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Minutes, Arts & Sciences Faculty Meeting, Wednesday, April 28, 2010

Arts & Sciences Faculty
Rollins College

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Approved Minutes
Arts & Sciences Faculty Meeting
Wednesday, April 28, 2010
12:00 – 2:00 pm

Present: Vidhu Aggarwal, Barry Allen, Joshua Almond, Anna Alon, Ilan Alon, Mark Anderson, Pedro Bernal, Erich Blosssey, Bill Boles, Rick Brommelje, Wendy Brandon, Julie Carrington, Roger Casey, Jennifer Cavanaugh, Julian Chambliss, Daniel Chong, Ed Cohen, Gloria Cook, Tom Cook, Mario D'Amato, Alice Davidson, Creston Davis, Don Davison, Joan Davison, Kimberly Dennis, Lewis Duncan, Susan Easton, Hoyt Edge, Larry Eng-Wilmot, Marc Fetscherin, Julia Foster, Christopher Fuse, Greg Gardner, Laurel Goj, Yudit Greenberg, Mike Gunter, Fiona Harper, Ed Harrell, Paul Harris, Karen Hater, Scott Hewit, Alicia Homrich, Gordie Howell, Richard James, Peg Jarnigan, Jill Jones, Laurie Joyner, Ashley Kistler, Philip Kozel, Tom Lairson, Carol Lauer, Barry Levis, Richard Lewin, Susan Libby, Lee Lines, Julia Maskivker, Dorothy Mays, Edna McClellan, Cecilia McInnis-Bowers, Margaret McLaren, Ruth Mesavage, Jonathan Miller, Bob Moore, Thom Moore, Ryan Musgrave Bonomo, Steve Neilson, Rachel Newcomb, Marvin Newman, David Noe, Alan Nordstrom, Kathryn Norsworthy, Socky O'Sullivan, Rhonda Ovist, Twila Papay, Kenneth Pestka, Alberto Prieto-Calixto, Paul Reich, Dawn Roe, Don Rogers, Ed Royce, Scott Rubarth, Maria Ruiz, Marc Sardy, Judy Schmalstig, Eric Schutz, Marie Shafe, Bob Sherry, Rachel Simmons, John Sinclair, Jim Small, Eric Smaw, Cynthia Snyder, Steven St. John, Paul Stephenson, Kathryn Sutherland, Bill Svitavsky, Ken Taylor, Mary Throumoulos, Gio Valiante, Rick Vitray, Tonia Warnecke, Yusheng Yao, Jay Yellen, Wenxian Zhang, Eric Zivot –

Guests: Miriam Moore, Sean Phalen, Rita Bornstein, Pat Lancaster, Robyn Allers, Pat Schoknecht, Micki Meyer

I. Call to Order at 12:15pm

II. Announcements

A. Faculty Retirements

1. Lisa Tillmann toasts Roger Casey. She begins: "On Monday, the Critical Media and Cultural Studies faculty, including Roger Casey, gathered at the academic awards convocation. Wistfully, Roger said, "I must be gone already. They left me out of the program." Little did he know that, five minutes later, Denise Cummings and I would announce the launching of the Dr. Roger N. Casey award for intellectual rigor and vitality, ensuring that Dr. Roger N. Casey would be listed in the convocation program—FOREVER. So that was cool. At the same time, Roger's CMC colleagues wanted to put together a send-off more congruent with what we ask our students to do. So this comes to you courtesy of: CMC, the immeasurable contributions of IT, especially Carrie Schulz and Sean Phalen, and a cadre of campus co-conspirators." A video presentation then follows.

2. Gordie Howell toasts Peg Jarnigan and emphasizes her contributions to Athletics, Phys. Ed. and the college. He notes her positive, can-do attitude led her to coach volleyball, golf, softball and fencing.

3. Alicia Homrich toasts Marie Shafe and emphasizes her continual willingness to help students and alumni. Homrich explains Shafe, Professor of Graduate Studies in Counseling since 1978 and Dean of Graduate Education, 1979 – 1980 will continue in private practice and consulting. She praises Shafe's dedication as Executive Director, International Association of Eating Disorders Professionals and her diversity with specializations as a Certified Eating Disorders Specialist, Certified Sports Counselor, Certified Group Psychotherapist, and Positive Psychology and Authentic Happiness Coaching.

