

Rollins College

## Rollins Scholarship Online

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The College of Liberal Arts Faculty Minutes

College of Liberal Arts Minutes and Reports

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11-21-2019

### **Minutes, College of Liberal Arts Faculty Meeting, Thursday, November 21, 2019**

College of Liberal Arts Faculty, Rollins College

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Minutes of the Regular Meeting of the Faculty of the College of Liberal Arts  
November 21, 2019  
12:30-1:45

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**Presiding:** Paul Reich, President of the Faculty

**Recording minutes:** Jennifer Queen, Vice President of the Faculty/Secretary

**Members in attendance:** Agee; Aggarwal; Anderson; Archard; Balzac; Barreneche; Bernal; Boniface; Brannock; V. Brown; Cannaday; J. Canvenaugh; Cheng; Chong; G. Cook, Cooperman; Coyle; Crozier; D. Davison; Diaz-Zambrana; Douguet; Ebin; Elva; Ewing; Fetscherin; Forsythe; C. Fuse; M. Fuse; Gerchman; Gilmore; Gonzalez Guittar; Grau; Greenberg; Griffin; Gunter; Hammonds; Harwell; Heileman; Hewit; Hudson; Johnson; Jones; Kadiyala; KC Raghavendra; Keunecke; Kiefer; Kincaid; Lewin; Libby; Lines; Mathews; McClure; McLaren; Mohr; Montgomery; Mosby; Murdaugh; Musgrave; Myers; Namingit; Nichter; Niles; Park; Parsloe; Patrone; Pett; Pieczynski; Poole; Queen; Reich; Riley; B. Robinson; M. Robinson; Roe; Rubarth; Russell; Santiago Narvaez; Schoen; Simmons; Singer; P. Stephenson; Stone; Summet; Teymuroglu; Tome; Vanable; Vidovic; Vitray; Voicu; Walton; Warnecke; Williams; Wilson; Wunderlich; Yellen; Yu; W. Zhang; Zimmerman

**Invited guests:** A. Sugar

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- I. Meeting called to order at 12:35pm
- II. Approval of Minutes from October 24, 2019 CLA Meeting
  - a. Kevin Griffin moved to approve the corrected minutes.
  - b. Lee Lines seconded.
  - c. Clicker vote: 69 yes votes, 1 no vote, 3 abstentions. Motion passed.
- III. Announcements
  - a. Amy Sugar announced that access to BB will be going away on December 20 at noon. Please be sure to export course content, download grades for courses that fall within the one-year grade appeal timeline, and any student artifacts that you may need for tenure and promotion, departmental assessment, or other assessments. Also, ITD is conducting a pilot of new video tool, Canvas Studio. It is available to faculty, staff, and students now through May 2020. If interested in helping with pilot, please let her know.
  - b. Paul Reich announced two vacancies on Curriculum Committee that need to be filled. The first will need to a representative from the Social Sciences—Applied division. The second is an at-large representative. Both of these spots will be for the spring term only. If interested in serving as a divisional rep from Social Sciences—Applied and as an at-large rep on this extremely committee, please let him know. A follow up email call for nominations will be sent soon.

- c. Paul Reich announced the Faculty Holiday Party—December 6, 5-8 pm, at Barker House. Please RSVP through email invitation from President by Nov. 27.

