

5-2-2007

# Minutes, Arts & Sciences Faculty Meeting, Wednesday, May 2, 2007

Arts & Sciences Faculty

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## Recommended Citation

Arts & Sciences Faculty, "Minutes, Arts & Sciences Faculty Meeting, Wednesday, May 2, 2007" (2007). *College of Arts and Sciences Faculty Minutes*. Paper 64.  
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**Minutes**  
**Meeting of the Faculty of Arts and Sciences**  
**May 2, 2007**

Members Present:

V. Aggarwal, B. Allen, I. Alon, M. Anderson, G Barreneche, E. Blossey, D. Boniface, W. Brandon, S. Carnahan, J. Carrington, R. Carson, B. Carson, R. Casey, J/ Cavanaugh, J. Chambliss, D. Charles, M. Cheng, G. Child, E. Cohen, T. Cook, D. Crozier, D. Cummings, M. D'Amato, C. Davis, R. Diaz-Zambrana, L. Duncan, S. Easton, J. Eck, H. Edge, L. Eng-Wilmot, M. Fetscherin, R. Foglesong, E. Friedland, L. Goj, E. Gregory, D. Griffin, F. Harper, S. Hewit, A. Homrich, J. Houston, R. James, P. Jarnigan, Y. Jones, S. Klemann, M. Kovarik, P. Kozel, S. Lackman, P. Lancaster, L. Laws, C. Lauer, B. Levis, S. Libby, L. Lines, S. Mariotti, D. Mays, E. McClellan, C. McInnis-Bowers, M. Mesavage, G. Meyers, J. Miller, A. Moe, B. Moore, T. Moore, R. Musgrave, R. Newcomb, M. Newman, S. O'Sullivan, T. Ouellette, R. Ovist, T. Papay, P. Pequeno-Rossie, J. Provost, J. Queen, R. Roger, C. Rock, D. Rogers, E. Royce, S. Rubarth, M. Sardy, J. Schmalstig, R. Simmons, J. Small, E. Smaw, S. St. John, P. Stephenson, D. Stoub, K. Sutherland, M. Throumoulos, L. Van Sickle, R. Vitray, D. Wellman, J. Yellen, W. Zhang, E. Zivot

Guests:

Sharon Agee, Sharon Carrier, Sherry Fisher, Joanne Hanley

Tom Cook called the meeting to order at 12:40 pm following

- 1) Approval of Minutes from Last Meeting
- 2) Announcements
  - a. President Duncan will announce speakers and honorary degree recipients for Commencement on May 13, Alan Ginsburg contribution of \$5 million. \$2.5 million to endow Holt scholarships, \$2 million for endow Holt Faculty development, and \$500.00 for a matching challenge grant for a chair in Jewish Studies. Wayne Anderson, Associated Colleges of the South; Elouise Cobell, Lead Plaintiff in the Indian Trust case; and Dennis Gingold, lead litigator in that case, will receive honorary degrees.
  - b. Sharon Carnahan (Chair of AAC) talked briefly about curriculum revision activities. She announced five areas that study groups will examine during the summer to pull together materials for faculty to read for future faculty

colloquia. A broadly constituted curriculum committee would then propose new curricula for faculty consideration.

- c. The following faculty were recognized for 40 and 30 years of service: Judy Provost, Carol Lauer, and Gloria Child for 30 years; Peg Jarnigan for 40 years
- d. The following faculty were recognized for their newly acquired Emeritus/a status: Ed Cohen introduced Barbara Carson, Mark Anderson for Gloria Child, Don Griffin for Bob Carson, Cecilia McInnis-Bowers for Sherry Fischer, and Alicia Homrich and Mark Freeman for Judy Provost. The introductory remarks are in Appendix I.
- e. The faculty held a moment of silence in memory of Wally Schmidt.

Hoyt Edge was recognized for his return to the faculty from the dark side. The resolution was moved by Tom Cook, seconded by Scott Rubarth, which the faculty approved unanimously. (See appendix II)

### 3) New Business

- a. A motion for faculty endorsement of candidates for graduation was moved by Pedro Pequeno-Rossie and seconded by John Houston. The motion passed unanimously.
- b. Hoyt Edge announced that the following faculty would not be returning to Rollins next year: Erica Bouris, Gretchen Meyers, Connie May Fowler, John Morrison, Kevin Washington, and Steven Wexler.
- c. Pedro Bernal, Chair of Student Life Committee, will propose a few changes of wording and procedure for the Honor Code/Honor Council next year.