4. Barry Levis and Pat Lancaster toast Ed Harrell. Levis titles his address: **Ed Harrell: Escape from the Wilderness.** "One cold, snowy night, about ten years ago Ed Harrell struggled into the Cornell Social Building, half naked, his belongings stuffed into a cardboard box. With our usual compassion, the history department took in this refugee from the Brevard campus (often called by us smug Winter Parkians as Casa Siberia) and gave him safe haven. Ed now leaves our protective arms to venture off to new adventures. At this point we want to recognize his contributions to A&S during his time of refuge here. Ed is an old-fashioned history teacher. I mean no disrespect here, but as a compliment. He had a strong following within the department, students who are often history buffs who fell in love with the discipline by watching the History Channel. Ed taught courses that attracted those students, courses dealing with Nazi Germany, the Holocaust, and other courses dealing with Modern Europe. He had a special way of bringing that era alive to them. He was a gifted storyteller. Ed was also a very demanding teacher, expecting his students to the subject matter sometimes in minute details. He had high expectations and the members of the department certainly appreciated that. In one respect Ed tried to get us to change our ways. Ed had been very active in the Brevard campus chapter of the history honorary society, Phi Alpha Theta. The initiation rite was a spectacle of medieval pageantry and solemnity. He tried to spiff up our chapter but we were totally unresponsive to his pleas that we should have at least some decorum. Alas in that one respect, Ed has been a failure. Ed received his Ph. D. from the Florida State University in 1965, but only after—we learned very recently—an involuntary leave-of-absence from FSU thanks to the Johns Committee. Perhaps his own experience with discrimination and harassment made him a more empathetic teacher about the persecutions of Jews, gypsies, and gays by the Nazis. Clearly his passion for the subject inspired a generation of students. We wish Ed the best of luck in his future endeavors, which we suspect will include a great many visits to his beloved Berlin. Auf Wiedersehn." Harrell responds with thanks, notes enjoyment for 44 years of teaching, and remarks from Bette Davis film "I could kiss you all but I just washed my hair."

5. Kenna Taylor toasts Rob Steen. He notes: “We join in congratulating Robert Steen on his retirement from Rollins after 23 years here. Rob came to us from the U. of Miami having received his Ph.D. from Princeton, the most prestigious graduate program in economics. Rob has written two articles that are seminal in the field of urban economics, and taught some urban economics courses early on. But given the student demand placed on economics he willingly offered many required service courses, focusing more on developing his public finance field, and applied macroeconomics into courses with clarity and rigor, generating great student interest. ECO 126 (Economics of Public Policy), a course Rob developed and honed, has introduced more students to economics than any other course at Rollins. Students often report that they learn more macroeconomics in this course than ones which follow. Students have found Rob’s laid back but serious demeanor nonintimidating, and, in consequence, they gained confidence and motivation to take the study of economics seriously. As a colleague, Rob is a great listener. Willing to take others’ ideas seriously and respectful of diversity in style, Rob has often found ways to accommodate serious differences while revealing his own quietly expressed creativity in bringing developments to a congenial conclusion. Rob has frequently demonstrated a dry wit much appreciated by students and faculty, and we have counted on him for years to pick up errors and make subtle improvements on our many curricular and program developments. The students at Rollins have been enriched by Rob’s craft in teaching and by his person as a role model. Rob’s immediate colleagues will miss his smart, nuanced, and level headed participation in economics department matters as will all those in the Rollins community who have worked with him on the numerous service and committee assignments he has engaged over the years. We wish him the best as he moves to another phase of his life with his retirement from Rollins.