#### IV. Committee Reports

- a. Executive Committee; Paul Reich reporting.
  - i. EC endorsed a revision to the All Faculty Bylaws concerning the role of the T&P appeals committee. We will vote to approve the revision at 12/11 CLA faculty meeting. President Cornwell will convene the first few minutes as an All Faculty Meeting, then we will adjourn and Paul Reich will convene the CLA faculty meeting.
  - ii. EC also endorsed changes to the FCMP passed by CC and submitted by the Global Languages and Cultures department (see attached). Many of these changes were endorsed by last year's EC. The remaining change—namely, that Native speakers or heritages speakers may fulfill their FCMP with the adequate 200-level course or one course in international culture at any level—was unanimously supported by EC this year. These will take effect next fall.
- b. Curriculum Committee; Martina Vidovic reporting.
  - i. CC reviewed all faculty position requests for the academic year 2021-22 and provided feedback to the departments that submitted a request.
  - ii. CC discussed and approved changes in the Academic Appeals policies and the Grade Appeals policies to bring Holt appeals process under the CLA curriculum committee oversight.
  - iii. CC discussed the **Finish in Four** program proposal that was approved by the cabinet and the Retention team asked for our input. Finish in Four is a program in which qualifying students who are not able to finish their degree after eight semesters receive a tuition and fee waiver in a 9th semester for any remaining credits needed to complete their degree.
  - iv. CC also discussed a penalty of the honor code violation that was brought up by the Academic Appeals committee. It centered around whether the student should be allowed to withdraw or exercise late credit/no credit option from the course in which a violation occurred in certain situations. The Appeals Committee will write guidelines for dealing with cases that involve extenuating circumstances.
- c. Faculty Affairs Committee; Don Davison reporting.
  - i. FAC continued its discussion of identifying the best methods to evaluate teaching. Several members attended a webinar that focused on the best practices to evaluate teaching sponsored by the American Sociological Association.
  - ii. FAC began to reexamine the two versions of the endowed chair policy, as instructed by EC.
  - iii. The FAC began discussion about the size and composition of the FEC, per the recommendations from the T&P Working Group Report and hopes to bring a proposed bylaw to the EC in the near future.
  - iv. The first meeting of the Faculty Salary Equity Committee was convened Friday, November 15. The membership agreed that a full report will be

delivered to the faculty some time in April. The committee will investigate potential salary inequities by race and gender.

- v. FAC requested the Dean's Office to prepare possible ways to increase the faculty travel allowance. It also asked the Dean's Office to evaluate the possibility of automatically reviewing and adjusting the travel allowance every five years.
- vi. Also reported on by Don (but not FAC business) → Phi Beta Kappa application was advanced to next round. Visitation committee will be here in January 27-28. Very specific faculty groups that the committee would like to meet with. Please try to be flexible as the schedule is tight.
- d. Student Life Committee; Nancy Niles reporting.
  - i. Reminded faculty of the goals and membership of SLC (see attached).
  - ii. SLC has been following up on two white papers from earlier semester. One on students' survey fatigue. The other on students' concern that resources are siloed specifically mental health and financial resources.
  - iii. SHIP grants have been expanded to ensure that Holt & Crummer students have access and know about them. Received money from Dean & Library so that there is \$14,196 in each of two funds (one for undergraduate and another for graduate).
    - 1. Q: Same amount for money different numbers of students (more undergraduates than graduate students). If money runs out in one, can one group tap into the other fund? A. Everything is flexible. We will take it into consideration.

## V. Business

- a. Data Analytics Minor
  - i. Rick Vitray moved to approve the minor in Data Analytics (see attached).
  - ii. Don Davison seconded.
  - iii. Don Davison introduces the minor and answers questions.
    - 1. Q: Internships for a letter grade are not college policy. How will you handle this? A: Internships will be approved of the program director and supervised by a member of faculty associated with the minor as an IS.
    - 2. Q: To clarify college policy, there is already an option of taking an internship for letter grade if supervised by a faculty member as an Independent Study.
  - iv. Clicker vote: 63 yes votes; 19 no votes; 5 abstentions. Motion passed.
- b. All Faculty Committees (Student Life, Diversity Council, Global Initiatives)
  - i. Susan Montgomery moved to make us a committee of the whole to discuss changing all college committees from ad hoc committees convened by the president to committees specified by CLA bylaws.
  - ii. Don Davison seconded.
  - iii. Passed by voice vote.
  - iv. No votes were taken while in a committee of the whole.