Tom Cook turned the meeting over to Don Davison, the incoming President of the Faculty.

The meeting was adjourn 2:00 pm.

Respectfully submitted,

R. Barry Levis  
Acting Secretary

## Appendix I

**Barbara Carson** (Theodore and Barbara Lawrence Alford Professor of English) was appointed to a full-time position at Rollins in 1979, and over the course of twenty-eight years she has distinguished herself as one of our faculty's pre-eminent teachers.

So much so that newer colleagues are often surprised to learn that she is recognized as well as an accomplished scholar of American literature. She first published articles on eclectic figures—Milton, Thoreau, Bronson Alcott, and Henry Adams—and then narrowed her focus to take up the cause of several Southern women writers: Anne Tyler, Katherine Anne Porter, and especially Eudora Welty. Her articles on Welty have appeared in an array of refereed journals (*South Central Review*, *South Atlantic Quarterly*, *Southern Literary Journal*, and *American Literature*), and her monograph, *Eudora Welty: Two Pictures at Once in Her Frame*, was designated a Choice Outstanding Academic Book for 1993. In the mid-nineties Barbara turned her attention to pedagogical scholarship, presenting and publishing a number of papers on the professor's place in student memories. This project humbled all of us who believed that our golden lectures and demonstrations had transformed our students; instead, we learned that undergraduates recalled most powerfully the moments when we had encouraged them privately, laughed at our own mistakes, invited them to our homes for dinner, written letters of recommendation that helped them land their first jobs. If we hadn't convinced *them* to love Emerson, we had been willing to share *our* enthusiasm for him. And that had been enough to make a difference in their lives.

Barbara has been a generous colleague. She served a term as chair of the English Department. She served on countless committees and task forces. She was the one who produced those elegant minutes of our meetings when she served as vice president of the faculty. She also participated in the GLCA and ACS teaching workshops, where she earned the gratitude of a generation of young teachers here at Rollins and in our sister institutions. Some service, of course, never finds its way onto faculty inventories. How many times has Barbara reviewed a struggling colleague's syllabus or sat informally in a struggling colleague's class? And how delicately did she offer just the right suggestion that turned a career around? For our students, she's been the academic adviser that we all wish we had when we were undergraduates. She posted her office hours and kept them, knew the requirements for graduation, knew how to direct a troubled student to the personal counseling center.

What does she teach? How does she teach? Is there a movie, like *Goodbye, Mr Chips* or *Dead Poets Society*, that captures the story of her career? Probably not. But there are plenty of testimonials, nonetheless. Earlier this year, when we learned that Barbara had decided to retire and could not dissuade her, we invited her former students to write to her. Here's a sampling from their letters:

“For three years I was a classic slacker. So your biggest impact on me intellectually and personally occurred when we worked together on my senior independent study. For two semesters, we met for an hour each week, and in that time you taught me so much about

intellectual engagement, structuring time and energy, and why devotion to a project is important.”

“You believed in me despite the fact that I was not one of Rollins’ elite students. You encouraged me to believe in myself and to reach for the stars. You pushed me and challenged me, but always with kindness and understanding. It might interest you to know that your letter of recommendation helped me get into law school, where I graduated first in my class. I attribute much of my success and most of my confidence to the fact that you had faith in me.”

“How my heart ached when I received the letter announcing your retirement. I believed that, like the giant oak tables in Orlando Hall, you were a permanent fixture at Rollins. Your essence, your drive, your love of literature, and your pursuit to share that passion will always remain. It is what pulled me into the English Department and kept me there.”

“I am now a Ph.D. in English and an assistant professor, a career path I pursued in part because of my positive experiences with you at Rollins. One of the memories I regularly carry with me into my classes and my meetings with students is the direct and yet graceful way that you communicated with students about difficult topics—namely, revising papers. I remember one time in particular when I came to talk to you about a project I was working on for one of your classes. With great poise and clarity—and, of course, with a warm smile on your face—you told me to scrap the three- or four-page draft I had brought to you and start over. You were right, of course.”

“The three things I remember most vividly are your unfailing cheerfulness, the way you took an interest in your students that went beyond the classroom, and your high expectations that pushed us to work just that much harder in your courses. The strong foundation your classes gave me, not only in the material covered but also in the exacting nature of the thinking you required of us, prepared me well for the rigors of graduate school. And when looking for role models for my own teaching, you are certainly one of the most important influences I’ve had. I only hope that I can provide my students with the same blend of humor, rigor, and motivation that you gave to me.”

