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Minutes, Arts and Sciences Executive Committee Meeting, Thursday, October 18, 2012

Arts and Sciences Executive Committee

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Minutes
Executive Committee Meeting
October 18, 2012

In attendance: Joan Davison, Claire Strom, Ben Varnum, Dan Crozier, Jill Jones, Dexter Boniface, and Jennifer Cavanaugh.

- I. Call to Order. The meeting is called to order.

- II. Approve the Minutes from the last Executive Committee meeting (October 4). The minutes are approved.

- III. Committee Reports
 - A. AAC. Claire Strom reports that the only AAC business is to discuss the four proposed neighborhood themes (see attachment #1). AAC approved the Jewish Studies minor in Holt, a change in the History minor and the Gen Ed neighborhoods. In regards to the Gen Ed neighborhoods, Claire states that she does not necessarily believe that this is the best list of themes. For instance, some of the themes are quite similar. However, Claire states that she believes that this process is at least a month behind so if these are not passed soon, then the Gen Ed change will not take place next year. Jill asks who will present this at the next faculty meeting. Claire states that Mark Anderson will present it. Joan brings up a point of procedure. Should we vote on these as a slate or one-by-one (i.e., consent agenda). Claire concludes her report by stating that AAC continues to think about how to best incorporate CPS into the divisional structure of the new Gen Ed system; a proposal from Claire and Jenny Cavanaugh will be forthcoming.

 - B. F&S. Finance and Services does not have anything new to report.

 - C. PSC. Joan Davison reports that PSC will bring the Bylaw change to the A&S meeting on the 25th. Furthermore, PSC completed discussions with Chris Fuse regarding Student-Faculty Collaborative Grants. Everyone agreed the emphasis of the program should be on delivering a quality scholarship experience for as many students as possible. PSC asked that the grant application be changed to include students' transcripts and short summary statements from applicants regarding the personal (relative to graduate school, career aspirations, or service avocation) significance of the project. PSC disagreed with a proposal to designate the director to initially rank the grants. PSC members expressed concern about having all divisions

represented in any preliminary ranking. PSC and the director agreed that it might be useful to pool available funds for research budgets and travel budgets so that projects which needed more research monies could take resources from the travel funds. PSC began discussion of recommendations for FYRSTs and sabbatical grants. These discussions will be completed at the October 30th meeting, and then recommendations will be forwarded to Dean Smither for his final decision. Furthermore, Joan reports that Dean of Holt Dave Richards will attend PSC's meeting on October 30th to discuss a proposal to decrease the number of adjuncts in Holt by replacing them with non-tenure track lecturers who would teach 4-4s and be housed in departments. This might be a topic which department chairs also should address. Joan states that it will be better for the quality of Holt to move away from a system of adjuncts. However, such a change could also create a problem in that this change would create a second-class citizen within the A&S/Holt faculty. For instance, the various departments would hire these individuals and mentor them, but they would not be tenure-track. Joan states that this would create a huge number of lecturers. Claire states that if lecturers are going to be contracted for multi-year positions, then the hire would need to meet departmental needs, not simply Holt needs. Joan asks why not hire an additional person into an A&S department who has responsibilities in Holt; this was the practice in the past when 80% of Holt classes were taught by A&S day faculty. A large number of people taught one of their classes in Holt. Claire states that departmental needs might not be the same as Holt needs; this could create conflict between departments and Holt. Finally, Joan reports that if time permits, the 5+ Option also will be undertaken at the October 30th meeting. That discussion will continue at the November 13th meeting.

- D. SLC. The Student Life Committee does not have any business to bring on Thursday. Dan Crozier reports that the application for students interested in receiving funding for travel has gone through several iterations and is due for final approval by the committee at SLC's meeting next Tuesday, 10-23-12. Funding for the program will be provided by the Deans of the College of Arts and Sciences and the College of Professional Studies as well as by the Office of the Vice President of Student Affairs. Dan still needs to talk with President Duncan about the possibility of participation by the President's office. On Tuesday SLC will also be hearing from Brent Turner from OSIL about the Student Life Committee's responsibilities to Community Commitments Reviews for residential organizations on campus that will take place in December and January. Two other items of new business that will be addressed either at this meeting or the next are: an inconsistency in the Faculty Handbook that states that if a student has a grievance against a professor, s/he is to follow the procedure in their handbook. In fact, students no longer have a handbook, but rather a code-book for Community Standards and Responsibility. This is a very simple language change to make, but SLC is not sure whether such a change falls under the purview of the Student Life