## VI. Motion to adjourn by Valerie Summet. Jennifer Queen seconded. Meeting adjourned at 1:42pm.

# LANGUAGE COMPETENCY

**Only the following students can be exempted from the Foreign Language Competency upon admission to Rollins College:**

1. International students who have been admitted to the College based on their TOEFL (Test of English as a Foreign Language) score.
2. Students who have been admitted to the College based on an overall band score of 6.5 or higher on the International English Language Testing System (IELTS). This test cannot be taken after admission to serve as a means of exemption.
3. Students who transfer to Rollins with an AA degree from a regionally accredited community college or state college.
4. Students who have scored a 4 or 5 on the AP exam in the respective modern language, or a 5 on the AP exam in the respective ancient language.
5. Students who have scored a 6 or 7 on the IB exam in the respective language.

**Ways to fulfill the Foreign Language Competency.**  
**(NO student is waived out of this requirement).**

1. **Successfully complete a course at the 200-level or above** in the languages taught in the Modern Languages Department or Classical Studies Program, which are: **Arabic, Chinese, French, German, Latin, Spanish, Greek, and Japanese.**<sup>1</sup> While students may pass the class with a grade below C-, they will need a C- or above to obtain the FCMP. They will either start the language sequence at the elementary level (101, 102) or self-place themselves through the placement exam.

2. **Complete a course at the 200-level or above** in the languages taught at Rollins or in other languages taught at a regionally-accredited institution of higher learning.

**Example:** a student completes a 200-level course in Portuguese or French at the University of Florida and transfers those credits to Rollins.

3. **Native speakers or heritage speakers\*** of any language **other than English** who have NOT taken the TOEFL or CBT before entering Rollins can fulfill the "F" competency with the adequate 200-level course (a one-semester course designed for heritage speakers) or complete **ONE course** in international culture at any level.

**Example:** Native speaker of Farsi (no TOEFL) - can take one internationally focused culture course (such as LAC 200: Foundations of Latin American Culture and Society) to satisfy the "F" competency.

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<sup>1</sup> Students should be forewarned that we cannot guarantee Japanese or Greek will be offered every year. Students who begin instruction in these languages at the 100-level *might* not be able to fulfill their FCMP at Rollins.

\* In order to determine who has the level of linguistic proficiency of a native speaker in the languages regularly taught at Rollins College (**Arabic, Chinese, French, German, and Spanish**), students will have to consult the Department of Modern Languages and Literatures.

4. Students with a **documented learning disability** in foreign language study who have registered with the Office of Accessibility Services may qualify for an accommodation: taking two international culture courses in lieu of language study. See the Office of Accessibility Services for more details.

Online courses from a regionally-accredited institution of higher learning may be accepted to fulfill the “F” competency. However, the Department reserves to right to examine each request individually to ensure the online course meets the Department’s learning standards and expectations and provides that same level and quality of language instruction as an in-seat class.

### **Language Placement Exams**

Online WebCape placement tests are available for Spanish, German, Chinese, and French. WebCape is only a self-placement tool designed to help students to register for the appropriate level of the target language. No WebCape score, no matter how high, exempts any student from the outlined ways to meet or be exempted from the “F” competency. This exam can be taken at any time (more information available in the department’s website).

**Arabic.** All students who have not previously taken Arabic classes at Rollins but who have some prior knowledge of Arabic must take a placement test. The test includes listening, reading, writing, and an oral interview with the test proctor. The test is given during the week before classes begin. For information about the Arabic assessment test, please contact the Chair of the department.

**Latin.** Students should contact the Classical Studies Program in order to take the placement exam for Latin.

**Japanese.** Students with prior knowledge of Japanese should contact the chair of the department.

**PLEASE NOTE:** any additional language requirements in a student’s major beyond the “F” Competency may or may not be fulfilled by the above exemption methods. Students need to consult with their academic advisors or their major departments to be sure they are fulfilling all major requirements related to language study in their particular majors.

# Student Life Committee Report

- **Goal:** Recommends policies and priorities with regard to student life to Academic Affairs and Student Affairs and advises the administration concerning the implementation of such policies. Provides scholarships to students for high impact practices.
- **Committee:**
  - Nancy Niles Chair
  - Jonathan Harwell, coordinator
  - Sarah Parsloe, Secretary
  - Amy Parziale, Member
  - Rochelle Elva, Member
  - SGA Representative: Dahlia Lilleslatten
  - Karla Knight: Budget

# Semester Activities

## **Previous semester student issues follow up:**

- Over surveying of students
- One stop shopping for student resources.

