M.; Boles, Bill; Bonface, Dexter; Boulanger, Michele; Brandon, Wendy W.; Bresnahan, Carol; Caplan, Jenny; Carnahan, Sharon L.; Cavanaugh, Jennifer; Chambliss, Julian; Charles, David; Cheng, Martha; Chong, Dan; Cohen, Ed; Cook, Gloria F.; Cook, Tom; D'Amato, Mario A.; Davidson, Alice J.; Davison, Donald L.; Davison, Joan D.; Decker, Nancy M.; Dennis, Kimberly L.; Diaz-Zambrana, Rosana; Duncan, Lewis; Edge, Hoyt L.; Engstrom, Eric M.; Fetscherin, Marc; Foglesong, Richard E.; Foster, Julia K.; French, Todd E.; Fuse, Christopher R.; Gallagher, Erin; Griffin, Kevin E.; Habgood, Laurel G.; Hargrove, Dana; Harper, Fiona M.; Harwell, Jonathan H.; Homrich, Alicia M.; Houston, John M.; Jones, Jill; Kenyon, Erik; Kistler, Ashley; Klepek, James M.; Kodzi, Emmanuel; Kozel, Philip M.; Kypraios, Harry N.; Lairson, Tom; Lewin, Richard A.; Libby, Susan H.; Lines, Lee; Lohaus, Anna; Luchner, Andrew F.; Mathews, Jana E.; Mays, Dorothy A.; McClure, Amy I.; Mesavage, Matilde; Miller, Robert W.; Mobley, Jen-Scott; Moore, Robert; Murdaugh, Anne E.; Musgrave, Ryan; Newcomb, Rachel C.; Nichter, Matthew; Nordstrom, Alan; Norris, Jimmy; Norsworthy, Kathryn; O'Sullivan, Maurice; Ouellette, Thomas; Peng, Zhaochang; Queen, Jennifer; Ray, Jamey; Ray, Roger D.; Reich, Paul D.; Reinauer, Bob; Richard, David; Riley, Kasandra J.; Rock, Charlie; Roe, Dawn D.; Roos, Joni; Ryan, Mackenzie M.; Sanabria, Samuel; Sardy, Marc J.; Sen, Somnath; Simmons, Rachel M.; Sinclair, John V.; Skelley, Chris; Smaw, Eric D.; Smither, Bob; St. John, Steven J.; Stephenson, Paul T.; Strom, Claire M.; Sutherland, Katie; Tatari, Eren; Taylor, Ken; Teymuroglu, Zeynep; Tillmann, Lisa; Vander Poppen, Robert E.; Vidovic, Martina; Vitray, Rick; Voicu, Anca M.; Walsh, Susan J.; Walz, Jonathan R.; Yao, Yusheng; Yellen, Jay; Zhang, Wenxian; Zivot, Eric; Powers, Pat

### CALL TO ORDER

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The A&S faculty meeting was called to order at 12:37PM by President Carol Lauer

### APPROVAL OF MINUTES FROM 4/03/14

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The minutes were unanimously approved.

### ANNOUNCEMENTS

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Ashley Kistler rose to call the 2014 Student Campus Climate Survey "very important" and said "we [the Rollins Diversity Advisory Council, the Office of the Vice President for Student Affairs, and the Office of the Provost] "really need student involvement." Kistler said that the survey would be meaningless unless a 40% student response rate is achieved and urged faculty to encourage and incentivize students to complete the survey. When asked, Kistler agreed to resend to the faculty the email outlining the details of the survey.

Claire Strom, Chair of the Academic Affairs Committee (AAC), asked the faculty to be on the watch for another survey regarding a "[proposed] switch from [the] Blackboard [Learning System] to another "[open-source] learning management system" called Canvas.

## REPORTS

### **ACADEMIC AFFAIRS (CLAIRE STROM)**

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No report.

### **FINANCE AND SERVICES (HOYT EDGE)**

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No report.

### **PROFESSIONAL STANDARDS (JULIAN CHAMBLISS)**

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No report.

