

11-8-2018

# Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, November 8, 2018

College of Liberal Arts Executive Committe

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**EXECUTIVE COMMITTEE MEETING**  
**November 8, 2018**  
**Agenda**

**12:30 p.m. in CSS 167**  
**Lunch will be served**

- I. Approval of Minutes from 11/1/18 EC Meeting
- II. Business
  - a. Mid-term Grade Policy (**Attachment #1**)
  - b. Holt General Education (**Attachment #2**)
  - c. Email Policy
  - d. Governance Reform
- III. Reports
  - a. Curriculum Committee
  - b. Faculty Affairs Committee
  - c. President's Report
  - d. Provost's Report



**EXECUTIVE COMMITTEE MEETING  
November 8, 2018  
Minutes**

**PRESENT**

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Ashley Kistler, Amy Armenia, Richard Lewin, Laurel Habgood, Jennifer Cavanaugh, Wenxian Zhang, Gloria Cook, Emily Russell, Dawn Roe, Jana Mathews, Nagina Chaudhry.

Excused: Christopher Fuse, Susan Singer, Grant Cornwell

Guest: Paul Reich

**CALL TO ORDER**

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Ashley Kistler called the meeting to order at 12:31 PM.

**APPROVAL OF MINUTES FROM 11/1/18**

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Armenia made a motion to approve the minutes from the 11/1/18 EC meeting. Zhang seconded the motion. Motion passed unanimously.

Reich asked to have the English Department's resolution to reaffirm the College's non-discrimination policy added to the agenda for the next CLA faculty meeting. Habgood made a motion to add the resolution to the next faculty meeting agenda. Mathews seconded the motion. Motion passed unanimously.

Kistler asked if EC wants to vote to endorse the resolution. Mathews made a motion to support the English Department's resolution to reaffirm the College's non-discrimination policy. Armenia seconded the motion. Motion passed unanimously.

**BUSINESS**

**Mid-term Grade Policy**

**Attachment #1**

Gloria Cook

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The Curriculum Committee withdrew the mid-term grade policy, saying there are too many questions and not enough data to support the policy. Barreneche will compile more data before proceeding.

Cook made a motion to withdraw the proposal. Habgood seconded the motion. Motion passed unanimously.

## **Holt General Education**

### **Attachment #2**

Paul Reich

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Reich presented the proposal for the Holt General Education Program and said it was influenced by the new general education curriculum in CLA. They saw the benefits of a model that is both developmental and integrative. The majority of Holt students enter as transfer students and 30% of those have AA degrees. They need a flexible general education program that reinforces the tenets of the liberal arts.

Russell said the Student Government Association voted to endorse the proposal.

Lewin: Is the program set up so students cannot find a way out of getting that second touch in information literacy? Reich: Yes.

Armenia: Are we able to staff INT 200? Reich: The task force discussed this topic at length. We can sustain the course with existing enrollments, but if enrollments grow we will have to look at staffing.

Kistler: Can Anthropology teach some of these courses even though we don't have a major in Holt? Reich: Yes.

Russell: We need a centralized role to communicate with the Dean of Holt regarding what students need versus what faculty want to teach. It's also important that departments sponsor adjuncts. Departments must have a hand in hiring adjuncts for those courses that don't have a department in Holt.

Habgood: For the "H" course with its emphasis on ethical decision making, will faculty have the same ECMP training as CLA? Reich: No, but there will be an "ethics light" component to that course.

Cook: Will the Holt task force remain as an implementation committee? Reich: We are not sure.

Cook made a motion to endorse the proposal. Mathews seconded the motion. Motion passed unanimously. Russell and Reich will present the proposal at the next faculty meeting.

## **E-mail Policy**

Ashley Kistler

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Kistler said Fuse was receiving official FAC e-mails from non-Rollins e-mail accounts. There currently is not a written policy regarding this issue and Kistler asked if EC wants to pursue the topic. Roe said it is worth discussing and Mathews would like clarification about whether the e-mails were sent from an iPhone or other device. Zhang noted that even non-Rollins e-mails are captured by the archive.

EC will discuss at the next meeting when Fuse has returned.