Committee. Bill Boles discovered this issue. Dan asks who would authorize this change in language. Joan points out that EC has the authority to do this; the EC committee agrees to authorize SLC to make the change. Ben Varnum states that he cannot locate the relevant file (i.e., the student handbook). On a related point, Claire points out that the bylaws are still not correctly posted on-line. Dan continues that the other issue on Student Life is one presented by Pennie Parker and Joan Davison regarding required major courses for athletes that are only available after 4:00PM. Pennie will visit SLC's meeting to discuss this on November 6.

- E. Student Government Association. Ben Varnum reports that the SGA hosted two open Town Hall meetings to receive feedback about the Institutional Priorities plan of the college. Dr. Toni Holbrook presented to the students and answered questions regarding the plan; all feedback was summarized and will be used further in the process. Ben reports that much of the meeting was dedicated to clarification, and that the feedback was mostly positive. He states that one concern that did arise was how to explain the language of "Digital Liberal Arts" to students so they do not get the wrong idea about what this means. On the topic of the Institutional Planning document, Jill states that an issue has come up with respect to the Board meeting. She notes that the Board will be hearing feedback from students and other constituencies about the Institutional Priorities Plan. However, the A&S faculty have not been invited to give their feedback directly to the Board. Although Carol Bresnahan will at the Board meeting as the Chief Academic Officer, this is not the same as having an A&S faculty representative. Jill states that we really do not know what takes place at the Board meetings or retreats. The Board meetings continue to be completely separate from the governance process. Ben reports, finally, that the SGA also approved the creation of an ad-hoc committee titled "Exploring Traditions" to research current and past traditions of the college.

IV. Old Business

- A. Approve SACS Evidence of Learning Team. The slate is approved. PSC and AAC are tasked with appointing a liaison.

V. New Business

- A. Representation on the Board. Jill Jones reports that she met with Board members David Lord and Susan Whealler Johnston. Clay Singleton and Don Rogers were invited as well as the Presidents of their respective faculties (Crummer and CPS). Don Rogers was not present. Clay Singleton expressed his opinion that the Crummer Faculty is not interested in having faculty representation on the board. I pointed out to him that they had voted several

years ago on a different proposal (voting, full member of the Board). However, the issue will be evaluated by the Board's governance committee under the leadership of Susan Whealler Johnston. Jill states that not all Board members are unsympathetic to the notion of having faculty representation. Joan points out that this is supposedly a retreat, not a voting meeting. Jill states that she communicated to the Board members that there is a general lack of understanding about what goes on at the Board meetings and that there is a gap between the Board of Trustees and the faculty. She also noted that the faculty do not have an understanding about what the large Institutional plans that President Duncan has in mind are since he does not communicate them to the faculty. And that the A & S faculty does not feel that their voice is represented to the Board of Trustees. There is a distinct lack of communication. Clay Singleton agreed that it is a missed opportunity to gain access to each others' area of expertise.

- B. Tenure and Promotion in CPS and uniformity. Jill states that she has received a spate of emails about this issue. In particular, there is a concern about procedures in the tenure and promotion process in CPS; for example, meeting specific deadlines. Jill has written to Scott Hewitt (Associate Prof. of Education) and Don Rogers and Deb Wellman for clarification on these issues. Joan asks if the CPS has the same rule as A&S in terms of department members recusing themselves from P&T when considering someone from their own department. Claire states that beyond the deadlines, a huge concern is the potential for conflict of interest; for example, in the case of a Dean seeking promotion, they would be promoted by their subordinates. Furthermore, by her reckoning, the lack of Full Professors in certain departments means that people will be evaluated by very small committees (as few as one, in the case of Education, where there is only one Full Professor; also, this one person happens to be brand new at Rollins). Jill states that Rick Vitray is our A&S representative on this committee and is abreast of what is happening. She notes that CPS is really out of her personal purview as President of the A&S faculty, apart from the fact that what happens in CPS reflects the quality of the college as a whole. She believes that this is really an issue to be addressed by the Provost. Jill states that she would like to promote a dialogue on this issue. Claire states that the issue of conflict of interest is one that transcends CPS and affects the institution as a whole. She suggests that Don Rogers would be an important person to include in any meeting between Jill, Carol and representatives from CPS. Joan states that this is an important issue in terms of preserving trust between the two colleges; implicit in the separation of the two colleges was a trust that certain standards would be held in common.
- C. Agenda for next (Oct. 25) faculty meeting. Jill reviews the agenda for next week's meeting. Joan points out that, in addition to the committee business, Karen Hater should address the faculty sometime during the fall semester.

