

4-12-2016

Minutes, Arts & Sciences Executive Committee Meeting, Tuesday, April 12, 2016

Arts & Sciences Executive Committee

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Recommended Citation

Arts & Sciences Executive Committee, "Minutes, Arts & Sciences Executive Committee Meeting, Tuesday, April 12, 2016" (2016).
Executive Committee Minutes. Paper 167.
http://scholarship.rollins.edu/as_ec/167

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ROLLINS
EXECUTIVE COMMITTEE MEETING
April 12, 2016
Agenda

12:30 in CSS 167

Lunch will be served

- I. Call to order**
Dexter Boniface
- II. Approval of Minutes from 3-31-16**
Dexter Boniface
- III. Old Business**
  - a. Divestment Resolution c/o Rollins Coalition for Sustainable Investment (Attachment #1)
- IV. New Business**
  - a. Discuss Agenda for Joint A&S/CPS Faculty Meeting April 21
  - b. Science General Education Proposal c/o AAC (Attachment #2)
  - c. Jindal Curriculum Proposal c/o AAC (Attachment #3)
  - d. Academic Calendar(s) c/o AAC (Attachment #4)
- V. Committee Reports**
- VI. Adjournment**

ROLLINS
EXECUTIVE COMMITTEE MEETING
April 12, 2016
Minutes

PRESENT

Dexter Boniface, Emily Russell, Grant Cornwell, Craig McAllaster, Jennifer Cavanaugh, Ashley Kistler, CJ Dunn, Derrick Paladino, Anca Voicu, Eric Smaw. Guests: Claire Strom, Lisa Tillmann, Scott Novak.

CALL TO ORDER

Dexter Boniface called the meeting to order at 12:31 PM.

APPROVAL OF MINUTES FROM 3/31/16

EC unanimously approved the minutes from the 3/31/16 meeting.

NEW BUSINESS

Divestment Resolution c/o Rollins Coalition for Sustainable Investment

Scott Novak

(Attachment #1)

Novak presented the latest version of the Divestment Resolution which includes stronger language to encourage a more direct endorsement of the resolution. Boniface recommended reverting to the softer language from the March 31st meeting which requests faculty to support the students' right to petition, rather than asking them to tell the Board that they must divest. Strom said she could support the resolution as an individual, but as a faculty member does not feel it's appropriate for her to tell the Board what to do with investments. Smaw believes the conversation needs to be opened up to the entire campus.

Novak will revise the language and it will be presented to faculty at the April 21st meeting.

Discuss Agenda for Joint A&S/CPS Faculty Meeting April 21

Dexter Boniface

EC discussed the agenda for the April 21st faculty meeting which will include elections and the divestment resolution.

Science General Education Proposal c/o AAC

Claire Strom

(Attachment #2)

The old Gen Ed system required students to take lab courses. In the new Gen Ed curriculum math and science courses don't always have a lab or have an infused lab which some faculty believe deprives students of the lab experience. Strom expressed concerns about the narrow definition of labs in the proposal. Kistler moved to table this issue until it could be reviewed by the new Faculty Affairs Committee. Russell seconded the motion. Motion passed unanimously.

Jindal Curriculum Proposal c/o AAC

Claire Strom

(Attachment #3)

AAC approved the proposal to consider students coming from the Jindal program as having met their general education requirements.

Academic Calendar(s) c/o AAC

Claire Strom

(Attachment #4)

Updated academic calendars for 2017-18 and 2018-19 were approved unanimously by EC.

REPORTS**AAC**

Anca Voicu

AAC will mention the science gen ed proposal at the April 21st meeting but report that the issue has been tabled until the fall.

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ADJOURNMENT

Dexter Boniface

Boniface adjourned the meeting at 1:45 PM.

ATTACHMENT 1

Faculty Resolution in Support of Students

Whereas Rollins College's mission centers on "global citizenship" and "responsible leadership";

whereas Rollins is dedicated to "social responsibility" and "environmental stewardship";

whereas the Rollins Coalition for Sustainable Investment has been spearheaded and organized by students who have embodied Rollins' values of global citizenship, responsible leadership, and social responsibility;

whereas Rollins College could be a leader in environmental stewardship by becoming the first school in Florida to commit to some form of divestment from fossil fuels;

and whereas with bill 1516.26 the Student Government Association seeks to address environmental stewardship at an institutional level:

be it resolved that the Arts and Sciences faculty support the Student Government Association-approved resolution Divestment from Fossil Fuels:

