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Minutes, Arts & Sciences Faculty Meeting, Thursday, Nov. 29, 2012

Arts & Sciences Faculty
Rollins College

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Arts & Sciences Faculty Meeting
Thursday, November 29, 2012
12:30 – 1:50 pm

In attendance: Barry Allen, Joshua Almond, Mark Anderson, Gabriel Barreneche, Pedro Bernal, Dexter Boniface, Wendy Brandon, Carol Bresnahan, David Charles, Martha Cheng, Daniel Chong, J. Thomas Cook, Daniel Crozier, Denise Cummings, Mario D'Amato, Donald Davison, Joan Davison, Nancy Decker, Kimberly Dennis, Hoyt Edge, Larry Eng-Wilmot, Christopher Fuse, Theodore Gournelos, Yudit Greenberg, Eileen Gregory, Kevin Griffin, Dana Hargrove, Paul Harris, Ena Heller, John Houston, Jill Jones, S. Ashley Kistler, Stephen Klemann, Harry Kypraios, Susan Lackman, Carol Lauer, Lee Lines, Luis Martinez, Jana Mathews, Margaret McLaren, R. Matilde Mésavage, Jonathan Miller, Robert Miller, Jennifer Scott-Mobley, Robert Moore, Thomas Moore, Anne Murdaugh, Lisa Musgrave, Rachel Newcomb, David Noe, Maurice O'Sullivan, Thomas Ouellette, Twila Papay, Kenneth Pestka, Jennifer Queen, Roger Ray, Paul Reich, Kasandra Riley, Dawn Roe, Edward Royce, Marie Ruiz, Emily Russell, Rachel Simmons, Joseph Siry, James Small, Eric Smaw, Robert Smither, Cynthia Snyder, Paul Stephenson, R. Bruce Stephenson, Claire Strom, Kathryn Sutherland, Zeynep Teymuroglu, Patricia Tome, Robert Vander Poppen, Martina Vidovic, Richard Vitray, Susan Walsh, Jonathan Walz, Jay Yellen, Wenxian Zhang, Eric Zivot.
Guest: Donald Rogers.

I. Call to Order. The meeting is called to order at 12:35pm. Jill Jones welcomes the faculty to our second to last meeting of the semester.

II. Approve the Minutes from the October 25, 2012 A&S meeting. The minutes are approved.

III. Committee Reports

- a) PSC. Joan Davison reports that PSC has been working on the FIVE PLUS proposal which is related to the proposal to reduce graduation hours from 140 to 128. She notes one potential problem is staffing in departments that cannot afford to release faculty from teaching responsibilities. Joan states that the grant deadline is January 18 and that this deadline will be enforced

rigorously. She notes that there have been a few changes with regards to Rollins' grant guidelines; most importantly, PSC has eliminated the restriction on faculty receiving grants for more than three consecutive years (PSC will now impose a monetary cap of \$20,000 per sabbatical cycle). Furthermore, they will consider expense categories not previously allowed. Joan stresses that it is important to be as specific as possible when requesting money. In addition, it is important that proposals that require IRB have this approval at the time of application.