Jill suggests that it would also be good if President Duncan or Carol could report on the outcome of the Board retreat.

- D. All-College bylaws. Jill notes that the bylaws have to be reviewed within two years. She asks if there is anything we would change. Jill states that there is not one day when there is not a new problem which arises from the split within A&S and CPS. She adds that the two-college structure is extremely inefficient.
- E. Movement to adjourn. The meeting is adjourned.

ATTACHMENT #1: Four Themes

Innovation and Creativity

Companies and organizations are competing in a world of economic and technological change that is moving faster than ever. The Internet. Microloans. Stem Cell research. The pill. The impact of creative thinking is prominent and ever changing. The global marketplace needs more people who are creative, innovative, and flexible. Some contend that colleges and universities aren't doing enough to foster these characteristics in their graduates. This neighborhood will do precisely the opposite. It will be structured to explore and enhance each student's creative process. Rollins students will learn about important creative leaps and the people who made them; recognize the possibilities for change in the 21st century; and develop the skills to be change makers themselves. Students who choose this neighborhood will be challenged to experiment with their world - testing its boundaries and discovering new ideas in the process.

Mysteries: Into The Unknown

Mona Lisa's smile. Antimatter. The shroud of Turin. An ideal democracy. The Bermuda triangle. Breaking the speed of light. Sherlock Holmes. Mysteries capture our imagination, and beckon us across the boundaries of settled knowledge into the unknown, the unseen. Though we may feel reassured by all we think we know, we get more excited about what we DON'T know. This neighborhood invites students to examine how what we don't know drives inquiry, knowledge, and intelligence. Courses in this neighborhood explore how mysteries—our blind spots, mistakes, wrong turns, are fertile ground for producing new knowledge and new truths across disciplines.

Self and Community in a Diverse World

Today, we live in an increasingly multi-cultural and multi-lingual world. Our identities—from our DNA to our religion to our fingerprints—shape ways that we think about, feel, and engage with this world. This neighborhood will explore how individuals and cultures define their ethnic, gendered, religious, physical, and linguistic identities and senses of self. Students will consider identity as the way that we establish differences or similarities with others, bridge divisions, and make connections in our diverse world. Examining identities in this critical way will prepare students to understand themselves chemically, biologically, culturally, socially, and personally and how to interact with people of distinct backgrounds, a requirement for life in the 21st century. This neighborhood will help students to develop the knowledge, skills, and dispositions needed to become true global citizens.

When Cultures Collide

If it really is “a small world, after all,” how do peoples, cultures, and environments change as a result of different worlds encountering one another? Will every corner of the globe eventually look the same, or will subaltern cultures be able to survive the homogenizing forces of globalization? Inspired by the 1492 Columbian Exchange as well as today’s ever-increasing global integration, this neighborhood invites students to examine the biological, artistic, political, cultural, and socioeconomic effects of globalization. Courses in the humanities will examine hybridity, identity, and diversity in literature, religion, and philosophy, as well as in the expressive arts. Social sciences will look at the political and economic consequences of these worlds coming into contact with one another throughout human history. The sciences will explore the effects on genetic, human, animal, and plant development and the complications and unintended consequences that result from the movement of peoples around the world.

Survey Results: Favorite Themes	1Fav	2Fav	3Fav	Total	Weighted
When Cultures Collide	18	12	7	37	85
Mysteries: Into The Unknown	13	8	6	27	61
Innovation and Creativity	10	9	10	29	58
Self and Community in a Diverse World	8	14	5	27	57
Peace and Conflict	5	6	10	21	37
Freedom and Equality	6	4	9	19	35
Technology, Machines, and Systems	2	9	11	22	35
iPlanet	4	2	3	9	19
Laws and Taboos	2	3	5	10	17
Total	68	67	66		