Student Government Association Divestment Resolution

Approved: 10/14/15

Legislation 1516.26

Resolution: Student Support of Divestment from Fossil Fuels

SPONSOR: Julianna Dubendorff and Filipa Bento

Whereas: The Rollins endowment is partially invested in fossil fuel companies

Whereas: Rollins has the duty to uphold its own mission of "global citizenship and responsible leadership" and "environmental stewardship"

Whereas: Rollins has historically been a leader in environmental sustainability and should strive to continue to be at the forefront of such a movement

Be it Hereby Resolved, The Student Government Association of Rollins College will:

1) Ratify the Student Divestment Resolution, which reads:

Dear Rollins College Board of Trustees,

Rollins College has invested part of its \$300+ million endowment in harmful fossil fuel companies. Because climate change caused by the burning of fossil fuels has become one of the most pressing issues of our time, we believe that Rollins must take leadership on this incredibly urgent, global problem. Thus, we must seriously consider fossil fuel divestment for both moral and economic reasons.

In order to keep warming below 2°C, a target that the United States and nearly every other country on Earth has agreed to, the International Energy Agency calculates that the fossil fuel industry will need to leave approximately 80% of their reserves of coal, oil, and gas unburned. Those reserves may be below ground physically, but they're already above ground economically and factored into the share price of every fossil fuel company. Globally, the value of those reserves is around \$20 trillion, money that will have to be written off when governments finally decide to regulate carbon dioxide as a pollutant. According to the investment bank HSBC, the industry could face a potential devaluation of up to 60% in light of such government actions.

Given this situation, continued investment in fossil fuels would increase our endowment's risk to the carbon bubble's devaluation, a devaluation that must happen if we are to stop climate change from worsening. Refusing to divest would also signal that we, as an institution, believe the fossil fuel industry is a legitimate long-term investment. As an academic institution that has "global citizenship," "responsible leadership," "social responsibility," and "environmental stewardship" as part of our mission, we cannot afford to send such a message.

Therefore, as public pressure to confront climate change builds, we ask that you:

1. Freeze any new investment in fossil fuel companies immediately.
2. Divest within 2 to 5 years from direct ownership and from any commingled funds that include fossil fuel public equities and corporate bonds.
3. Direct at least 1% of previous fossil fuels investments into renewable energy and other socially sustainable funds.

We believe that such actions on behalf of our college will not only be a sound decision for our institution's financial portfolio, but also for the wellbeing of its current and future graduating classes. As students who plan to live on this planet for decades to come, we deserve the opportunity to graduate with a future not defined by climate chaos.

ATTACHMENT 2

To: Academic Affairs Committee

Proposal:

The Division of Science and Math proposes a change to Science Foundations Courses. The proposed change serves two purposes: (1) to ensure that all Rollins students complete at least one science course with a substantial lab experience and (2) to ensure that the demand for science foundations courses can be met with current staff rather than the addition of temporary or permanent new faculty positions.

CURRENT PRACTICE

The current practice for Science foundations courses is to offer a lab experience under one of three options:

- (1) The class meets for three 50 minute lectures and a separate weekly 2 hour 45 minute lab period that meets outside of lecture time. Lab and lecture are taught within the rFLA matrix. Labs meet Tuesday or Thursday morning (8:00-10:45 am).
- (2) The class meets during the Tuesday/Thursday time block (8:00-10:45 am). For the majority of the meetings the class is 75 minutes in duration. It is at the instructors discretion to use the full time block for a laboratory experience 6-8 times during the semester.
- (3) The class meets for either three 50 minute or two 75 minute lectures and includes infrequent laboratory experiences infused into the lecture time.

PROPOSED CHANGES

- (1) All 100-level and 150-level Science Foundations courses will include a lab which meets at least six times a semester for 2 hours and 45 minutes or the equivalent number of hours at the discretion of the instructor. Labs enable students to understand scientists' way of knowing and will be taught as such – there is no particular skill set attached to the lab.
  - a. All 100-level and 150-level Science Foundations courses will be taught by a scientist (i.e. someone with a Ph.D. in a scientific discipline)
- (2) 200-level Science Foundations courses will not include a lab but have a prerequisite of the student earning credit for BIO 120, CHM 120, PHY 120, PHY 130, ENV 225, and PSY 255 (or the equivalent course via transfer credit) – no exceptions. These prerequisite courses all include a weekly 3 hour lab period.
  - a. 200-level Science Foundations courses can be taught by any faculty member at the College.
  - b. While many of the students that earn credit for the above prerequisite course are science majors, many are not. Students often complete the first course in a science major and then decide to major in disciplines outside the sciences.
- (3) Overloads will not be allowed in S courses if seats are open in other S courses.
- (4) As is the current procedure, science foundations courses taught by faculty from outside the Division must be approved by the Division Chair in consultation with the Science Division departmental chairs.

