

12-2-2010

## Minutes, Arts and Sciences Executive Committee Meeting, Thursday, December 2, 2010

Arts and Sciences Executive Committee

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**Approved Minutes  
Executive Committee  
December 2, 2010**

Members Present: Richard Foglesong, William Boles, Sue Easton, Barry Levis, Richard James, Nick Horsmon, Laurie Joyner, Joan Davison

- I. Call to order—the meeting was called to order at 12:41 PM.
- II. Approval of Minutes—the minutes of the November 11, 2010 executive committee meeting were approved after Boles introduces changes to Tillman’s comments.
- III. Reports
  - A. F&S – Easton states people seem to appreciate the Q&A from the vice president and interim provost. Easton reports subsequent feedback asked for colloquia. Easton expresses disappointment at attendance at the fora, but hopes the process will lead to improved understanding. Foglesong suggests that perhaps a presentation from someone who is an explainer rather than a decider will be better received. Davison notes disappointment that answers not provided to some questions. Easton expressed that she thought all appropriate questions were answered and that it is an ongoing discussion. Easton again expresses hope that questions and discussions proceed in an appropriate forum which avoids adversarial relationships. Easton also reports F&S still is short a faculty member and perhaps Charlie Rock has interest. Discussion focuses upon whether the vacant slot is due for reelection this spring and EC agrees the slot is scheduled for election so the person appointed will serve only through April. Davison moves to nominate Rock as a replacement member of F&S subject to his agreement. The motion passes unanimously. Foglesong will provide a ballot for the faculty to approve Rock’s nomination if Rock agrees to serve.
  - B. AAC – Levis reports AAC received a proposal for a Chinese minor. AAC also hopes to bring forth a pre-matriculation program with international and domestic experiences. Finally, Levis states AAC expects INB to bring forth significant changes to their major.
  - C. SLC – Boles announces the revised statement of honor passed SGA and now awaits AHC response. Boles also states SLC is planning a forum to discuss risk issues for students. Boles adds that student life seems to be improving the past two months. EC discusses whether the improvement is due to social suspensions and dismissals or to student realization of academic and social consequences.
  - D. PSC – James, for Strom, explains the ad hoc subcommittee on evaluation of teaching is developing a plan for both summative and formative evaluations. James notes Zimmerman has influence the subcommittee and the suggestion is for Zimmerman to train peer evaluators. Davison expresses

concern about Zimmerman's role and wonders if faculty members will continue to perceive him as a developmental resource if he becomes involved in the evaluative aspect. Davison further suggests the plan seems far too labor intensive and simply will demand too many hours of faculty members' time to engage in these evaluation. Joyner asks James whether PSC has addressed the issue of library faculty being hired on tenure track. James responds PSC has not held such discussion. James states PSC also is working on grant proposals and feedback to administrators.

IV. Old Business - none

V. New Business

A. Residency Requirements and Maymester – Levis provides background to the issue and explains that Duncan expressed concern about two different issues: the number of students who graduate in three years and the problem with students obtaining courses they need. Levis notes Maymester is a method to address these and related issues. Levis says AAC therefore forwarded three motions related to Maymester, residency requirements and transfer credits. (See attachment 1.) Levis suggests the first resolution is largely symbolic in that it increases the residency requirement to half of the total required credits for graduation. Levis explains the second motion requires that once matriculated students must complete all subsequent general education credits at Rollins or its affiliated programs. Levis states this is the practice at Elon and Davidson. Levis explains AAC believes many students complete these requirements elsewhere because they believe the general education courses at Rollins are too difficult. Levis emphasizes the student members of AAC concur with this explanation and are firmly behind the resolution. Levis provides data from Holbrook which suggests a rapid increase in the transfer of summer school general education credits from six in 2007 to 160 in 2010 summer courses. Levis explains the third resolution is to establish Maymester as a permanent program with a four week length (20 days). Levis notes this is a week longer than the current format but therefore affords more time for student reflection on material. He explains Maymester will provide a period to offer additional general education courses. Primarily general education courses will be offered in Maymester, but it also will be possible to offer additional sections of heavily demanded introductory courses, such as ECO 202. Typically students would only take a single course but students may petition to take either two courses or courses elsewhere. Levis suggests lab sciences and foreign languages could be offered in the regular six week summer school. James responds an issue exists because Holt's general education credits in the sciences do not correspond to the day division. Holt only offers a P, although the P actually includes what the day division would consider O. Joyner suggests Wellman is working with Holt on the issue, but James

responds he does not know that to be the case. Joyner comments she believes admissions would be concerned about resolutions 1 and 2 because most institutions currently are loosening requirements. Levis responds admissions supports 1 and 2. Foglesong asks for a focused discussion with the motions discussed one at a time. EC concludes it does not have a problem taking the first motion to the faculty. Joyner reiterates problems exist with motion 2 and it will create difficulties for admissions. Levis and Joyner discuss the various explanations for students taking courses elsewhere. Levis emphasizes standards and student desire to take easier courses while Joyner stresses the financial imperative which drives students to take courses at community colleges. Foglesong notes another issue is courses availability, particularly with the sciences at Rollins. Levis responds that the scientists on AAC, Stoub and Fuse, believe it is doable to offer sufficient science courses at Rollins to meet demand. Davison asks if it is doable then why do so many seniors still have difficulty getting the courses. James concurs and states in terms of the P there is quite a back-up of students and in fact not all graduating seniors who need a P received a course during registration for spring. Horsmon asks whether the new proposal might permit students to count more major courses for general elective credit. Foglesong suggests many unresolved issues seem to exist with the motions and AAC needs to assess whether Rollins has sufficient faculty members to meet the demand for all students general education courses or whether we would need to hire new people to teach these courses. Joyner replies there should be qualified adjuncts available in Orlando. Foglesong states he is uncertain that an adjunct in the Holt school provides a substantially different experience in a general education course than if a student transfer the course. EC agrees to send the motions back to gain clarifications particularly regarding impact on admissions and sciences.

- B Attendance Policy – Boles introduces a motion to change the attendance policy. He explains students and brought the issue of religious holidays last year. Students claim faculty members were not responsive to students' religious requests. Joyner comments she knew of no faculty member creating problems. Boles answers students disagree with that view. Boles continues that Athletics also raised concerns because certain faculty members are uncooperative with student athletes' needs to miss class for competitions. He reports Parker and Sjogren encouraged some type of policy. Boles states he realizes the issue of an attendance policy really might be an AAC proposal. Levis expresses his view that the proposed policy is complicated and needs reconsideration and refinement. Davison moves to send the policy to AAC and James seconds. EC discusses whether the appropriate committee to consider the policy is AAC or PSC. EC concurs both committees should comment on the policy, but EC will first send the policy to AAC. The motion to send the policy to AAC passed.

- C. Agenda for Faculty Meeting 12/8 – EC agrees there is no business for the December meeting given AAC’s motions were returned to the committee and the attendance policy was sent to AAC.

VI. Adjournment—The meeting adjourns at 1:33pm.

Respectfully submitted,

Joan Davison  
Vice President/Secretary

## **Attachment 1**

### **General Education Courses, Transfer Credit, and Maymester**

#### **Rationale**

In the last several years the number of credits students have earned outside of Rollins College has increased exponentially. New students bring in many credits through dual-enrolled high school courses, IB, AP and others. Once students matriculate, many will take courses from other institutions during the summer, especially to fulfill general education requirements. While students give a variety of reasons for taking these external courses, many will admit that they take them elsewhere because they believe the courses will be easier. The Academic Affairs Committee has studied this problem over the past several years and has concluded that this trend is damaging in several ways. In the first place, students likely take courses to fulfill their general education requirements that do not come up to our standards of quality and rigor. Moreover, the college loses revenue when these students graduate early. Another trend is the increasing number of students who graduate in 3½ years. The following proposals are designed to address these issues. The first modification would require graduating students to complete half of their total credits at Rollins College. The most significant change stipulates that students, once they have matriculated, must fulfill all general education requirements at Rollins. The establishment of Maymester will facilitate this process by offering general education courses in the summer at Rollins. Since not all general education courses such language and laboratory science are suitable for a very short semester, this proposal would also open up the Holt six-week semester for these courses.

#### **Motions**

1. Resolved: The residency requirement for students receiving a Rollins degree shall be one-half of the credits required for graduation. These credits must be earned in the College of Arts and Sciences or affiliated Rollins programs.

2. Resolved: A student, once matriculated into the College of Arts and Sciences, must complete all remaining general education in residence at Rollins or at an approved Rollins-affiliated program. Students with a legitimate hardship may petition the Academic Appeals Committee for a waiver to this requirement.
3. Resolved: That the College of Arts and Sciences establish a four-week semester to be called Maymester. The four-week session will offer only courses fulfilling general education requirements. Faculty members may petition the AAC to include courses other than those fulfilling general education requirements based on institutional needs. The six-week sessions through the Hamilton Holt School will offer courses not appropriate for the four-week semester such as language and laboratory science courses. Students may take only one course in the four-week semester, although students may petition the Academic Appeals Committee for a waiver to take a second course.

## **Attachment 2**

### **WORKING DRAFT FOR ISSUES OF ATTENDANCE**

#### **CURRENT POLICY**

#### **CLASS ATTENDANCE**

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy. If the student feels s/he must be absent from class for any reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when students must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.



## **Proposed changes**

### **CLASS ATTENDANCE**

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy.

**Rollins College recognizes that in some cases absences are unavoidable based on religious holidays and college business and acknowledges that exceptions must be made. Rollins College also recognizes the importance of communication between students and faculty to avoid confusion over absences of this nature. The following policies address these conflicts.**

**In regard to religious observances, by the end of the official add/drop period students should communicate any attendance conflicts to their professor (for example, if a religious observance prohibits any work [papers, tests, presentations, etc.] being done on a specific day). Students must take responsibility to confer with his/her professor as to how and when the make-up work will be done, which includes the possibility of turning in work early. This make-up work will not be penalized. Absences for religious holidays will be addressed by the faculty member in accordance with his or her attendance policy; however, students will not fail a**



**course because their religious observances exceed the number of absences allowed. The class participation grade in the course may be affected. Students who fail to communicate attendance conflicts to their professor by the end of the official add/drop period will not be covered by this policy.**

**In regard to college business, meaning the representation of Rollins College in an official capacity (for example, at a professional conference, in a varsity competition, etc.), students must communicate the conflicts to their professors as soon as they are aware of them. Since students representing the college are doing so with the sponsorship of a department/office on campus, the department/office is responsible for providing the necessary information regarding absences to the students in a timely manner, so they can communicate with their professor. For example, since athletic teams know their schedule (except for NCAA tournament play as well as weather make-up games) before the semester begins, coaches should provide their athletes with the necessary information regarding travel days the first week of the term. (In regard to the two cited incidents above, coaches are responsible to inform students of any new conflicts as soon as possible.) Students must take responsibility to confer with his/her professor as to how and when make-up work will be done, which includes the possibility of turning in work early. This make-up work will not be penalized. Furthermore, it is within the purview of the professor to require work be submitted while the student is absent, for example, students can submit papers via e-mail and they can take tests at the same time as their classmates, if the travel schedule allows. Absences for official college business will be addressed by the faculty member in accordance with his or her attendance policy; however, students**

**will not fail a course because their college commitments exceed the number of absences allowed. The class participation grade in the course may be affected. Students who fail to communicate their absence in a timely fashion (or after the fact) will not be covered by this policy.**

If the student feels s/he must be absent from class for any other reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when students must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.