- b) SLC. Dan Crozier reports that SLC has been reviewing the residential programs on probation with OSIL; there are three such programs. They will meet with the rest of the residential programs in January. SLC is also reviewing SHIP grants (i.e., high impact practice grants). A SHIP webpage is up and running now and SLC will send out an announcement soon to solicit proposals. SLC has also discussed college athletics with Penny Parker and also met with career services. Don Davison asks if the question of the football program came up. Dan responds no. Don states that he has two students on the club football team, and both suffered injuries this semester, including one who had a concussion. He does not believe the student received the proper medical attention for his injury. He states that he is concerned that the club football team is "beyond protocols" in terms of safety regulations governing NCAA sports. Dan states that SLC will follow-up on this issue.
- c) F&S. Bob Moore reports that F&S is moving forward with the merit pay procedure. All merit applications have been reviewed. For those that receive merit, a lump sum will be included in their December paycheck for back-pay and the salary bump will begin then and continue thereafter. Bob states that F&S would like to institutionalize the merit pay system so that it functions more smoothly in the future. They are still discussing how to do this. Regarding faculty travel the committee has proposed that the travel allowance be augmented to \$2000 per year for domestic trips and \$2500 for international travel. For this to happen, the travel budget will have to be increased significantly. Therefore, the committee is sending their request to the Budget and Planning committee. Dexter Boniface asks when and how the faculty will be notified about merit pay decisions. Bob Smither states that a letter from the Provost should go out in the next few weeks. Socky O'Sullivan asks if Bob Moore has any knowledge of whether or not the Board of Trustees has a deep understanding of Rollins' financial challenges. Bob responds, no, he does not have knowledge of the Board's perspective.

- d) AAC. Claire Strom states that the AAC committee has been working on the shift to 128 credit hours. She states that the committee has been working incredibly hard on some tricky issues. One such issue that has come up is the issue of double-dipping classes across majors and minors. This issue came up in relation to a proposed change in the LACS major brought by Dexter Boniface. Rather than rule on the specific case of LACS, the AAC committee decided it would be more desirable to establish a general policy since this issue is more general than any particular major (see New Business below).

IV. New Business

- a) Proposed Catalog Change. AAC proposes to insert the following after “Minor Requirements” in “Curriculum and Curricular Requirements” Section of Catalog: “Double Counting of Classes for Majors and Minors. If students are enrolled in more than one major or minor, they may double count no more than half the number of courses in the smaller program. If the smaller program requires an odd number of courses, the student may round up.” Margaret McLaren asks what impact the move to the new Gen Ed system will have on this proposal. Eileen Gregory, adding to Margaret’s question, asks what impact the drop from 140 to 128 credit hours will have. Claire states that it will not have any impact on this proposal since these changes are independent of the major and minor structures at Rollins. Joan Davison states that she thinks this restriction on double-dipping is inconsistent with the fact that Rollins is moving to dual degrees (where a student gets two different degrees for one set of courses) and the fact that we already have a 3-2 where the first year of Crummer double-counts for the last 32 hours of A&S. Furthermore, she questions why two students who take the same classes would not receive the same credential. Harry Kypraios asks if the proposal differentiates between required versus elective classes. Claire says that it does not, but that she is unaware of any majors or minors which would be impacted by such a distinction. Mario D’Amato states that he supports the proposal because it is a gradual move in the right direction of establishing general standards. Dexter Boniface states that he also supports this proposal and expresses his concern that we will have no policy in place if it does not pass. Jana Matthews states that crafting such a college-wide proposal such as this was considered important to AAC because of the rise

of interdisciplinary majors and minors at Rollins. Dan Chong asks whether this policy will also apply to CPS. Robert Vander Poppen states that it would be desirable to gain CPS endorsement. A motion to call the question is made, seconded and approved. The proposed catalogue change passes unopposed.