RATIONALE

Under the previous general education program every student was required to take two science courses, one of which included a laboratory experience. As a division we agreed that one science course with a laboratory experience was appropriate for the structure of the new foundations curriculum. The majority of the S courses offered to date follow current practice option 3 above (lab infused into lecture). Given the critical importance of science in today's world abandoning the full laboratory requirement has been a serious mistake. Labs are where students learn the unique and critical feature of the natural sciences, direct analytical and quantitative observation of physical reality. Teaching science without students having a significant experience in a lab is like teaching literature without having students write or teaching a language where students never speak. A critical part of experimental science is making a mistake, recognizing the mistake, and taking the time to account for the mistake. The truncated and infused labs do not allow students to appreciate this. Science courses without a sustained lab experience are highly prone to become courses about science rather than what science actually is. If continued, the infusion of labs in the science component of the general education curriculum will be detrimental to the education of our students, weaken the pedagogical reputation of Rollins College,¹ and hinder our ability to recruit and retain outstanding faculty in the division.

To maintain the high teaching quality in both our general education and majors curricula that Rollins is known for, our science courses must be taught by tenured/tenure-track faculty. Even if one ignores the ongoing administrative headache of hiring and mentoring a cycle of temporary faculty (visitors, post docs, and adjuncts), the quality of the instructor is never guaranteed. As a division we recognize the creation of new tenure-track lines is not feasible based on economic and physical (office/lab space) constraints.

The director of the general education program has determined that the division must offer 35 foundations course per year. Given the current planned staffing in the science division and the major course demands, we estimate a capacity for offering 20-22 foundations courses per year at the 100-150 level. The additional 13-15 courses may be taught by any faculty member, pending approval via our current policy. The majority of these 13-15 courses will be at the 200-level without a lab, but we anticipate that faculty from departments who taught "O, N" courses under the previous general education curriculum (e.g. psychology, anthropology) would teach courses at the 100-150 level with the required lab.

Concern has been voiced that the 200 level courses will only be populated by science majors and therefore not in the spirit of the foundations curriculum. The number of students who complete the introductory science courses and leave the sciences is conservatively estimated at 50%. In addition, we think it would be a valuable experience for our science majors to matriculate in more courses outside of the Bush building, seeing science taught from a more interdisciplinary perspective.

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¹ A recent survey of peer institutions found that six out of seven required all students to take a science course with a lab.

ATTACHMENT 3

Separate PDF attachment.



Arts & Sciences Academic Calendar 2017-2018

FALL TERM 2017

New International Students Report	Sunday, August 13
New Students Report	Wednesday, August 16
Returning Students Report	Saturday, August 19
First Day of Class	Monday, August 21
Schedule Changes (Drop/Add)	Monday, August 21, through Friday, August 25
Credit/No Credit Deadline	Friday, September 1
Last Day to Drop a Class without Notation ('W' Deadline)	Friday, September 1
Labor Day Holiday (No Classes)	Monday, September 4
Fall Break (No Classes)	Saturday, October 7, through Tuesday, October 10
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, October 27
Academic Planning for Spring	Monday, October 30, through Friday, November 3
Student Online Registration for Spring	Tuesday, November 7, through Sunday, November 19
Thanksgiving Recess (No Classes)	Wednesday, November 22, through Sunday, November 26
Classes End	Friday, December 1
Reading Days	Saturday, December 2, and Sunday, December 3
Final Exams	Monday, December 4, and Tuesday, December 5
Reading Day	Wednesday, December 6
Final Exams	Thursday, December 7, and Friday, December 8
(Contingency Days)	Monday, December 11, through Friday, December 15)

Count: 69 In-Class/3 Reading/4 Exams/6 Holidays · Days: 13 Mon/14 Tues/14 Wed/14 Thur/14 Fri