B. Diversity Award – Duncan announces the inaugural award for Diversity and Inclusion which recognizes efforts in the workplace and community to advance diversity, inclusive policies, advocate for the underrepresented, and promote new understanding. He notes the recipient’s commitment to inclusion is demonstrated by her research, teaching and community involvement with organizations such as. SafeZone, the Diversity Council, the Sisters of ND in Apopka, Harbor House, and Project 3 alcohol and drug. He also cites her work in traumatized areas. Duncan announces the President’s Award for Diversity and Inclusion is given to Norsworthy. Norsworthy thanks the faculty and comments she feels overwhelmed. She states she has been at Rollins for 18 years and appreciates the ways in which we work together. She elaborates she sees wonderful days ahead to continue to promote inclusion and create a just community. Norsworthy also thanks her partner Deena and introduces a Thai colleague who is visiting.

C. McKean Award – Casey thanks all who worked on his video. He notes these have been an amazing ten years in his life and states “this campus is the most

amazing college in this country. We often underestimate how great and special we are until you go elsewhere, and you [the faculty] are the people who make it possible, and I have learned something great from all those I work with. I am privileged to work with Lewis, Rita, and Patricia. I also appreciate Robin whom I learn from every day. I am touched and moved by opportunity to work and serve with you.” Casey then introduces the McKean award for Hugh McKean, former President, which is juried by alums who are PhDs of Rollins. The winner’s research project focuses on historical memory and victimization in Guatemala. Casey introduces the recipient, assistant professor of anthropology Ashley Kistler.

D. Foglesong announces a change in the order of business to begin elections. Candidates for Professional Standards include Dorothy May, Eric Smaw, and David Charles. Foglesong asks for nominations from the floor. Schmalstig nominates Sutherland. Harris nominates St. John. (See Attachment 2.)

E. Approval of Minutes from March 25, 2010.

F. Executive Committee Report

1. Faculty Feedback to Administrators – Foglesong states EC worked out a procedure with administrators for evaluation. (See Attachment 1.)

2. Student Affairs Articulation Committee extension – Foglesong explains the Committee seeks extension of its report time and EC appointed Queen and Lines to serve on the committee and assist in its work.

3. Mint Julep Party – Foglesong announces he discussed with Duncan both the start time and consumption of alcoholic beverages at the party. EC agreed to moved back the party’s start time 30 minutes to encourage faculty members to join the graduates’ celebration, but did not agree to eliminate the mint juleps. Foglesong emphasizes there will be adult beverages. O’Sullivan notes a problem with a change in the time of the party because the party also is for staff members who work on commencement. Foglesong notes O’Sullivan’s concern and states it will be taken into consideration.

4. Special Faculty Meeting – Foglesong announces a special meeting on May 7 at 10am to discuss provost candidates. Foglesong notes two processes exist for identifying a provost (the president’s search and selection and the faculty’s deliberation and consideration). He states it would be nice to have a quorum; coffee and bagels will be served.

III. Old Business

A. Governance elections –Foglesong announces the election for F&S and identifies the nominees Goj, Easton, A Alon. He asks for nominations from the floor. Brandon nominates Ovist. Carnahan nominates McInnis-Bowers.

B. Academic Honor Code Amendments #1, #2, #16 – Foglesong reminds the faculty that at the previous meeting most of the amendments were approved as part of the Consent Package but 1, 2, and 16 were withheld. He also notes some