- b) **Proposed Bylaw Change (see Attachment 1: VP of the A&S Faculty).** Claire Strom states that this proposed bylaw change was born out of frustration. She notes that there were several changes made to the bylaws which were incorrect and that it has been difficult to maintain an accurate copy of the bylaws. She states that although the Provost's office is responsible for maintaining the bylaws, the faculty have the greatest interest in maintaining the integrity of our bylaws. Hoyt Edge states that when he was part of the administration he had great difficulty in putting together an accurate set of by-laws since they had not been kept up to date; one difficulty is that the A&S Secretary does not have access to post content to the Provost's webpage. Carol Bresnahan states that she does not oppose this proposal at all; furthermore, she notes that it might be possible to have the Provost's webpage linked to the A&S governance page containing our copy of the bylaws. The question is called. The motion to change the bylaws passes unopposed.
- c) **General Education Proposed Omnibus Bill (See Attachments 2 & 3).** Mark Anderson addresses the faculty. He states that he has visited many A&S departments about the new Gen Ed curriculum. The new system requires student to take five courses, including one from each of the four A&S divisions (social sciences, humanities, expressive arts, and sciences). Mark states that the goal of the new Gen Ed curriculum is for students to gain a perspective on a theme which spans across each of the divisions. The current proposal tries to clarify what is meant by "division." Specifically, Mark recommends that when a faculty member proposes a Gen Ed course, they fill out a general form (see Attachment #3) and identify which divisional perspective they will take. Emily Russell asks how these Gen Ed courses get distributed, mathematically, across A&S. Joan Davison states that she disagrees with the intent of this specific proposal. She states that in the colloquia held last year with Gloria Cook, a concern was expressed that students should not be able to graduate without studying within a specific division, and that this proposal seems to open the door to that possibility. Kim Dennis asks if this will replace the current "alphabet soup" with divisions having the same status as letters under the old system. Mark states

that, yes, it will be comparable to the old system in that each course will carry a specific divisional label. He states that he expects most faculty will naturally teach in the divisions in which they belong but that there are a few cases where faculty training and expertise go beyond the division to which they belong. Carol Lauer asks about the language of the form. Mark states that the form can be edited, but that is not the important issue to be decided right now; the important thing to be decided is whether the faculty supports the intent of the form to have a flexible system of divisional courses. He notes that one component of this flexible proposal is that it offers a way for CPS faculty to contribute to the General Education curriculum. Matilde Mésavage asks if classes can be offered across two divisions, for example social sciences and humanities. Mark states that, no, this is not the intent; faculty should focus on one division only. Hoyt Edge states that, presumably, there are good reasons why we have divisional structures in the first place; in particular each division reflects *different ways of knowing*. Mark agrees. Rachel Newcomb states that she is concerned by this proposal. Her worry is that it is too watered-downed in that faculty could teach outside of their expertise. Mark states that the intent is not to water down the divisional structure; rather, it would only apply to the few people that could make a compelling case to teach outside of the division in which they are housed. Margaret McLaren states that her comment follows up on Hoyt's. She states that divisions vary by methodology, but that the language in the proposal is more about subject matter and, thus, should be reconsidered. Maria Ruiz states that she is housed in the correct department (Psychology) but does offer courses that would normally be considered science classes in most colleges and universities. Therefore a rigid divisional structure would exclude her from offering a course in science. Jana Matthews states that there will be an AAC sub-committee to review this, so faculty offering classes clearly outside their training and expertise would most likely be turned down by the committee. Mark next reviews the data regarding the size of divisions. He states that CPS faculty would presumably offer classes from a social science perspective. Hoyt states that for this reason he thinks the *ways of knowing* language is better, rather than the divisional structure since it is not clear if CPS, as a separate college, belongs to the divisional structure. Emily Russell asks about the large group of faculty in the social sciences. Mark states that there are important variations in the Social Science division; for example, some departments offer many Gen Eds, others do not. Don Davison states that is simply a fact that CPS, as a separate college, does not belong to the divisional structure of A&S. Furthermore he questions if the data Mark gathered on the social sciences

divisions is really meaningful. He notes that many of the largest majors on campus are housed in the social science division and that this could constrain the ability of particular departments to offer Gen Ed courses. Jenny Queen, states that the wording in the document (see Attachment #2) is rather peculiar. The form states that “We recognize that due to their number and the nature of their field, social scientists are uniquely suited to contribute significantly to the capstone courses.” Jenny states that she does believe that she, as a social scientist, is “uniquely” capable of doing this. Joe Siry agrees with Don; he says there is no way to generalize from the size of each division whether or not they will be able to offer Gen Ed classes. Similarly, in the humanities, English is different from other departments in terms of student numbers. Joan Davison states that it is difficult to vote on this proposal when the criteria for what counts as a *divisional way of thinking* are not defined. Rick Vitray states that he agrees with Joe that the data we have is not adequate to answer the questions we have; the important data is what the divisions are doing now in terms of offering Gen Ed classes, not their relative size. Mario D’Amato states that one way to look at this is the student-to-teacher ratios by department, something he calculated as RCC director. Claire states that even that information does not provide a complete picture of faculty responsibilities. Lee Lines speaks in favor of the proposal. He states that our divisional structures are imperfect and that this proposal would open it up in a positive way; some faculty have training across multiple divisions, for example. The discussion concludes without a motion or vote.