**Action: We will be sending out the white papers to Paul for distribution.**

# SHIP (Scholarships for High Impact Pathways) Grant

2) SHIP – Scholarship Grants Discussion One Rollins Philosophy

**Funds for SHIP Undergraduate \$14,196**

We have permanent funds of \$6000 (Thank you, Dean Jenny)

Library donation of \$3600 (Thank you, Deborah Prosser )

**Funds for Holt/Crummer Students: \$14, 196 (new funds)**

**Awarded 5 students funds to date: \$2,600**

**Action plan: Internal marketing for the program**

**Making changes to the application to include Holt and Crummer.**

# Proposed Interdisciplinary Minor in Data Analytics

Rollins College

November 14, 2019

Submitted by: Dan Myers (Computer Science)

Tim Pett (Business)

Donald Davison (Political Science)

## I. Program Overview and Need

The last decade has witnessed the explosion of the collection and reliance on data. An increasing volume and complexity of quantitative and qualitative information characterizes the data revolution. It is important for Rollins to prepare our students for this data-intensive economy. Data analytics equips individuals to examine raw data and data sets with the goal of being able to draw substantive conclusions from that information. Data analytics methodologies can include exploratory data analysis (EDA), which aims to find patterns and relationships in data, and confirmatory data analysis (CDA), which applies statistical techniques to determine whether hypotheses about a data set are true or false. Hence, data analytics offers many applications across a range of disciplines. It can help scientists and social scientists test their hypotheses and models. Or it can provide business intelligence which improves decision making in firms.

The private, non-profit, and public sectors of the economy each demand data analysts. Indeed, demand for employees who possess competency in data science and analysis is greater than the supply which colleges and universities currently provide.<sup>1</sup> Further, it is probable that additional aspects of society, the economy, and daily life will become increasingly dependent upon data. For example, medical research institutes now need biostatisticians. However, these data skills are not limited to simply technical or quantitative fields. In fact, these skills can complement and enhance liberal arts study across a broad range of subject matters and interests. In the humanities, the minor provides technical skills that can supplement the writing, creativity and critical analysis encouraged in humanities courses. Careers in data journalism and digital art are examples of the sort of new jobs that are emerging. Ability to manage and analyze data files helps social science students to analyze and understand societal questions and problems. The American Psychological Association recently concluded that the “psychology community would benefit from incorporating data science techniques into its work and into the foundation of psychology curricula.”<sup>2</sup> And in the sciences and mathematics students’ facility with data management competence and quantitative analytic skills can improve problem solving ability. The growing amount, types, and sources of data requires that graduates possess the skills to analyze and make sense of data. Indeed, the Association of American Colleges and Universities’

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<sup>1</sup> Paul Fain, “Report urges data science course work for all undergraduates to close growing skills gap,” *Inside Higher Education*, March 30, 2017.

<sup>2</sup> Jessica Conroy, “[A Case for Data Science in Psychology](#),” American Psychological Association’s *Psych Learning Curve*, April 1, 2019.

Quantitative Learning Value includes the importance of developing students' ability to analyze information in an increasingly "data-dense" world.<sup>3</sup> The National Academy of Sciences recently concluded that "the ability to measure, understand, and react to large quantities of complex data can shape scientific discovery, social interaction, political interactions and institutions, economic practice, . . . and many other areas [of daily life]."<sup>4</sup>

Programs in data analytics do not negate the need for substantive knowledge or other skills. Talented data analysts must be able to predict relationships and explain results that are rooted in particular substantive contexts. Data analytics programs are necessarily cross-disciplinary. Consequently, students in the Rollins College data analytics minor will learn to manage and interpret data in order to answer substantive questions and potentially help address pressing real-world problems.<sup>5</sup> Lynn Pasquerella, former president of Mount Holyoke College and the current president of AAC&U, noted that programs in data science and analytics "recognize the crucial importance of cross-disciplinary thinking and the need to close the divide between knowledge and experience in preparing all students to address the unscripted challenges of the 21<sup>st</sup> century. They require integrative learning frameworks that adopt holistic, multidisciplinary approaches to addressing real-world problems."<sup>6</sup> In other words, data analytics complements and supports liberal education in the modern era.