discussion occurred regarding #1 at the previous meeting. Small restates Amendment 1 which requires new students to write the complete honor code, but permits other students to abbreviate the pledge with their faculty members' permission. Small moves to remove amendment 1 from the table. The motion is seconded and passes. Small states the amendment comes out of student and honor council experience with the honor code and this amendment is in response to student complaints about writing out the whole honor code. Harris says the amendment creates too much confusion with some students writing the whole honor code and others not writing the honor code. McInnis-Bowers notes this is not about the student body but rather about the faculty and what they want. She elaborates students will do what the faculty member asks. Homrich calls the question which is seconded. The vote is held and the amendment fails. Small then moves amendment 2 from the table and it is seconded. The motion to remove from the table passes. The amendment changes the current language "consent of the instructors in both courses" to "consent of the current instructor" so the text reads: "Resubmitting previous work in whole or in part for a current assignment without the consent of the current instructor." Small explains #2 changes the current requirement that both instructors must consent to use material in a second course; the rationale is it does not make sense to seek permission from the first instructor. Levis explains the requirement is a courtesy to be certain that both faculty members consent. He asserts this also is consistent with rules for scholarly publications. Miller notes the rules of scholarly publications are consistent with copyright laws, but students retain the copyright to their own work. DDavison says the logic is that an honor code violation only happens once the work is submitted a second time so the language clarifies the submission to a second instructor without consent is a violation. He emphasizes academic dishonesty does not occur until the second faculty member receives the work. Students from the Honor Council note the problem the current provision creates for the Council if one faculty member grants permission and another member denies permission. Harris calls the question. The motion carries and Amendment 2 passes. Small moves to take 16 off the table, and his motion is seconded and passes. Small explains the amendment strikes the phrase "or serious disciplinary misconduct." DDavison says it is important to separate social and academic events and notes the academic transcript reflects the academic career. Jones seeks clarification regarding the request to remove an HF and DDavison responds that procedure is not changed, but rather the amendment simply eliminates consideration of social issues. The question is called, seconded, and amendment 16 adopted.

Foglesong announces election results: May elected to PSC; A. Anon, Easton and Goj elected to F&S. Foglesong states the nominees for SLC are Davidson, Chong, Paladino, and Maskivker. There are nominations from the floor.

C. Proposed Bylaw change from Student Affairs— Boles announces the change in the membership is to guarantee that one staff person will come from Student Life and to make the Dean an ex officio member. (See Attachment 3). Libby raises a question about why there is a limit to one representative from Student Life.

Dennis also asks this question. Boles explains that other staff members also seek input to Student Life, such as Campus Safety. O'Sullivan provides a grammatical change of "one of whom." Vitray opposes the Dean of Student Affairs as ex officio because while the Dean's presence can be a great addition, there are some issues when students wish to speak without the Dean present. Vitray moves to strike the sentence making the Dean of Student Affairs ex officio. JDavison seconds. Vitray argues this is a special committee, unlike other committees with students coming with issues. Rubarth suggests the Dean should be an ex officio member of the committee but when an issue is a conflict of interest then the person can recuse self. O'Sullivan calls the question and Vitray's amendment is defeated. Anderson calls the question. The vote to change the by-laws requires a 2/3 vote. The change passes.

Foglesong announces Davidson, Maskivker and Chong are elected to SLC.

IV. New Business

A. Proposal from AAC establishing an Asian Studies Major – IAlon explains that a committee worked on this major for two years; he acknowledges all the participants and their work. (See Attachment 4.) Alon states external and internal reasons exist for the major. Student demand for the program is increasing a major offers a way to differentiate Rollins from its competition. He also notes the major is consistent with our global mission and internationalization. Alon explains the major requires study abroad, a sequence of foreign languages, economics, political science, and cultural studies. Alon adds Rollins already maintains affiliations with universities in Asia. Alon emphasizes the major is based on existing resources and the conversion of an existing faculty member to tenure track. Ed Cohen asks how many minors there are in the program. Alon responds, 15-20 minors each year. Carnahan asks about those already fluent in the language. D'Amato answers those with a foreign language waiver must take 2 courses in other areas. Rubarth asks about a possible tenure track lines in other disciplines and how these will be treated if Wei's line is converted. Ilan says Wei is popular. Taylor states that he supports the major as a great idea and fit but the structure is not well thought as an interdisciplinary major and it does not track well with other majors as there is no cap stone course or requirements or clear structure. Taylor moves to table until October. McInnis Bowers seconds. D'Amato asks if all majors have capstones, required courses and prereqs and questions whether this is necessary. He explains AAC never requested such a structure and therefore it is unclear whether these are criteria. Lairson contends the faculty should not table the major because enough discussion occurred; Lairson further states the major is well thought and does not have same structure as other programs because it is not a discipline but an area study. He concludes a vote to postpone will end hope for the major for a year. Fetscherin asks about the ease of tabling. Sardy states the major offers coursework in a broad area and if it is heavily structured and sequenced then problems of completing the major develop. Sardy adds some majors are not sequenced to