### **Other**

Ashley Kistler

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**Position Requests.** Kistler suggested we invite department chairs to observe EC's deliberation of position requests. Emily noted there is a Banner problem with the data sheet in the way minors are calculated for the semester. EC will review position requests on December 12<sup>th</sup> at 9:00 a.m.

**Honor Council.** Coleen Palmer was recommended as staff advisor to the Honor Council. Lewin made a motion to approve the nomination. Cook seconded the motion. Motion passed unanimously.

**Faculty Meeting Agenda.** The November 29<sup>th</sup> faculty meeting agenda will include committee reports, the resolution from the English Department, the Holt Gen Ed proposal, and registration debrief.

### **ADJOURNMENT**

Ashley Kistler

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The meeting adjourned at 1:45 PM.

## ATTACHMENT 1

### Mid Term Grades – Proposal

Academic Affairs would like to begin collecting mid-term grades from our courses.

#### Rationale

- communicating mid-term grades with students can alert them to struggles in the course before the withdrawal deadline.
- mid-term grades can alert the Academic Retention team to students who are struggling before it is too late for interventions.
- ANALYTICS
  - o we rolled out success marker courses through EAB
  - o having midterm grades will assist with data necessary to make decisions about course scheduling/sequencing and preparedness of incoming students

#### Timeline

- Fall 2018: RCC faculty will submit grades to students (students are not made aware of grades, but outreach conducted for and academic warnings issued to students who are below a “C”)
- Spring 2019: midterm grades for rFLA 100 students and students in Success Marker courses for majors (students are made aware of grades)
- Fall 2019: all courses taught in CLA are to submit midterm grades

#### Implementation

- students would see the grade on Foxlink listed as “Estimated Mid-Term Grade”
- faculty would educate students on the meaning of a mid-term grade and explain what percentage of the final grade has been calculated at the mid-term point

## ATTACHMENT 2

### **DRAFT Proposal for Holt General Education—11/06/18**

Our revision of Holt general education takes inspiration from the words of Hamilton Holt himself: “Educators should put less emphasis upon information for its own sake, and more upon linking the subject studied with the life of the individual studying it.” Our refinements to the program fall under the banner of “the applied liberal arts” and seek to maintain attention to the prior coursework students will bring to Holt, while also creating a developmental, integrative path forward and opening rich opportunities for experiential learning.

#### **Distributive Courses (8):**

Expressive Arts  
Literature  
Scientific Perspective  
Quantitative Thinking  
Written Communication (intro.)  
~~Oral Communication~~

Take 3 courses, at least 1 in each of the 2 following categories

Global Citizenship  
Responsible Leadership and Civic Knowledge

#### **Distinctive Courses (2 Institutional Requirements—required of all students, including those with AA degree):**

Writing Reinforcement (~~ENG 300~~ ENG 270)  
--written communication (reinf.)  
--information literacy (intro.)

Taken as first 4 courses at Rollins

Introduction to the Liberal Arts (INT 200)  
--critical thinking (intro.)  
--Community Engagement

Taken as first six courses at Rollins.

#### **Major Reinforcement \*see page 3:**

--information literacy (reinf.)  
--critical thinking (reinf.)

Assessment must be tied to the LEAP VALUE rubrics.

We encourage majors to promote existing opportunities or requirements for experiential learning (CE, study abroad, internships/professional reflection) in your programs as a distinctive element of Holt education.

- Courses designated to meet two general education or institutional requirements may be used to satisfy one or the other, but not both, requirements.
- No more than 3 general education courses may be taken in a single prefix.
- Students may double count up to 3 courses between general education requirements and their major/minor.

