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Minutes, Arts & Sciences Faculty Meeting, Thursday, March 22, 2012

Arts & Sciences Faculty
Rollins College

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Minutes
A&S Faculty Meeting
Thursday, March 22, 2012
12:30 – 1:50 pm

In attendance: Barry Allen, Joshua Almond, Mark Anderson, Gabriel Barreneche, Pedro Bernal, William Boles, Dexter Boniface, Carol Bresnahan, Julie Carrington, Jennifer Cavanaugh, Julian Chambliss, David Charles, Martha Cheng, Daniel Chong, Edward Cohen, Gloria Cook, J. Thomas Cook, Daniel Crozier, Denise Cummings, Mario D'Amato, Alice Davidson, Donald Davison, D. Larry Eng-Wilmot, Julia Foster, Christopher Fuse, Laurel Goj, Ted Gournelos, Yudit Greenberg, Eileen Gregory, Kevin Griffin, Michael Gunter, Karen Hater, John Houston, Elizabeth Hunt, Jill Jones, Sarah Ashley Kistler, Stephen Klemann, James Klepek, Philip Kozel, Carol Lauer, R. Barry Levis, Lee Lines, Luis Martinez, Jana Mathews, Dorothy Mays, Margaret McLaren, Ruth Mesavage, Jonathan Miller, Susan Montgomery, Thomas Moore, Anne Murdaugh, Rachel Newcomb, James Norris, Maurice O'Sullivan, Twila Papay, Kenneth Pestka, Jennifer Queen, Paul Reich, David Richard, Dawn Roe, Joni Roos, Marie Ruiz, Emily Russell, Judy Schmalstig, Rachel Simmons, John Sinclair, Joseph Siry, James Small, Eric Smaw, Robert Smither, Cynthia Snyder, Steven St. John, Michelle Stecker, Paul Stephenson, R. Bruce Stephenson, Claire Strom, Eren Tatari, Zeynep Teymuroglu, Lisa Tillmann, Patricia Tome, Robert Vander Poppen, Martina Vidovic, Richard Vitray, Susan Walsh, Yusheng Yao, Jay Yellen, Eric Zivot.

Visitors: Michele Boulanger, Margot Fadool, Richard Lewin, John Morrison, Don Rogers, Tonia Warnecke.

I. Call to Order. The meeting is called to order at 12:35pm.

II. Approve the Minutes from the last meeting. Barry Levis motions to approve the minutes from February 23, 2012. The motion is seconded. The minutes are approved.

Barry Allen moves to suspend the order of the agenda to introduce a motion from the floor. The motion to suspend the order of the agenda is seconded and approved. Barry reads the motion: *Be it resolved that no search be started for Vice-President for Planning and Dean of the College, or any similarly defined position, until the conclusion of an all-College discussion on the need for this position.* The question is called and seconded. The motion passes unanimously.

III. Governance Elections. The governance ballots are distributed.

1. Finance and Service (two vacancies)
 - a. Eren Tatari
 - b. Yusheng Yao
 - c. Eric Zivot
 - d. Claire Strom (nomination from the floor)
 - e. Election results: Eren Tatari and Eric Zivot.
2. PSC (two vacancies)
 - a. Julian Chambliss
 - b. Ted Gournelos
 - c. Election results: Julian and Ted are elected by acclamation.
3. AAC (two vacancies)
 - a. Martina Vidovic
 - b. Susan Walsh
 - c. Election results: Martina and Susan are elected by acclamation.
4. Student Life (three vacancies)
 - a. Larry Eng-Wilmot
 - b. Zeynep Teymuroglu
 - c. Rachel Newcomb (nomination from the floor)
 - d. Election results: Larry, Zeynep and Rachel are elected by acclamation.

IV. New Business:

- A. Shall we approve the revised General Education Proposal? Gloria Cook addresses the faculty. She states that the proposal before the faculty follows the recommendation of the RP (Rollins Pilot) steering committee. She notes that, if approved, there are many more details that need to be worked out. The relevant documents were sent to the faculty earlier this week (see attachment #1 below). If approved, an implementation committee would be formed, a Director designated, and the committee would begin work immediately. The program, if approved, would begin in the spring of 2014. The program does not yet have a name. The label "neighborhood" is just a temporary name. The committee would decide the new name. Gloria reviews the proposal's central elements. She notes that the proposal is a little bit different from the RP. For example, it has only five courses. Furthermore, students can take one course outside of their thematic "neighborhood" or "plan." She states her personal hope is that this proposal could excite students about taking general education classes rather than simply checking off a series of seemingly disconnected requirements. The program would be assessed in terms of five rather

than fifteen criteria. Gloria highlights several advantages of the proposal, such as its developmental character and interdisciplinary nature. Furthermore, she states that the revised program avoids several of the pitfalls of the RP pilot. Gloria states that a number of issues remain to be resolved regarding competencies; for example, whether or not statistics should be part of math competency. Mark Anderson states that there will not be changes to the current “W” and “F” requirements, i.e. writing and foreign language competency. Gloria requests that there be a motion to move into a committee of the whole. The motion is seconded and approved.

The faculty moves out of a committee of the whole and returns to business. Gloria Cook motions that we adopt the revised general education proposal. The motion is seconded. A paper ballot is requested. Ballots are circulated. The motion passes by a vote of 59 to 23 of those present.

V. Announcements. Jill Jones announces that PSC will bring the bylaws revisions at the next faculty meeting. Socky O’Sullivan motions that the faculty commend the Rollins women’s basketball and lacrosse teams for their outstanding seasons. The motion is seconded. The motion passes.

VI. Adjourn. The meeting is adjourned at 1:48pm.

VII. Committee Reports. *The following reports were not presented at the faculty meeting but were communicated to the secretary by electronic mail.*

1. AAC. AAC has approved the following: allowing CAPE Caribbean Advanced Proficiency Examination with a score of 1 or 2 to receive no more than 4 credit hours of college credit. CAPE scores of 1 or 2 are equivalent to scores of 4 and 5 for AP. AAC also approved one self-design major.
2. F&S. The F&S committee is circulating a draft recommendation on merit pay for the EC to consider and has been in consultation with the Provost and Dean of the Arts and Sciences. If you have suggestions contact one or more of the committee's members.
3. PSC. PSC finished grant decisions. The committee will bring bylaw revisions to the next meeting.

ATTACHMENT #1

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 “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 from each of the four divisions of the Arts and Sciences as well as a 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, including:

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

- One Neighborhood course from each Division of the College.
- *Implementation committee will determine what constitutes competency.

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/CPS Nbhd classes
- 23 Humanities Nbhd classes
- 23 Science and Math Nbhd classes
- 23 Expressive Arts Nbhd classes
- 27 Capstone 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
- 29 O 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.
- 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