provide flexibility. Libby observes the lack of visual and performing arts in the major map and expresses hope if the major moves forward it will help them get a person. Taylor responds the major is interdisciplinary and he knows students do not put courses together on their own and that is the reason majors need prereqs and capstones. Brandon notes she was concerned about the lack of prereqs and still is concerned. Rubarth says he is concerned because the major requires tenure track hires. Schutz comments he supports Asian Studies Major but it is hastily put together because two of the economics courses do not belong there and the courses as taught are inappropriate. Homrich says there is the need for more thought and calls the question to postpone til October. The motion is tabled.

Foglesong announces Dorothy Mays was elected to PSC on a recount.

Foglesong seeks nominations for AAC. Taylor nominates O'Sullivan. Easton nominates Bommelje. Carnahan nominates McInnis-Bowers. Goj nominates Newman. Faculty members elected to AAC are: Cook and Bommelje.

The quorum is called. There is no longer a quorum.

V. Adjournment at 2:25 pm.

Respectfully submitted,

Joan Davison
Vice President/Secretary

ATTACHMENT 1 GOVERNANCE NOMINATIONS

Professional Standards Committee / One at-large vacancy

Nominee: Dorothy Mays, David Charles,

Student Life Committee / Three at-large vacancies

Nominees: Alice Davidson, Dan Chong, Derrick Paladino, Julia Maskivker, Jill Jones

Finance & Services / Three at-large vacancies

Nominees: Sue Easton, Laurel Goj, Anna Alon

Academic Affairs Committee / Two at-large vacancies

Nominees: Gloria Cook, Don Rogers

ATTACHMENT 2

Principles for Faculty Feedback to Administrators

Purpose

To develop a system that provides for a regular and candid flow of information between the faculty and administrators concerning the perception of each administrator's performance in the aspects of the position that affect the faculty. This system is primarily intended to provide constructive feedback that the administrators can reflect upon and respond to, with the ultimate goal of improving the effectiveness of the administration and their relationship with the faculty.

Goals

The goal of the system is to provide a method for administrators to receive feedback directly from the faculty at large and for the faculty to have some method to inform administrators of their opinions on administrative performance on matters directly relating to their interaction with the faculty. These matters may include such things as the educational process and program; student life issues; issues pertaining to salaries, promotion and tenure; and issues concerning the interaction between the administration and the faculty. This mechanism will also provide an opportunity for the administrators to identify concerns of the faculty, and then to reflect on and respond to these concerns.

Guiding Assumptions

The process will be undertaken in a spirit of collegiality, with the intention of assisting in the professional development of the administrator and improving communication between the faculty and administration.

The mechanism will include feedback from the entire faculty.

A questionnaire format will be used and the questions will be developed in a spirit of cooperation between the faculty and administrators.

The administrator will be provided the opportunity to write a brief self-assessment that will accompany the questionnaire.

The individual and his or her supervisory chain will be provided access to all of the comments submitted by the faculty.

Research indicates that the maximum benefit from a system such as this occurs only when there is some formal response from the person receiving the feedback. Therefore, it is expected that the administrator will respond to the faculty, either orally or in writing, after reviewing the comments.

The feedback mechanism will be a biennial event that will not necessarily be linked to the period of evaluation.

Process

The process will eventually include all appropriate administrators; however, the initial effort will be to implement a program that includes the President, Provost, Dean of the Faculty, and Dean of Student Affairs. The feedback process will occur on a continuing two-year cycle beginning with the Dean of the Faculty and Dean of Student Affairs during the 2010-11 academic year.

The method for feedback will be a survey conducted on-line anonymously and all faculty will be asked to participate. The questions should be phrased in such a way as to

encourage both specific and general comments. There will be a two-week window in which faculty will be able to respond.

Once all faculty have had an opportunity to respond, the collected responses will be provided to the administrator and his or her supervisory chain. The administrator will then be expected to respond to the feedback within a reasonable time frame.