V. Adjourn. The meeting is adjourned at 1:47pm.

ATTACHMENT #1

ARTICLE III

OFFICERS OF THE FACULTY OF ARTS AND SCIENCES

Section 1. The President of the Faculty of Arts and Sciences

The Faculty of Arts and Sciences shall elect a President who shall serve as its Executive Officer. The President of the Faculty of Arts and Sciences shall call and preside at meetings of the Faculty of Arts and Sciences and the Executive Committee of the Faculty and shall call for the initial meetings of the Standing Committees. The President of the Faculty of Arts and Sciences represents the Arts and Sciences faculty to the Administration and to the Board of Trustees, serves on the Executive Council of the Rollins College Faculty, and shall be a tenured member of the Arts and Sciences faculty. The standing Committee chairs shall submit an annual report to the President of the Faculty on or before May 30 of each academic year. The President of the Faculty shall, on or before June 15 of each academic year, forward to the Faculty, the Provost, and the Dean of Arts and Sciences a copy of all amendments to these bylaws which have been approved by the Faculty of Arts and Sciences in accordance with these bylaws. The President of the Faculty receives two courses of release time each year of service.

Section 2. The Vice President/Secretary of the Faculty of Arts and Sciences

The Faculty shall elect from its membership the Vice President/Secretary of the Faculty of Arts and Sciences. The Vice President/Secretary of the Faculty of Arts and Sciences shall be a tenured member of the Arts and Sciences faculty and shall compile and distribute the agendas and minutes of meetings of the Arts and Sciences faculty and the Executive Committee of the Faculty. **The Vice President/Secretary shall also be responsible for maintaining the definitive copy of the A&S bylaws and evidence of all changes.** In the absence of the President of the Faculty of Arts and Sciences, the Vice President/Secretary shall preside over Arts and Sciences faculty meetings and meetings of the Executive Committee.

ATTACHMENT #2

Revised General Education Proposal: That Rollins College adopt the following general education curriculum to be implemented starting with students entering Rollins College in the Fall of 2013. An implementation committee will need to be formed to work out final details. We also recommend that a director be appointed to oversee general education at Rollins College.

We are not proposing a name for what the academic communities will be called—we use the term “Rollins Global Neighborhood” in this document. We expect the Implementation Committee to solicit suggestions from the full Rollins family.

Short Description

Rollins students prepare to become global citizens and responsible leaders, able to identify and engage with complex issues that affect our community and world. In addition to the in-depth study done in a major, each student participates in an interdisciplinary study of a global theme. Students choose five courses, one meeting each of the four divisional criteria established by Arts and Sciences, as well as an integrative capstone course, all focused on the selected theme. In these courses students learn to think, speak, and write in critically and ethically informed ways and to integrate knowledge and ideas from a wide spectrum of perspectives.