### **STUDENT LIFE (YUSHENG YAO)**

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Yao reported that the Student Life Committee (SLC) met last Tuesday with Vice President for Student Affairs Mamta Accapadi, who reported on “restructuring all the offices related to student affairs.” Yao also said that Diane Willingham, director of Community Standards and Responsibilities, shared with SLC that Peter Lake, Higher Education legal scholar and professor from the Stetson School of Law, did a comprehensive review of the Rollins Student Code of Conduct and raised no concerns. Yao, however, recommended that “policies and procedures on small infractions be geared toward a more educational approach from the current legalistic one.” Willingham’s office will examine these policies and procedures in the summer.

### **SPECIAL ELECTION FOR FINANCE & SERVICES COMMITTEE**

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O’Sullivan suggested that the faculty approve by acclaim the naming of Don Davison to the Finance & Services Committee (F&S); there were many seconds and, indeed, Davison was unanimously approved.

Facilitating the election of a new member of the Internationalization Committee, Nancy Decker distributed ballots containing these nominees: Dan Chong, Denise Cummings, and Susan Libby. Chong was elected.

Hoyt Edge approached the podium and asked the faculty to approve a letter to be sent to the Rollins Board of Trustees.

Lauer read the letter:

*17 April 2017*

*To the Rollins College Board of Trustees:*

*The faculty of Rollins College continues to have grave concerns about the presidency of Lewis Duncan. Our leader appears detached from his duties. We*

*interpret the resignations of the Dean of Crummer and the failure to fill the position of Dean of Admissions as consequences of his failed leadership.*

*The President has put forward stop-gap measures to solve immediate budget problems – problems we believe can be attributed to poor planning - but we do not see a long-term strategy for the institution’s future stability and success.*

*The Executive Council has passed initiatives to coordinate efforts among the schools of the college and to facilitate the development of new Holt School programs that may increase revenue. President Duncan has agreed to these strategies, and then nothing has happened.*

*Our concern is for the future of Rollins. All of higher education is facing challenges to financial viability and strategic direction. We see no possibility of a sustainable business model coming from our current president. He has lost our trust and we believe the only solution is a change in leadership.*

*The Arts and Sciences Faculty of Rollins College*

To facilitate open discussion, Lauer resolved to move to a quasi-committee of the whole; the faculty unanimously approved the resolution. At this point, Thomas Ouellette stopped recording minutes.

Within the quasi-committee of the whole, faculty discussion ensued for the prescribed twenty-five minutes, and then Lauer moved to return to the A&S faculty meeting. Ouellette resumed minutes-taking.

Lauer resumed the discussion and recognized O’Sullivan. O’Sullivan offered to give President Lewis Duncan “my [O’Sullivan’s] time,” to address “point by point” the arguments raised in the letter, because Duncan’s time was cut short during the shift out of the quasi-committee of the whole [Duncan was addressing the faculty when Lauer transitioned out of the quasi-committee of the whole].

Duncan characterized as “simply not true” the statement in the letter regarding a lack of long-term strategizing regarding Rollins’ long-term financial health.

Regarding the Holt School, Duncan said that he and the administration had sought and decided upon “a way of returning the Holt school” to an appropriate fiscal model.

Addressing specific budget modifications to affect the School of Arts and Sciences, Duncan asserted that only minimal adjustments are necessary, including the “tightening up [of] the off-campus residency waivers” and a policy change affecting students who opt for a second or “multiple” study abroad experiences.

Duncan outlined the current “discount model [for scholarships]” and said it must be adjusted, but that “it is not a quick fix.”

Regarding his “engagement,” particularly with the A&S faculty, Duncan asked Lauer to confirm that he asked Lauer to notify him beforehand if agenda items at upcoming A&S faculty meetings particularly pertained to him. Duncan also reported that he had met “monthly...since the summer [2014]” with Lauer, Chambliss, and Ouellette. Lauer returned to the podium to confirm that the meetings took place but “[that] nothing happened [as a result of the meetings].”

At this point, Lauer reminded Duncan of the four-minute maximum for speaking at A&S faculty meetings. Duncan returned to his seat and Lauer called on Charlie Rock. Rock characterized Duncan’s remarks: “the President distracts us with specifics.” Rock said that Duncan’s “itemized list of facts” diverts attention from Duncan’s lack of a holistic, “coherent model.” Rock charged that the Duncan and “the administration is distracted by new programs and new positions.”