The Professional Standards Committee will review this policy two-years after the process begins and will report to the faculty on the effectiveness of the process and any proposed changes.

ATTACHMENT 3

Change to the Bylaws from Student Life Committee:

The Student Life Committee, in having met with the Professional Standards Committee, makes the following changes to Article VII, Section III, of the Bylaws:

As Currently Stated:

Membership. The membership of the Student Life Committee shall consist of thirteen voting members: six elected from the faculty, two members of the professional staff elected by the members of the staff, and five students selected by the Student Government Association. The students shall be appointed at the beginning of the academic year and remain on the Committee for a period of one year.

Revision:

Membership. The membership of the Student Life Committee shall consist of thirteen voting members: six elected from the faculty, two members of the professional staff, one, and only one, of which is drawn from the Division of Student Affairs, elected by the members of the staff, and five students selected by the Student Government Association. The students shall be appointed at the beginning of the academic year and remain on the Committee for a period of one year. The Dean of Student Affairs serves as an ex-officio, non-voting member.

ATTACHMENT 4

ASIAN STUDIES MAJOR

Ilan Alon, Mario D'Amato, Mark Fetscherin, Yudit Greenberg, Tom Lairson, Robert Moore, Yusheng Yao, Wenxian Zhang

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. As the peoples and nations of the world become increasingly interconnected, successful leaders will benefit from a mastery of this key region.

The Asian Studies major combines courses in history, culture and politics with those from modern languages and an array of electives from other disciplines. Students are expected to do the following:

develop an understanding of the historical, cultural, political and economic forces that have shaped modern Asia

master the rudiments of an Asian language

experience cultural immersion through study abroad in at least one Asian country

Students will complete an international experience in Asia. Currently Rollins offers such experiences in Shanghai, Hong Kong and Osaka.

The Asian Studies major is designed to educate Rollins students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The major spans a variety of academic departments and students are required to incorporate courses from different departments.

MAJOR REQUIREMENTS

Requirements for the Asian Studies major are: twelve (12) courses, including five (5) from the History and Culture category, five (5) from Politics and Business, and two (2) courses in an Asian Language beyond the 100 level. At least six (6) courses must be taken at the upper division (300-400) level and no more than three (3) courses can be in any single department.

INTERNATIONAL EXPERIENCE

Students are also required to participate in one (1) academically-based study trip to Asia. Those counting toward such a requirement include Rollins courses with a seminar followed by a minimum 2 weeks study tour, or an approved study tour to Asia of 1 month or longer. Students are highly encouraged to meet this requirement with a semester-long stay in one of the Asian Studies approved programs or universities where a maximum of 4 pre approved courses can be counted towards the major.

RESIDENCY AND DISTRIBUTION

Asian Studies majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the *300-400 level*.

FOREIGN LANGUAGE REQUIREMENT

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

First, students may take and successfully complete two (2) college-level courses (8 semester hours) or the equivalent in a single Asian language at the intermediate (200) level or beyond.

Second, the two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the four-course requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

Receiving a foreign language waiver does not reduce the total number of courses required for the Asian Studies major (12). Students receiving such a waiver are required to take two (2) additional courses in either the History and Culture or the Politics and Business categories.

ASIAN STUDIES COURSES

REQUIRED COURSES

All Asian Studies majors must take the following course:

HIS 263 East Asia in Modern Times

REL 113 Asian Religions

HISTORY AND CULTURE COURSES

ANT 252 Cultures of China

ANT 254 Cultures of Japan

ANT 305 Topic: Cinema and Society in China

ANT 305 Topic: Sufi-Buddhist Mysticism

HIS 212/212F Journey to the Middle Kingdom (Field Trip)

HIS 250 Modern Japan

HIS 260 History of Chinese Civilization

HIS 261 Modern China

HIS 262 East Asia in Pre-Modern Times

HIS 349 The Chinese Revolutions

HIS 350 U.S./China Relations in the 20th Century

HIS 361 Contemporary China

PHI 211/211F Religion and Culture in Bali (Field Trip)