Requirements for Graduation

- Demonstrate competency
 - Written communication
 - Mathematical thinking
 - Foreign Language
- Five courses focused on a global theme chosen from one of three to five Neighborhoods.
- Satisfy requirements for a major.
- Three Physical Education courses, including a Basic Physical Education Course
- A total of 140 credit hours

Neighborhood requirements

Five Neighborhood courses, at least four (including the Capstone Course) from the same Neighborhood and one pre-capstone Neighborhood course meeting the divisional criteria of each division of Arts & Sciences. These will consist of:

- One Introduction Course (100 level),
- One or two Intermediate Courses (200 level)
- One or two Advanced Courses (300 level)
- Capstone course (400 level)

Learning Outcomes to be assessed (Five rather than fifteen)

1. Written Communication
2. Critical Thinking
3. Ethical Reasoning/Civic Engagement
4. Information Literacy
5. Integration across disciplines

Advantages of New Curriculum

1. Developmental in nature
2. Interdisciplinary (as opposed to multidisciplinary)
3. Gives cohesion to general education
4. Creates communities of learners
5. Gives students two extra elective courses
6. Able to assess how well it is working

Problems with the Pilot Program derived from exit interviews

This proposal is designed to address all of these issues:

1. Lack of flexibility in scheduling (due to being a small program)
2. Fewer courses to choose from (due to being a small program)
3. Perceived conflicts with AMP or study abroad (see student schedules)
4. Dissatisfaction with courses
 - a. Not happy how course was taught
 - b. Course perceived to be harder than other general education courses

Faculty Commitment Per Year

On average faculty would need to teach about two service courses (RCC, Honors, Competencies, and Neighborhoods) per year.

Proposed Curriculum

- 34 RCC classes
- 30 Writing competency classes
- 29 Mathematics competency classes
- 46 Language competency classes
- 34 Introduction Nbhd classes
- 23 Social Science Nbhd classes
- 23 Humanities Nbhd classes
- 23 Science and Math Nbhd classes

In AY 2011/2012 we offered:

- 35 RCC classes
- 30 W classes
- 29 Q classes
- 46 F classes
- 57 A classes
- 43 C classes
- 45 D classes
- 36 L classes

- | | |
|-----------------------------------|----------------|
| • 23 Expressive Arts Nbhd classes | • 29 O classes |
| • 27 Capstone Nbhd classes | • 27 P classes |
| | • 50 S classes |
| | • 31 V classes |

292 classes total

458 classes total

Recommendations

- Students must take lower-level courses (100/200) before upper-level courses (300/400)
- Capstone courses will be offered both in the Fall and Spring and can be taken by third or fourth-year students once the first four courses are taken
- Possibly reserve special times for RCC and Neighborhood courses
- Neighborhood courses will not normally be team-taught, although the integrative capstone course could be team-taught.
- We recognize that due to their number and the nature of their field, social scientists are uniquely suited to contribute significantly to the capstone courses.
- Workshops will be held to train faculty to teach integration across disciplines
- Faculty within a Neighborhood will meet regularly to discuss and plan for the integration
- Departments will be required to provide adequate faculty staffing as coordinated between department chairs and the appropriate deans.
- Upon approval of the proposal, the Academic Affairs Committee will appoint an implementation committee, consisting of faculty from each Arts and Science division and the College of Professional Studies, the RP Steering committee, professional advising staff, and students

Typical Schedule

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course (or exploration) Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Elective PE Course	200-level Nbrhood Course Core Competency Major Course Elective
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Major Course Major Course Elective Elective
Year 4	Capstone course Major Course Major Course Elective	Major Course Major Course Elective Elective

Semester Abroad

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course (or exploration) Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Major Course (or exploration) PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Semester Abroad
Year 4	Capstone course Major Course Major Course Elective	Major Course Major Course Elective Elective

3-2 Program

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course Major Course PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Capstone course Major Course Major Course Major Course

Student Teaching

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	Introduction Course Core Competency Major Course Elective or Core Competency PE Course
Year 2	200-level Nbrhood Course Core Competency Major Course Major Course PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Capstone course Major Course Major Course Elective
Year 4	Student Teaching	Major Course Major Course Elective Elective

ATTACHMENT #3

Determining Division

I propose that this course will fulfill _____ divisional requirement because the main source material that I will use in the class will be (please check only one):

- Creative, literary, and/or philosophical works
- Experimental data on the natural world and its phenomena.
- Artistic and expressive works, including performance, designed to appeal to the visual and auditory senses.
- Theoretically objective information about humans, human societies, and human institutions.