SPRING TERM 2018

Winter Intersession	Monday, January 8, through Friday, January 12
New Students Report	Friday, January 12
M.L. King, Jr. Day (Holiday)	Monday, January 15
First Day of Class	Wednesday, January 17
Schedule Changes (Drop/Add)	Wednesday, January 17, through Tuesday, January 23
Credit/No Credit Deadline	Tuesday, January 30
Last Day to Drop a Class without Notation ('W' Deadline)	Tuesday, January 30
Spring Break (No Classes)	Saturday, March 10, through Sunday, March 18
Academic Planning for Fall	Monday, March 26, through Friday, March 30
Last Day to Drop a Class without Penalty ('WF' Deadline)	Tuesday, March 27
Student Online Registration for Fall	Tuesday, April 3, through Sunday, April 15
Classes End	Tuesday, May 1
Reading Day	Wednesday, May 2
Final Exams	Thursday, May 3, and Friday, May 4
Reading Days	Saturday, May 5, and Sunday, May 6
Final Exams	Monday, May 7, and Tuesday, May 8
Commencement	Sunday, May 13 (Mother's Day)

Count: 70 In-Class/3 Reading/4 Exams/6 Holidays · Days: 14 Mon/14 Tues/14 Wed/14 Thurs/14 Fri

MAYMESTER 2018

Maymester Online Registration	Monday, March 26, through Friday, April 27
First Day of Class	Monday, May 14
Memorial Day Holiday (No Classes)	Monday, May 28
Classes End	Thursday, June 7
Final Exams	Friday, June 8

APPROVALS:



Arts & Sciences Academic Calendar 2018-2019

FALL TERM 2018

New International Students Report	Sunday, August 12
New Students Report	Wednesday, August 15
Returning Students Report	Saturday, August 18
First Day of Class	Monday, August 20
Schedule Changes (Drop/Add)	Monday, August 20, through Friday, August 24
Credit/No Credit Deadline	Friday, August 31
Last Day to Drop a Class without Notation ('W' Deadline)	Friday, August 31
Labor Day Holiday (No Classes)	Monday, September 3
Fall Break (No Classes)	Saturday, October 6, through Tuesday, October 9
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, October 26
Academic Planning for Spring	Monday, October 22, through Friday, October 26
Student Online Registration for Spring	Tuesday, November 6, through Sunday, November 18
Thanksgiving Recess (No Classes)	Wednesday, November 21, through Sunday, November 25
Classes End	Friday, November 30
Reading Days	Saturday, December 1, and Sunday, December 2
Final Exams	Monday, December 3, and Tuesday, December 4
Reading Day	Wednesday, December 5
Final Exams	Thursday, December 6, and Friday, December 7
(Contingency Days)	Monday, December 10, through Friday, December 14

Count: 69 In-Class/3 Reading/4 Exams/6 Holidays • Days: 13 Mon/14 Tues/14 Wed/14 Thur/14 Fri

SPRING TERM 2019

Winter Intersession	Monday, January 7, through Friday, January 11
New Students Report	Friday, January 11
First Day of Class	Tuesday, January 15
Schedule Changes (Drop/Add)	Tuesday, January 15, through Friday, January 18
M.L. King, Jr. Day (Holiday, No Classes)	Monday, January 21
Credit/No Credit Deadline	Monday, January 28
Last Day to Drop a Class without Notation ('W' Deadline)	Monday, January 28
Spring Break (No Classes)	Saturday, March 9, through Sunday, March 17
Academic Planning for Fall	Monday, March 25, through Friday, March 29
Student Online Registration for Fall	Tuesday, April 2, through Sunday, April 14
Last Day to Drop a Class without Penalty ('WF' Deadline)	Monday, March 25
Classes End	Tuesday, April 30
Reading Day	Wednesday, May 1
Final Exams	Thursday, May 2, and Friday, May 3
Reading Days	Saturday, May 4, and Sunday, May 5
Final Exams	Monday, May 6, and Tuesday, May 7
Commencement	Sunday, May 12 (Mother's Day)

Count: 70 In-Class/3 Reading/4 Exams/6 Holidays • Days: 13 Mon/15 Tues/14 Wed/14 Thurs/14 Fri

MAYMESTER 2019

Maymester Online Registration	Monday, March 25, through Friday, April 26
First Day of Class	Monday, May 13
Memorial Day Holiday (No Classes)	Monday, May 27
Classes End	Thursday, June 6
Final Exams	Friday, June 7

APPROVALS: