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Minutes, Arts & Sciences Faculty Meeting, Wednesday, April 29, 2009

Arts & Sciences Faculty

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Approved minutes
Arts and Sciences Faculty Meeting
Wednesday, April 29, 2009

Members Present: Barry Allen, Joshua Almond, Mark Anderson, Gabriel Barreneche, Petro Bernal, Alexander Boguslawski, Dexter Boniface, Wendy Brandon, Sharon Carnahan, Roger Casey, Jennifer Cavanaugh, Julian Chambliss, David Charles, Doug Child, Daniel Chong, Ed Cohen, Denise Cummings, Alice Davidson, Creston Davis, Don Davison, Joan Davison, Nancy Decker, Kimberly Dennis, Jalh Dulanto, Lewis Duncan, Nicola Edwards, Larry Eng-Wilmot, Marc Fetscherin, Richard Foglesong, Michael Furlong, Laurel Goj, Elton Graugnard, Yudit Greenberg, Eileen Gregory, Don Griffin, Mike Gunter, Dana Hargrove, Fiona Harper, Paul Harris, Karen Hatter, John Houston, Gordie Howell, Richard James, Peg Jarnigan, Jill Jones, Laurie Joyner, Ashley Kistler, Steve Klemann, Madeline Kovarik, Philip Kozel, Susan Lackman, Carol Lauer, Christina Lee, Ed LeRoy, Barry Levis, Susan Libby, Lee Lines, Dorothy Mays, Edna McClellan, Margaret McLaren, Bob Moore, Thom Moore, Ryan Musgrave, Steve Neilson, Rachel Newcomb, Marvin Newman, Alan Nordstrom, Kathryn Norsworthy, Thomas Ouellette, Rhonda Ovist, Derrick Paladino, Twila Papay, Kenneth Pestka, Jennifer Queen, Roger Ray, Dawn Roe, Don Rogers, Sigmund Rothschild, Ed Royce, Scott Rubarth, Maria Ruiz, Emily Russell, Marc Sardy, Judy Schmalstig, Jim Small, Eric Smaw, Bob Smither, Steven St. John, Paul Stephenson, Darren Stoub, Claire Strom, Kathryn Sutherland, Bill Svitavsky, Ken Taylor, Lisa Tillmann, Gio Valiante, Robert Vander Poppen, Martina Vidovic, Rick Vitray, Anca Voicu, Tonia Warnecke, Debra Wellman, Yusheng Yao, Jay Yellen, Wenxian Zhang, Eric Zivot,

Guests: Heather Rybka, Jim Gerhardt

- I. Call to Order—The meeting was called to order at 12:40 PM.
- II. Approval of Minutes—The minutes of the April 16, 2009 meeting of the faculty were approved as corrected.
- III. Announcement—Davison said that evaluations of senior administrators were currently being conducted through the IDEA system. He regarded these evaluations resulted from a painstaking and transparent process undertaken by PSC. The process is concerned solely about the professional advancement of the institution. Davison reported, however, that he had a conversation with Casey about the process. Casey told Davison that he had not given his consent for the evaluation to take place. Then IDEA telephoned this morning, reporting that they had received a communication about the survey from an unnamed person from the college. IDEA needs either the consent of those being evaluated or the approval of their legal counsel that the evaluation was part of an official college evaluation. Davison has received consent from one administrator but not the other two. He has forwarded all relevant information

from the process to IDEA and now awaits either the consents or legal opinion that the evaluation process may go forward. The President and Provost disagree with the interpretation of Article VII, Section 2. Davison feels that Executive Committee and PSC proceeded with the utmost care to go forward with all due process. He recognized that there can be differences of opinion and that the provost and president have consistently disagreed with the process. He urged the faculty to complete the survey, and IDEA will hold the results until the issue is resolved.

IV. Old Business

- A. McLaren had a question about the AAC report presented at the last meeting. She wondered about the process of approving the Maymester, why it had not been brought to the Faculty, and why there had been no call for faculty to teach in it. Brandon replied that Casey had asked Joyner to see if Rollins could organize an end-of-year semester to serve students and also to raise revenue. Casey and Joyner looked at needs for General Education courses and asked faculty of the top ten courses needed. Those who agreed were scheduled. Over 100 students signed up. AAC was informed after the plan had gone forward. AAC questioned Joyner about the Maymester process and agreed to consider the Maymester for one time only. AAC then voted to endorse the concept as a pilot. Joyner agreed to assess it fully before the proposal goes back to AAC in the fall. Zivot reported that the greatest concern of AAC is that an announcement had not gone out to the entire faculty. The committee was assured that those invited taught the courses with biggest backlog and so it made sense to the members of AAC to go forward. Brandon stated that only courses that had previously been approved as meeting a general education requirement and only those faculty who were certified to teach them were asked to consider joining the Maymester. Gregory felt that it was such an important addition that she was distressed that AAC had not been involved until after the fact. They had only been consulted after it was a done deal. Joyner said that only they had only two weeks to decide if they were to arrange a separate registration. If they have waited then Maymester would not have been possible. Gregory felt that email is instantaneous; why had they not shared the plan with the entire faculty? The plan should have gone to the entire faculty. Joyner said that as soon as they knew it could be handled and the dates of the semester set, an email went out to the faculty as soon as possible. Gregory argued that what the faculty got was this is what we're having, not this is what we are thinking about. Joyner responded that AAC had given its support before it was

decided to go ahead with it. Brandon said that AAC had had the same concerns but saw it as a pilot and not a permanent change in the calendar. Joyner said we already have a summer semester through the Holt school. The Maymester is just a different format for A&S. The issue was should we have our students take classes at Rollins rather than at some community college. Rubarth reported that AAC saw Maymester only as an experiment and not as a permanent change. It should be brought to the entire faculty if it were to become permanent. Tillman expressed concern about the ability of students to take two classes in the three-week time period. She would have preferred a more consultative model because she wondered if this is the best move academically. Joyner responded that the faculty who are teaching in the program see the arrangement as reasonable, and the 18 students signed up for two classes must understand that they will have to work very hard because they are taking two courses. Cohen saw that it was potentially a significant change and therefore needed to have a serious evaluation of its success. He also expressed concern about its impact on Holt classes. Joyner said she wanted to make the process as seamless as possible for students to take courses in either program.

V. New Business

1. Student Affairs Mission Statement (see attachment 1)—Davison reported that the Executive Committee had requested the development of a mission statement a few months ago. They consider it timely to have a review of the state of the mission of Student Affairs because of the search for a new dean next year. Queen presented the mission statement and listed faculty and staff involved in developing it. She reported that they had had difficulty in discovering the current mission statement since so many versions existed. The mission statement does not prescribe how Student Affairs is to carry out the mission. It connects the student affairs mission with the mission of Arts and Sciences as well as the LEAP learning outcomes. She recommended that the mission statement appear in the faculty handbook in proximity to the mission statement of A&S. The faculty ratified the mission statement.
2. Approval of graduating seniors—The list of graduates was approved by the faculty.
3. Tributes to retiring colleagues (see attachment 2)—the retiring faculty were recognized: Jay Yellen paid tribute to Douglas Child, Archibald

Granville Bush Chair of Mathematics and Professor of Mathematics and Computer Science; Thom Moore eulogized Donald Griffin, Archibald Granville Bush Chair of Natural Science and Professor of Physics; Gio Valiante praised Al Moe, Richard James Mertz Chair of Education and Professor of Education; and Bill Gallo sang the praises of Edmund LeRoy, Professor of Music.

4. Cohen expressed confidence in the actions of the Executive Committee and PSC for working within the bylaws on the issue of senior administrator evaluations. He offered the following motion: “Be it resolved that the A&S faculty affirm our appreciation for and confidence in the work of our colleagues on the Professional Standards Committee and the Executive Committee, who have proceeded with the evaluation of administrators in accordance with the Bylaws even while some would subvert them.” Jones voiced concern about surveys administered anonymously; they could produce harsh results that might not be useful. The motion was adopted unanimously. Carnahan expressed thanks to Davison for his work as president of the faculty.
5. Announcements—Chambliss and Cummings announced the Global peace film festival. Anderson invited the faculty to a presentation of the Rollins Plans following the faculty meeting, Newman again thanked Davison for his hard work as president.

VI. Adjournment—The meeting was adjourned at 2 pm.

Respectfully submitted,

Barry Levis
Secretary

Attachment 1

Student Affairs Mission Statement Committee Report to the Executive Committee April 14, 2009

Committee Members: Jennifer Queen, Assistant Professor of Psychology, Eric Smaw, Assistant Professor of Philosophy, Thom Moore, Associate Professor of Physics, Eileen Gregory, Professor of Biology, Laurie Joyner, Dean of the Faculty, Karen Hater, Interim Dean of Student Affairs, Joanne Vogel, Director of Counseling and Psychological Services, Allison Wallrapp, Student Representative

The Executive Committee of the Faculty charged this committee of faculty, administrators, staff and student representatives with looking at the current mission statement of the Division of Student Affairs and amending/rewriting as necessary in order to offer the division a clear vision of its own goals and its connection to Academic Affairs. We saw our task as one of laying out a direction or vision of the Division, not with prescribing how this vision is manifested. After meeting six times in Spring 2009 the following statement was crafted:

The Division of Student Affairs at Rollins College advances the mission of the College of Arts & Sciences by collaborating with the Faculty in creating and maintaining an environment that fosters intellectual, social, and personal learning and growth for our students.

Our vision is to foster and promote a healthy and caring environment that focuses on essential learning outcomes with an emphasis on personal and social responsibility.

This statement serves as a reminder to the Faculty that they are ultimately responsible for all aspects of student life in and outside the classroom according to the College's bylaws (All Faculty Bylaws, Article I, General Governance). It connects the mission of Student Affairs to that of the Art & Sciences and ties it to LEAP learning outcomes, but leaves the "how" of the implementation to the student affairs professionals. During implementation, input from relevant constituents, including students and non-student affairs staff, is crucial.

The statement was discussed at a Director's Meeting in the Division of Student Affairs and was met with approval. The Student Life Committee unanimously endorsed the statement after a committee report during its April 14, 2009 meeting. The committee now recommends that it be brought to the Faculty of the Arts & Sciences for a vote of endorsement before the end of the academic year.

We are also recommending that the Student Affairs Mission Statement be added to the A&S Faculty Handbook near the A&S Mission statement as well as being posted on the DOSA web site. Publishing the statement in the handbook addresses the concern that the

mission seems to change with every staffing change by requiring that any future changes be brought to the Executive Committee and the Provost of the College.