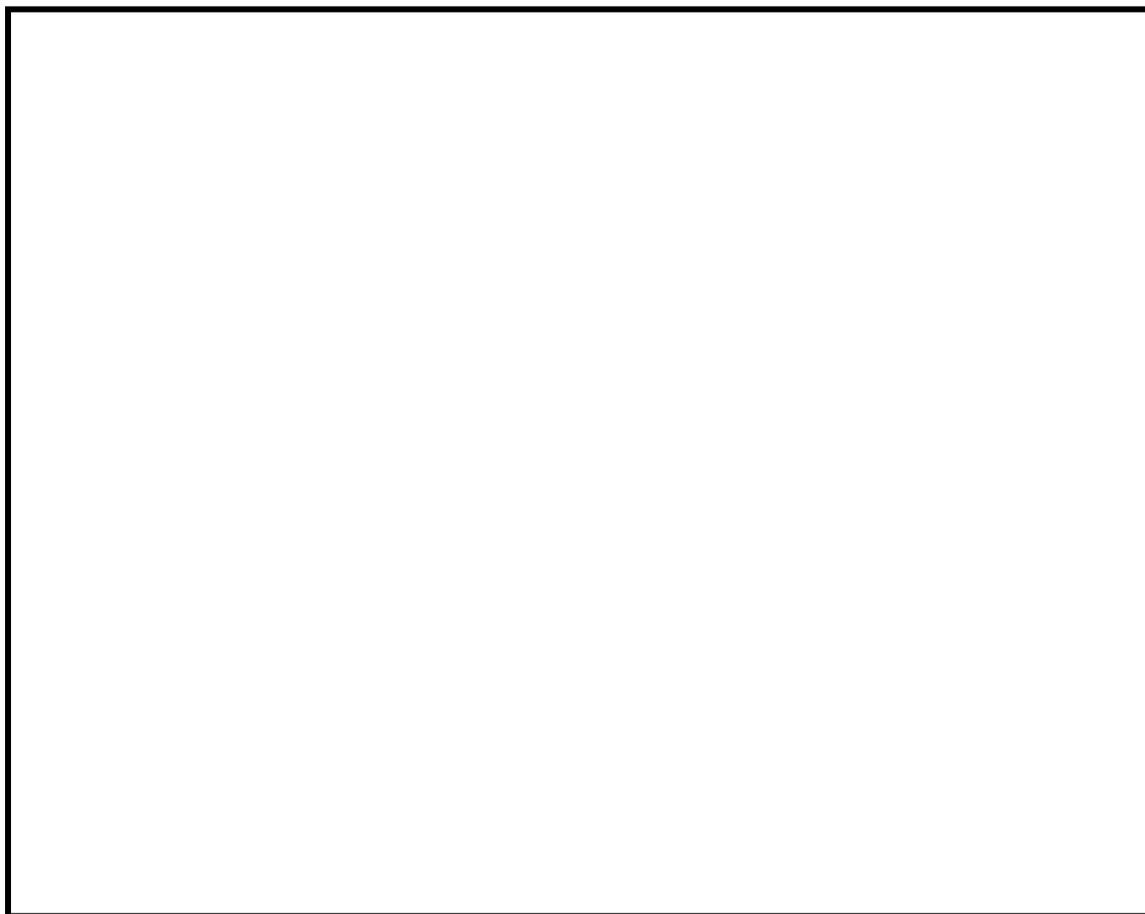
Please give examples of these source materials from your syllabus.

2. How does your experience enable you to teach this class? Please check two of the three options.

Terminal Degree (please elaborate below).

Teaching Experience within the last five years (please elaborate below).

Research/Scholarship (please elaborate below).

A large, empty rectangular box with a black border, intended for the respondent to provide detailed information for the selected options.