REL 230 Buddhism: Theory & Practice

REL 240 Buddhist Philosophy

REL 241 Buddhist Ethics

REL 340 Zen Buddhism

POLITICS AND BUSINESS COURSES

POL 130 Introduction to International Politics

INB 300 Introduction to International Business

ECO 203 Principles of Micro and Macro-economics

ECO 327 Comparative Economic Systems

ECO 351 Economic Development

POL 302 Politics in the Third World

POL 325 Sustainable Dev. in Southeast Asia

POL 331 International Political Economy

POL 334 Political Economy of Japan

POL 384 East Asian Politics

POL 393 Vietnam Experience Online

INB 311 Asian Business Environment

INB 390 Topics: International Market Research and China

Major Map: Asian Studies

population, long history, complex and diverse societies, and cultures, and rising economic significance. Courses are grouped together into three categories: History & Culture, Politics & Business, and Languages.

Twelve (12) courses are required for the major. Students are required to take five (5) courses from those designated in History & Culture, five (5) course from Politics & Business, and two (2) courses in an Asian

	INB 300 Introduction to International Business	or	Check Catalogue
	ECO 203 Principles of Micro and Macro-economics		Check Catalogue
			Check Catalogue
POL 302 Politics in the Third World	POL 334 Political Economy of Japan		INB 311 Asian Business Environment
POL 325 Sustainable Dev. in Southeast Asia	POL 384 East Asian Politics		INB 390 Topics: Inter. Market Research and China
POL 331 International Political Economy	POL 393 Vietnam Experience Online		ECO 327 Comparative Economic Systems
			ECO 351 Economic Development

Asian Studies majors are required to take two (2) courses beyond the 100 level, either in Chinese or Japanese. This two-course foreign language requirement at the upper level is an essential component of the Asian Studies Major. Students are encouraged to take these foreign language courses in the host-country. Students receiving a foreign language waiver are required to take two (2) additional courses in either the History and Culture or the Politics and Business categories.

Semester	Course	Prerequisite	Grade	C
_____	_____ Foreign Language at the <u>200-400 level</u>	Check Catalogue	_____	_____
_____	_____ Foreign Language at the <u>200-400 level</u>	Check Catalogue	_____	_____

Name: _____

Date: _____

ATTACHMENT 5
 Campus-Wide Code of Conduct
 for the Ethical Production of Rollins-Branded Products
 Summary: this proposal calls for:

- 1) implementing a campus-wide code of conduct for the manufacture of Rollins-branded products,
- 2) joining the Worker Rights Consortium, an independent monitoring agency already serving two of our peer schools (Stetson and Villanova) and six of our aspirant schools (Bowdoin, Carleton, Colby, Macalester, Middlebury, and Oberlin),
- 3) creating an Ethical Production Oversight Committee

Rationale: members of the Rollins community purchase thousands of Rollins-branded items each year. Most of these purchases are made without questioning who made those products and under what conditions. Of all constituencies on campus, only the bookstore operates by a Vendor Labor Code of Conduct. This proposal would assist other constituencies, including athletics and student organizations, in ensuring that their Rollins-branded purchases are made according to Rollins' stated principles.

I. Principles: Global Citizenship, Responsible Leadership, Social Responsibility, Environmental Stewardship: The Rollins community stands against unfair and unethical labor and environmental practices. We want to ensure that goods that carry our brand also carry our values.

II. Commitments: The College must not purchase Rollins-branded goods from manufacturers that violate labor and/or environmental laws; must facilitate the independent investigation of companies that manufacture Rollins-branded goods; and must seek out, support, and promote companies that treat workers and the environment ethically.

III. Employment Standards for Companies Making Rollins-Branded Gear: The College will only do business with companies whose workers are in all cases voluntarily present at work, not at risk of physical harm, fairly compensated, and not exploited in any way. In addition, the following specific guidelines¹ must be followed:

A. Wages and Benefits: Companies making Rollins-branded products must provide wages and benefits that comply with all applicable laws and regulations and match or exceed the prevailing local manufacturing industry practices.