No longer is it the case that data science majors and minors exclusively reside in large research institutions. An increasing number of liberal arts institutions are adopting some form of a data science or data analytics program.<sup>7</sup> (See Appendix 1 for a list of institutions like Rollins that have created a data analytics program in the last few years). Denison University, Union College, and Macalester College offer programs that are quite similar to the proposed minor for Rollins. The programs develop both data-related skills and critical thinking. Specifically, the data analytics minor is designed to equip students with key concepts and skills that will equip them to compete for jobs and enjoy productive lives and careers. The skills complement and supplement a range of disciplines in the College. Indeed, one of the goals of the program is to enable students to make interdisciplinary connections and realize the application of these skills to data from disciplines across the curriculum. Students will be able to thoughtfully acquire, analyze, and interpret data which is consistent with the educational mission of liberal education.

## **II. Rollins College Minor in Data Analytics**

The data and analytical skills developed in the interdisciplinary minor in analytics can complement and enhance students' liberal arts education in many disciplines. The proposed minor in data analytics is intended as best combined with various majors across multiple

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<sup>3</sup> AAC&U, Quantitative Literacy Value Rubric, <https://www.aacu.org/value/rubrics/quantitative-literacy>

<sup>4</sup> "Data Science for Undergraduates: Opportunities and Options," The National Academies of Science, Engineering, and Medicine, 2018.

<sup>5</sup> March Parry, "Data Scientists in Demand," *The Chronicle of Higher Education*, March 4, 2018.

<sup>6</sup> Paul Fain, "Report urges data science course work for all undergraduates to close growing skills gap," *Inside Higher Education*, March 30, 2017.

<sup>7</sup> Emily Tate, "Data Analytics Programs Taking Off At Colleges," *Inside Higher Education*, March 15, 2017.

disciplines. The core skills developed in the minor include: a basic understanding of programming for acquiring and manipulating data, statistical analysis used to advance understanding of the relationships in the data, and the ability to communicate to a broad range of audiences the importance of the substantive results retrieved from the data. Students who combine the data analytics minor with their major may be able to count up to three shared courses, according to College policy. (It is possible for students to pursue the minor from an unrelated major, however, they will need to satisfy the prerequisites that accompany the upper level electives.)

The minor requires six (6) courses that are divided between a set of entry-level or basic skills courses and more advanced technical skills and applications. The Level I courses, or basic skills courses, are existing classes offered in multiple disciplines that teach introductory statistics. This allows multiple pathways for students to enter the minor from a variety of disciplines. The basic skills component also includes two required core courses that introduce students to concepts in data science including data mining and visualization.

Level II classes are advanced electives from which students may choose three classes. These are applied courses that enable students to pair their data analytics training with specific disciplines and/or develop additional data science skills. Students must complete three courses in Level II. All students must take one course in Block A which is a collection of advanced statistical courses with data applications. Students must take two other courses but have the flexibility to take them from either Block A or Block B. the courses in block B provide additional data science training and modeling.

Level II also offers the opportunity for students to finish the minor through a significant applied data analysis project. This course may be satisfied in several ways. Students may fulfill the capstone requirement through an independent study. Examples might include an Honors Degree Student or a student pursuing Honors in their major conducting a senior-level research project that includes a significant data analytics component. Likewise, a student can use an applied internship that includes a significant data applications component. The internship must be taken for a grade and approved by the program director. It is also possible that a separate capstone course is offered (depending upon the number of students).

## **Six Course Curriculum for Interdisciplinary Data Analytics Minor**

### **Entry/Level I Basic Skills (3 courses total)**

**Core Requirements/Data Management and Applications** (all students in the minor must complete these two required core courses):

CMS 120 Fundamentals of Computer Science (Co-requisite: CMS 120L)

(Introduction to fundamental aspects of computer science and programming using a high-level language, focusing on problem solving, algorithms, software design

concepts, and their realizations as computer programs. Topics include: variables, methods, input and output, selection and iteration, and arrays.)

DTA 250 Fundamentals of Data Science and Analytics

(Topics covered include some combination of introduction to data, data visualization, data mining, SAS, R, Stata, ACCESS, and Airtable).

**Statistics** (1 course from the following list)

BUS 236 Statistics for Business (prereq: MGT 101 or INB 200)

POL 240A Quantitative Analysis

ECO 221 Statistics for Economics

SOC 215 Statistics & Data Analysis for Social Sciences

PSY 250 Statistics and Research Methods w/ lab (PSY 250L coreq)

MAT 195 Statistical Reasoning

MAT 219 Probability and Statistics

**Electives/Level II Intermediate Statistics and Areas of Application (3 courses)**

**(Students must take at least one (1) course from Block A; two other courses may come from either Block A or B.)**

Block A (minimum of 1 course)

BUS 339 Marketing Analytics (prereq: MGT 330 or INB 337)

INB 336 Advanced Business Statistics (prereq: BUS 236)

DTA 325 Data Analysis for the Social Good (formerly POL 395) (prereq: POL 240A or ECO 221 or SOC 215 or instructor permission)

ECO 381 Econometrics (prereq: ECO 202, ECO 203 and ECO 221, or instructor permission)

BIO 342 Biostatistics (prereq: BIO 121 and department consent)

PSY 255 Statistics and Research Methods 2 (Prereq: PSY 250)

Block B

CMS 375 Databases (prereq: CMS 120)

CMS 380 Simulations (prereq: CMS 120)

PHY 220 Mathematical Methods for Physical Sciences

MAT 230 Linear Algebra (prereq: MAT 111 or MAT 140)

ECO 304 Intermediate Macroeconomics (prereqs: ECO 202, ECO 203, ECO 221, or instructor permission)

An approved project-based Independent Study DTA 489 or 499 (or relevant department prefix).

An internship (DTA 397) for a letter grade and approved by the program director.

### III. Learning Goals

Students completing the interdisciplinary minor in data analytics will achieve the following learning goals:

1. Be able to *collect, manage, and transform data* into usable formats for analysis.
2. Be able to *interpret and critically evaluate* the outcomes from the analysis of data.
3. Be able to *represent and communicate* both orally and in written form information from the data in various formats.

The learning goals map onto the developmental nature of the minor. Specifically, the first learning goal—the ability to collect, manage, and transform data—is satisfied through the introductory classes in Level I. The other goals—the ability to interpret, represent, and communicate data analytic information—are more advanced objectives and satisfied through Level II courses.

### IV. Possible Combinations of the Data Analytics Minor with other Majors

The data analytics minor can be a natural complement to many majors and minors at Rollins. This also allows students to take advantage of the College policy that permits students to satisfy up to half of the courses in their minor from a related major. The minor can also introduce students to possible graduate school programs that combine data analytics with their majors. Below are a few possible examples of how the data analytics minor can enhance majors across multiple disciplines and divisions. (Courses in **bold** may double-count with a major.)

#### Example 1: Data Analytics Minor with Computer Science

The data analytics minor develops students' ability to analyze and manage data. A Computer Science student can combine data science classes with applied statistics courses.

#### Required Entry Courses/ Level I

MAT 195 Statistical Reasoning

DTA 2xx (new course)

**CMS 120 Data Management and Applications**

#### Electives and Applications/ Level II

**CMS 380**

**CMS 375**

BIO 342 or ECO 381 or POL395

#### Example 2: Data Analytics Minor with Economics

The data analytics program improves students' ability to analyze large and complex data files. It also introduces students to data collection and management. Economics is a strongly empirical discipline that relies on quantitative technique to analyze information. This is especially appropriate for students who plan to continue to graduate school in economics. An economics