Joan Davison rose next to point out that although Don Davison, Rick Fogelsong, Jill Jones “and now Carol [Lauer]” come from “very different” academic disciplines and exhibit “very distinct leadership styles,” each of the last four Presidents of the A&S faculty have reached the same conclusion regarding the working relationship between Duncan & the A&S faculty. Davison concluded, “I am not surprised” that Duncan and Lauer offer conflicting characterizations of the same events and oftentimes report different outcomes. Davison: “Simply, the faculty needs to decide who they want to believe.”

Members of the A&S Executive Committee (EC) distributed paper ballots, the assembled faculty voted, and the ballots were taken up and tallied by the EC.

The result of the vote was announced by Lauer during New Business:

- 86 faculty voted to support the letter
- 15 voted not to support the letter
- 14 abstained

## **NEW BUSINESS**

### **PROPOSAL FOR NEW MAJOR IN PUBLIC POLICY (ATTACHED)**

**DON DAVISON**

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Davison introduced a proposal to create a new major in Public Policy and Political Economy (PPPE), jointly sponsored by the Economics and Political Science departments. Davison: “We believe an interdisciplinary major in public policy offers students a unique opportunity to combine multiple disciplines in the liberal arts while simultaneously providing important skills desired by graduate and professional programs or employers.”

Davison said that an interdisciplinary major in PPPE is consistent with the liberal arts mission of Rollins College. “In addition to the important substantive content delivered in the courses,” Davison continued, “it enhances students’ critical thinking and analytical skills.” PPPE programs “are deeply rooted in the liberal arts traditions,” Davison said. Davison reported on “one of nation’s oldest programs in political economy” created by Williams College in 1946; that “elite liberal arts institutions” including Carleton, Grinnell, and Gettysburg offer similar majors; that peer institutions such as Elon offer a major in policy studies; and that last year, “Rhodes College adopted a new major in public policy and political economy.” Davison: “it is important to note that other elite, mid-sized private universities such as Stanford, Washington University in St. Louis, and Johns Hopkins University offer both undergraduate and graduate degrees in public policy and political economy.”

Davison said that the faculty who crafted the new major “believe an interdisciplinary major in public policy and political economy offers [Rollins] students an important choice” and pointed to several recent political science graduates who have pursued graduate degrees in public policy.

“A degree in public policy and political economy is attractive to a diverse array of employers,” Davison said. Davison affirmed that “all levels of government desire students with policy and methodological training” and that these skills “are embedded in the [proposed] major” and open up possibilities for students to pursue positions in “private consulting, polling, and research think tanks.” Davison added that nonprofit organizations “utilize graduates from the variety of graduate programs that intersect with the issues that affect their operations” such as tax policy and government contracting, among others. “Simply put,” Davison concluded, the major would be attractive “both to current and prospective students.”

The course requirements for the proposed major are in line with those for the International Relations major and are less than the course requirements for the International Business major, Davison explained. The proposed interdisciplinary major requires 14 courses—and Davison pointed out, “there are no hidden pre-requisites, unlike other interdisciplinary programs.” “All courses can be taught by existing faculty,” said Davison, “the major requires no new faculty lines or resources,” and Davison characterized the crafting of the proposed major as “illustrative of working smarter with existing resources.”

Davison said that he and his colleagues acknowledge that “appropriate assessment methodology” for the proposed major “must be adopted” and outlined various assessment mechanisms “similar to the assessment strategy used by the Political Science department” whereby students are required “to maintain a portfolio of papers and assignments that reflect the department’s learning goals” and these “portfolios are then sent to faculty at other institutions for review. “

Davison offered that affected “chairs of the departments contributing elective courses” have been consulted and have expressed support, and that the proposed major will be administered by a single director rotating between Political Science and Economics with “each director serv[ing] a 2-3 year term in order to provide continuity.” Davison said that the crafters of the new major do not envision “at this time” a minor in PPPE “because of the structured core.”

The new Public Policy Major and Political Economy (PPPE) was approved unanimously.

#### **ADJOURNMENT**

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Lauer adjourned the meeting at 1:55PM.



## ADDENDUM 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 1<sup>st</sup> year students.