Attachment 2

Doug Child

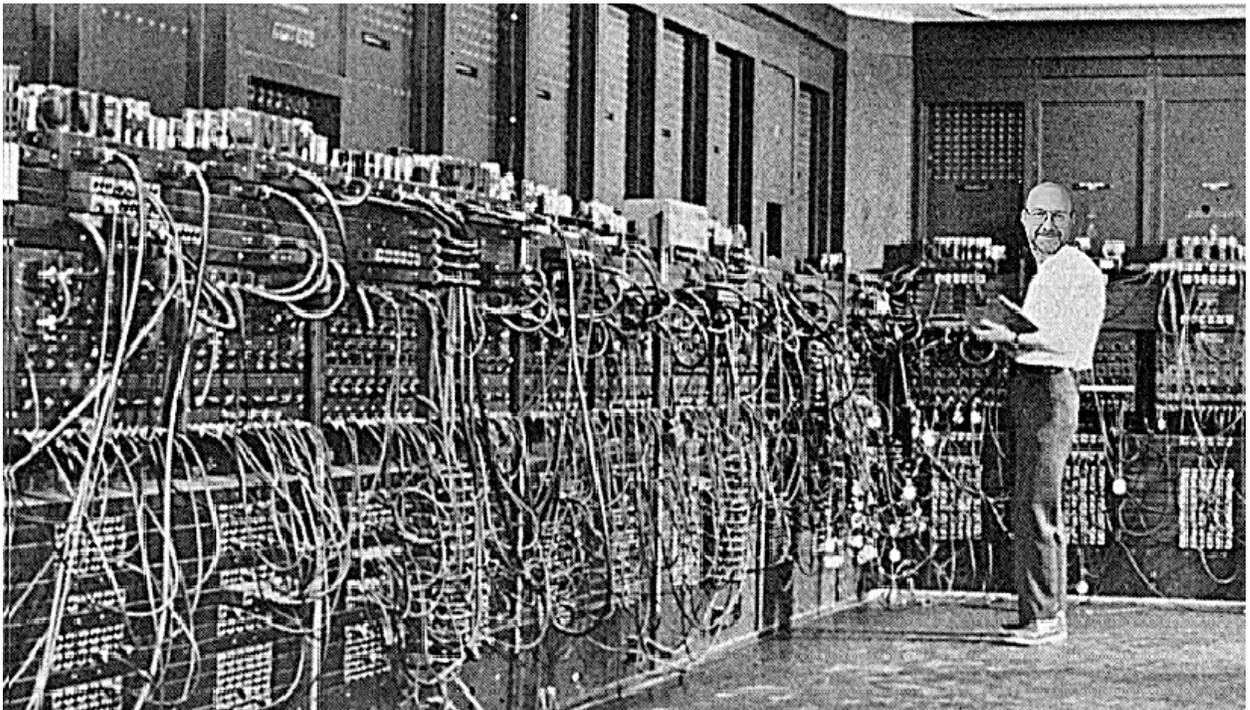
Doug Child, the Archibald Granville Bush Professor of Mathematics and Computer Science, has had a great impact on his students and colleagues at Rollins College for 36 years.

He was a recipient of the Arthur Vining Davis Award for Excellence in Teaching in 1980, and the Higher Education Commission Award for Innovative Teaching with Technology in 1996.

But his influence extends well beyond Rollins. Doug has been a leader in the Calculus Reform Movement, particularly with his design and implementation of Computer Algebra systems and with his workshops on their use in the mathematics curriculum. Much of this work was funded by various grants from the National Science Foundation and the Sloan Foundation.

His innovative and influential work with Texas Instruments included the design of key features of the TI-89, TI-92, and Voyage-200 scientific calculators. Rollins was the first school to class test the TI-92.

But in the interest of balanced reporting, I have to say that Doug did have his screw-ups. Here's a photo I came across showing Doug working on his first hand-held calculator when he realized that it was going to be a bit larger than he intended.



On a personal note, Doug has proven to be an invaluable colleague and dear friend in this, my first year as department chair. Countless times he patiently listened to my frustrations, worries, and whining, and somehow always managed to calm me down.

But the best way to pay tribute to my colleague is to read you some quotes from a few of his former students.

Noah John – Class of '07

Dr. Child is a wonderful teacher, and more importantly, a life-long friend. My sincerest thanks and gratitude.

Anne Kelley Fray – Class of '83

He was always calm, a good listener, had a quick but gentle sense of humor and always made his students feel capable of achieving their goals. He was one of the reasons I really loved my whole four year college experience.

Mark Nicolle– Class of '80

As it turns out, Dr. Child gave me the basis for my, now, 30 year vocation, software engineering...both mathematics and a bit of programming. Much more important, however, was the reason I hung around that Bush Science building as much as I did when all I really cared about was playing soccer. That reason...the caring person before you. Doug Child.

... he put up with a lot of whining, and somehow, cared enough to extend his gifts. Thanks Dr. Child.

Caroline Shugart – Class of '83

When I arrived at Rollins, I thought I was quite a mathematician. It was hard to accept that often what I thought was extraordinary effort and work resulted in perhaps a high "B". Actually the grades were by far the least important factor of my experience in math at Rollins. Dr. Child was a fantastic teacher and I always appreciated his sense of humor. I have always respected his work and devotion to his students. It certainly made an impact on my life!

David Pilo Mansion– Class of '07

"Dr. Child is without a doubt a great professor and friend, but his teachings go beyond Mathematics and Computer Science. In fact, Dr. Child has accomplished what very few professors can achieve through wisdom and influence: to help a student realize his dreams after college and contribute to his sense of fulfillment in life. - I never thought I would have gone this far. Thank you Dr. Child."

Yes, thank you Dr. Child! We'll miss you.

Don Griffin

Don Griffin arrived at Rollins College almost a half-century ago in 1960 as a freshman in the class of 1964. He graduated from Rollins in 1964 and moved on to Purdue University, where he received his Ph.D. in 1970. He then returned to Rollins and has been here ever since.

As a new assistant professor Don immediately began to make his mark on Rollins. He taught both graduate and undergraduate courses in physics, and in 1973 he pioneered the use of computers at Rollins by coordinating the Academic Computer Program. (Note that this was full year before the introduction of the five-inch floppy drive, which was first introduced in 1974.)

In 1975 Don became the Vice Provost for Academic Affairs, a position we now call the Dean of the Faculty, which he held for five years. Additionally, in 1979 he became the acting provost for a year.

In 1980 Don decided that teaching was really what he wanted to do, and returned to the faculty. However, he answered the call of service to the College when he again assumed the Dean's position from 1992 to 1993. Since that time he has devoted himself completely to teaching, scholarship and service to the College.

Don currently holds the A. G. Bush Chair of Science and has taught almost every course in the physics department. The exception is our course in electronics. He claims that when he came to Rollins he had a clause put in his contract saying he will never have to teach it. (Theorists! You can't live with them, you can't live with them.)

Don has served on every standing committee multiple times and chaired most of them. He has been a research scientist at the Los Alamos National Laboratory, the Lawrence Livermore National Laboratory, the Oak Ridge National Laboratory, the Joint Institute

for Laboratory Astrophysics, Auburn University, and the Harvard-Smithsonian Center for Astrophysics. At last count he had 170 peer-reviewed publications, an uncounted number of invited paper presentations, and continuous grants for research from Department of Energy since 1981.

His awards are too many to mention. But some of the highlights are:

- an Arthur Vining Davis Fellowship (1985)
- a JILA Fellowship (1986)
- the Rollins College Distinguished Alumni Award (2001)
- the Rollins Decoration of Honor (2001)
- a Bornstein Faculty Scholar award (2004)

He has also been elected a fellow of not one, but two physical societies: the American Physical Society (1994) and the European equivalent, the Institute of Physics (2004).

His superior research and long-lasting service to the College is attested to by this list of accomplishments; however, it is his dedication to teaching and to the College as an institution that truly distinguishes him. Don is, without question, one of Rollins' finest teachers. He is universally admired by his students, and is known as one of the most (if not the most) challenging professor on campus. Don's dedication to the individual student is surpassed only by his dedication to the institution itself. He has truly modeled the trait of selfless service throughout his career.

Over the years he has always put the students and College ahead of personal convenience and gain, and he has done so without any fanfare. You would all be amazed at the personal sacrifices that I have seen Don make for the College over the past 10 years, and I have been here for only 25% of his tenure.

For the past 39 years Don has shown up on campus for 10 to 12 hours a day, every day, and his office door is always open. Three weeks ago he moved a class to accommodate

an on-campus event (Don never cancels class) and he forgot he had made the time change. The end result was that he was about 15 minutes late for class (a first in my experience). The students were so worried that they genuinely feared something terrible had happened. They wanted me to call his wife to find out if he was ok. When he finally did show up, the entire class was still there waiting for him. They stayed out of concern, because he is never late and does not tolerate students being late, but also out of respect. They knew that if at all possible he would be there, and when he arrived they would be waiting.

It is impossible to overstate Don's contributions to the College. Throughout the years he has been a teacher, mentor and friend to students and faculty alike. He is a role model to those of us in the Physics Department, and indeed to the entire College. We are all indebted to him, and he will be sorely missed.

On a personal note, I would like to repeat something I said yesterday at Don's retirement party. When I left West Point to come to Rollins I was concerned about leaving a place where the camaraderie, high ethical standards, and commitment to the institution were paramount. I was genuinely concerned about my ability to adapt. But it did not take me long to realize that all of those things that I hold dear were embodied in the person right down the hall. Arriving on campus at the age of 42 I was not looking for a mentor, only a friend who could help steer me through the new maze of a civilian college. Don was the friend that I was looking for, but he was also the mentor that I did not realize I needed. And I know that I am not alone in that sentiment. Don's retirement is a great loss to the College. We are going to miss him, but he has left his mark.

It is with profound gratitude and pride, and with the recognition of our indebtedness to him, that I propose a toast to Don Griffin: teacher, mentor, and friend.

Al Moe

I stand here with mixed emotions today. Pride and excitement for Dr. Al Moe as he embarks on a new stage of his life. Sadness for our department because I appreciate the depth of the loss we are experiencing with his departure.

Dr. Moe came to us six years ago having established a very impressive academic line. He has held prior academic appointments at Purdue University, Louisiana State University, and Lehigh University as professor, lead researcher, and Dean. He is the author, co-author, or editor of six books; over twenty book chapters, and 50 journal articles. His *Analytical Reading Inventory* is the standard used throughout educational fields in language and literacy education.

When Al Moe's vita came through during our search for the Mertz Endowed Chair position, Scott Hewitt came into my office: "is this THE Al Moe?!" he asked incredulously. "Yes Scott" I replied. "It is the Al Moe." Once we finally got him in for an interview, I was struck by how kind he was. He was just so ... so ... *nice!* We wound up hiring him, and the skeptic that I am, I was waiting for the other shoe to drop. (*Someone can't genuinely be this nice!*). Well, suffice it to say, I'm still waiting. The shoe has not dropped. He really *is* that nice! He *does* care that much.

A recent review of his student evaluations yielded phrases like this:

He is the sweetest teacher ever...

He is very patient ... and outstanding teacher

Understanding and helpful ...

Indeed, these reviews reinforce what we already know. Spend enough time around Al Moe, and you hear recurring words come from his mouth. In describing students and colleagues, he often describes them as decent, reasonable, kind. Decent. Reasonable. Kind. Indeed, what Peter tells you about Paul tells you more about Peter than it does about Paul: those are words that perfectly summarize Al Moe. He is a man of high integrity, a sober and prolific scholar, and above all, a caring and kind colleague and professor.

Unfortunately for me, he is too kind. Just this morning there was an uprising of sorts in the Department of Education. From my office I could hear several juniors trying to lobby Dr. Moe not to retire. They were encouraging (more like begging) him to stay and supervise their senior year internship. "What can I do?" he said. "They're putting me out to pasture. Talk to the boss!" As a first year department chair, I realized that term now meant ... *me!* Before I could slam my door closed, three really angry female students were in my doorway, looking at me as if I'd cancelled Christmas. "Dr. Valiante, why are

you making Dr. Moe leave? We want him to stay.” Of course, Dr. Moe peered at me over their shoulders, a mischievous look on his face.

That’s the sort of loyalty and love that Al Moe cultivates in his students and his colleagues. While he can’t be here today because he’s on sabbatical, I’m quite sure Scott Hewitt will need therapy once Al departs.

During his time at Rollins, he has been a mentor, colleague, and friend. And he will be missed. Colleagues I ask you to raise you glasses in honor of our departing colleague, Al Moe.

Ed LeRoy

It occurred to me that since Ed has been at Rollins for the past 26 years most of you probably know a fair amount about him. You know that he’s an excellent teacher both in the studio and the classroom, and that he has widened his academic activities far beyond the voice studio.

As I do, you know him to be a reference-quality colleague who cheerfully undertakes any job that needs to be done whether it’s developing new courses, team-teaching, participating interdisciplinary courses, or doing administrative and committee work. He was a willing and effective Department Head and fine voice teacher. Some of his voice students have gone to professional careers at the highest level and all of his students received an excellent technical grounding in voice that would serve them well no matter what they did after Rollins. I think most of you who have any acquaintance with Ed and the Music Department know most of those things.

What I would like to spend a little time talking about are some aspects of Ed’s training, and performing ability, and career—outside of the classroom—that you may not know.

Ed received a full scholarship to pursue a doctorate at The Juilliard School through winning the Enrico Caruso Memorial Prize. He subsequently received the very first Doctor of Musical Arts degree in Voice that the Juilliard School ever awarded.

At Juilliard Ed concentrated in the recital and concert repertoire rather than opera and by a unanimous decision won first prize in the prestigious Naumburg International Competition in Lieder. The prize included a recital debut in New York at Alice Tully Hall, Lincoln Center . The New York Times which is notoriously sparing with favorable criticism gave him an excellent review. There are a very few music professors whose careers began with those credentials.

After Ed graduated from The Juilliard School, he took a teaching position with Washington University , St. Louis , for 6 years before coming to Rollins. He continued his singing career at Washington University and Rollins concertizing in the United States , Europe and Australia with solo recitals and orchestra concerts, as well as radio broadcasts. Venues where he has performed have included the Aspen Music Festival, Lincoln Center , the Bethlehem Bach Festival, and as most of you know, he has been a frequent soloist at Winter Park 's own Bach Festival.

Rather than opera, which would have been a much more glamorous and lucrative career, Ed chose to focus on the solo song repertoire of the nineteenth century. After a recital in St. Louis , a perceptive reviewer for the St. Louis Post-Dispatch made the following comments Mr. LeRoy "remains a remarkably ingenuous artist, free of theatrics, free of affectation. His approach is subtle and with it, he continues to draw listeners deeply into whatever world the poet and composer have sought to portray."

For those of you who may not be familiar with “art song” of the 19th and 20th centuries it is an musical collaboration between the singer and pianist and provides an intimate, but profound musical experience when it is performed by true artists. A song recital is not about the performers, as opera is, but about realizing the composer’s intention as the reviewer stated so beautifully.

I traveled with Ed on a concert tour of Australia and attended every performance. Each one proved to be an intensely moving musical experience for me.

Ed has performed as soloist in many oratorios during his career. A highlight of his oratorio work is his portrayal of the role of Jesus in Bach’s St. Mathew’s and St. John’s Passions. He performs the role with a serenity and sense of humanity that is absolutely stunning.

Actually, I asked him after a performance of Mathew’s Passion a couple of years ago, how he did that so well, and he “Bill, remember that I’m portraying Jesus as a 60-something male on the verge of retirement. So the serenity comes fairly easy.

In addition to singing, Ed is also a skilled keyboard player. His undergraduate degree was in organ, and organ was his major instrument for his Masters from Union Theological Seminary in New York . He often accompanies his students on piano and has been serving as interim Chapel Organist here at Rollins.

Ed stopped singing several years ago so you won’t get the chance to hear him in a live performance, which is the best way to experience to art song. However, to finish up, I am going to play a short song from his final recital so that you will get a taste of his musicality.

The song is The Farewell Song of the Migrating Birds. This is a very sad occasion for the birds, but appropriate for those being honored today.

Here is the final verse:

We poor birds mourn so,
We no longer have a home,
We must now flee from here,
Into the wide unknown.

Ed's pianist for this performance is Dr. Gloria Cook.