B. Working Hours: Companies making Rollins-branded products must not require workers to work more than the lesser of 48 regular working hours per week, or the limit on regular working hours under applicable local law, and shall provide workers with at least one day off in every 7-day period. With respect to appropriately compensated overtime, companies shall not schedule overtime on a regularly scheduled basis in excess of the less of the standard work week plus 12 hours of overtime, or 48 standard hours plus 12 hours of overtime.

C. Child Labor: The use of child labor is not permissible and will not be tolerated. Companies manufacturing Rollins-branded products must meet all applicable local laws regarding the minimum age of workers. Workers can be no less than fourteen years of age and not younger than the compulsory age to be in school in the country where the work is to be performed.

D. Forced Labor: Makers of Rollins-branded products will not use involuntary labor, including forced, prison, bonded or indentured labor.

E. Health and Safety: Makers of Rollins-branded products must comply with applicable local law in providing workers with a safe and healthy work environment. If residential facilities are provided to workers, they must be safe and healthy facilities.

F. Non-Discrimination: While Rollins recognizes and respects cultural differences, all workers must be employed on the basis of their ability to do the job, rather than on any personal characteristic. Companies making Rollins-branded products shall not discriminate in hiring, salary, benefits, performance evaluation, discipline, promotion, retirement or dismissal on the basis of an individual's ethnic or national origin, color, religion, or sex.

G. Harassment and Abuse: Companies making Rollins-branded products shall treat workers with dignity and respect. No worker shall be subject to any physical, sexual, psychological or verbal harassment or abuse.

H. Disciplinary Practices: Companies making Rollins-branded products will not use or tolerate corporal punishment or any other form of psychological or physical coercion.

I. Freedom of Association and Collective Bargaining: Companies making Rollins-branded products shall recognize and respect the right of workers to freedom of association and collective bargaining. Workers shall not be subject to intimidation or harassment in the peaceful exercise of their right to join or to refrain from joining any organization.

J. Human Rights: Rollins-branded products shall not be manufactured or produced in any country where the human rights environment would prevent the conduct of business activities in a manner that is consistent with this Code of Conduct.

IV. Living Wage Preference: In most countries, the minimum wage does not come close to being a "living wage," i.e., meeting the basic needs of workers and their families. Preference will be given to companies that pay a wage sufficient to meet those basic needs (e.g., safe housing, nutritious food, access to clean water).

V. Mechanisms to Ensure the Ethical Production of Rollins-Branded Products

A. Independent Monitoring: Investigation of labor practices will continue to be provided to the bookstore by the Fair Labor Association. Other campus constituencies, including athletics and student organizations, will be assisted by the Worker Rights Consortium (WRC).²

B. Committee: an Ethical Production Oversight Committee will consist of one faculty or staff member of Finance and Services, one member each of the Arts and Sciences and the Holt SGA, one representative from SLAP (the Student Labor Action Project), one representative from athletics, and one representative from the bookstore. Other interested Rollins community members are welcome to join the committee.

The committee will have the following responsibilities:

1. Reviewing Violations: Committee members will stay abreast of FLA and WRC reports. When FLA and WRC reports reveal substantial, repeated, or non-redressed violations to the Code of Conduct, the Committee will recommend discontinued purchasing.
2. Education: Each year, the committee will educate the campus community on this Code of Conduct.
3. Seeking Out and Spotlighting Ethical Firms: Each year, the committee will spotlight best practices in terms of fair labor and environmental stewardship.
4. Annual Review of the Code of Conduct
5. Annual Report: By March 1 of each year, the committee will issue a public report to the bookstore, athletics, the Student Government Associations of Arts and Sciences and of Holt, and the Finance and Services Committee.

¹ These guidelines apply standards from the Follett Vendor Code of Conduct to the entire campus.

² Cost of WRC membership: “Schools with licensing programs pay annual fees in the amount of 1% of their previous year’s gross licensing revenues, with a minimum of \$1,500 and a maximum of \$50,000. Schools that do not have licensing programs pay a flat annual fee of \$1,500.” Rollins currently has no licensing program but is pursuing one.