Approved by Curriculum Committee 11/08/18

## Revised General Education Descriptions:

### Introduction to the Liberal Arts (INT 200)

The objective of this requirement is to enable students to develop a heightened appreciation of the human condition through interdisciplinary liberal arts study. The course is designed to introduce new students to the liberal arts and to prepare them to engage fully in the conversation inherent in a liberal arts education. A liberal arts education offers the best preparation for graduates to pursue meaningful lives and productive careers. Through interdisciplinary study and community engagement, this course will help new students to understand the critical thinking skills central to an applied liberal arts education. This requirement is fulfilled by completing INT 200 Introduction to the Liberal Arts, which is required during the first six courses at Rollins. ~~Students who hold the associate of arts degree or have completed two or more humanities courses prior to admission to Rollins are exempt from this requirement.~~

### Knowledge of Other Cultures (C) Old/Current

Humans have adapted to a wide range of habitats and developed a variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing a non-Western culture, students will better understand what is common to human nature, how societies differ from each other, and how our lives are shaped by our cultural beliefs. They will also understand that culture is not an arbitrary construct, but rather consists of systems of beliefs and institutions that typically serve some purpose. Non-Western cultures are those that are not European derived, or that may be European derived but include a substantial cultural component from African, Native American, Asian, Australian Aboriginal, or Pacific Island sources.

### Global Citizenship (C) New/Proposed

Global citizens see individuals and systems as fundamentally interdependent. By analyzing a global culture, students will better understand how societies differ from each other, how our lives are shaped by our cultural beliefs, and how awareness of self and other can produce intercultural competence. They will also understand that culture is not an arbitrary construct, but rather consists of systems of beliefs and institutions that typically serve some purpose. Global citizenship is the idea that all people have rights and civic responsibilities and global education is foundational to effective participation.

### Knowledge of Western Culture (H) Old/Current

The ideas, arts, and institutions that define Western society and culture have emerged from a rich historical process. In order to understand, appreciate, and critically evaluate any aspect of this culture, one must have an understanding of the context from which it arose. By studying the Western heritage in its historical development, students will be encouraged to see the historical dimensions of the issues they face as engaged citizens today.

### Responsible Leadership & Civic Knowledge (H) New/Proposed

Civic knowledge and responsibility exist when people work to make a difference in the civic life of their communities and develop the combination of knowledge, skills, values and motivation to make that difference. These practices are grounded in an education that emphasizes ethical decision making and knowledge of contexts: historical, social, political, and cultural.

Approved by Curriculum Committee 11/08/18



Learning Outcomes

	Written Communication	Information Literacy	Critical Thinking	Civic Engagement
Introduction	ENG 140	ENG 280	INT 200	INT 200 (with all CE courses)
Reinforcement	ENG 280	in major	in major	

**Holt General Education  
Information Literacy and Critical Thinking Major Reinforcement**

	Information Literacy	Critical Thinking
English	Analytic essay in grad. portfolio	Analytic essay in grad. portfolio
Economics	ECO 308 and ECO 370	ECO 308 and ECO 370
Environmental Studies	ENV 389 (project prospectus)	ENV 189 (exam question)
International Affairs	INAF 415 or 459 Senior Seminar	INAF 415 or 459 Senior Seminar
Business	MGT 101, BUS 236, BUS 450	BUS 230
Communication	COM 100 and COM 295	COM 203
Humanities	Graduation portfolio	Graduation portfolio
Education	EDU 368, EDU 406, EDU 409L, EDU 271	EDU 280, EDU 324, EDU 406
Music	MUS 361 MUS 362, MUS 495	MUS 151, MUS 152, MUS 251, MUS 252 MUS 225, MUS 393 MUS 395
Psychology	PSY 101, PSY 301, PSY 335	PSY 101, PSY 211, PSY 301, PSY 335
Organizational Behavior	PSY 101, PSY 301, PSY 330, PSY 407	PSY 101, PSY 211, PSY 301, PSY 316
Health Professions	HSL 135 - Assessment of legal actions in healthcare assignment. HSL 300 - Evidence based decision making assignment	HSL 220 Healthcare Systems and HSL 400 Strategic Management and Leadership Case Study Analyses

If the proposed changes to Holt general education are approved, faculty directors and Academic Affairs will work in the spring to develop an assessment plan for these learning outcomes (to be grounded in the LEAP VALUE rubrics). This process will take the assessment model for rFLA as a starting point and establish parallel protocols for the Holt program.

**Task Force Members:**

Kip Keifer (CC), Paul Reich, Bruce Stephenson, John Sinclair, Emily Nodine, Scott Hewit, Erik Kenyon, Emily Russell, Patricia Brown, Stephanie Henning

Approved by Curriculum Committee 11/08/18