Barbara, one of these five correspondents has clerked for the Florida Supreme Court and three now hold doctorates in English. But the greatest tribute, perhaps, comes from the fifth, a “heartbroken” mom, class of 1987, whose daughter will be starting at Rollins next fall but will miss out on a class with you.

Congratulations

Edward H. Cohen

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A teacher for 36 years, the last 29 of those at Rollins, **Gloria Child** has dedicated her life to students and student learning.

Never seeking awards or attention, Gloria works diligently to make sure her students get the very best in every class she teaches. Unhappy with the available Calculus and precalculus textbooks, she has written her own books, improving them every summer, based on her experiences during the year. She has designed her books to engage students directly with mathematics, maximizing the amount of learning in each class and making sure students really understand the concepts under discussion. She spends much of her summers editing and revising these books, never asking for course development grants. Even this last summer, when she might have been coasting into retirement, she was working on them.

Gloria loves students, and students love Gloria. Her office always has students, coming for help with their homework problems, coming to talk about life problems and coming just to be with her. There are some of us who filter students out of our disciplines and there are some of us who empower students to do more than one would have predicted they were capable of. Gloria is of the latter type. She never writes off a student, but works with them, enabling them to succeed. She understands that the measure of a teacher is not in what she knows or does, but in the development of her students' understanding.

When our department discusses changing the curriculum of the major, Gloria reminds us that more important than the design of the curriculum is its delivery. She has modeled excellent teaching for 29 years at Rollins College, changing the way students learn and how we, the faculty, think about student learning. In recognition of her dedication and outstanding teaching, Gloria was presented with the Arthur Vining Davis Award in 1996.

We will miss Gloria and her students will miss her; she can never be replaced. But we wish her the best and knowing that at least as long as we still have Doug around, she can't get too far from us.

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**Bob Carson** will be retiring from Rollins College after 35 years of service to the College, the Department of Physics, and the students of the College. He and his wife Elaine are building their retirement home in Santa Fe, New Mexico.

- Bob completed his Ph.D. in experimental particle physics at Johns Hopkins University in 1970 and then did postdoctoral research in particle physics at the University of Massachusetts at Amherst.
- Experimental particle physics requires one to work in groups with colleagues at very large particle accelerators and Bob realized that his first love was teaching.

Therefore, in 1972, he accepted a position as an assistant professor of physics at Rollins to focus on teaching, and teach Bob did.

- Over this past 35 years, he has taught most of the courses we offer for physics majors.
- Many times, he has taught our two-semester physics course designed primarily for biology majors and pre-medical students and he has always gone out of his way to provide extra help for the many students in this course who struggle with both the mathematics and the physical concepts.
- He has developed a variety of courses for non-science majors, but the most popular of these was a course entitled “Nuclear Power, Nuclear Energy, and Nuclear War”. Despite its cheery title it was always fully enrolled with a long wait list. In this course, Bob introduced the students to the physics associated with nuclear energy and nuclear weapons and engaged them in discussions of such important issues as nuclear proliferation.
- For many years he has been interested in interdisciplinary courses and in the 80’s, he team-taught the first-year Honors course with Barry Levis and later taught in the second-year honors seminar on inquiry and interpretation of science and mathematics.
- For many years, Bob has been vitally involved in programs to improve science education in elementary schools. In 1991, he received a McKean Grant to support the development of materials and experiments for elementary school students. He participated in the Rollins Summer Science Institute in which intensive seminars were given for elementary school teachers, and with Linda Deture he developed a Physical Science Institute for elementary school teachers. All this led to the development of the course Conceptual Physical Science, which for many years, has been offered each year for elementary education majors.
- For many years Bob has taught the course “Milestones of Modern Science” in our Masters of Liberal Studies Program and he has been very successful in that role and very much enjoyed discussing important scientific ideas with bright adult learners.
- Bob’s outstanding ability as a teacher has been acknowledged by the College when, in addition to his McKean award, he was named an Arthur Vining Davis fellow in 1979 and then again in 1998.

One cannot do particle physics at Rollins College, and therefore since his arrival, Bob has focused his scholarship on pedagogy. Over the years, he has made a large number of presentations at professional meetings including:

- The American Association of Physics Teachers,
- workshops and institutes on the use of the computer in physics education,
- meetings focused on elementary school education,
- and a meeting of the Association of Graduate Liberal Studies Program.

At Rollins, he has hosted:

- workshops associated with two meetings of the American Association of Physics Teachers in Orlando
- and two meetings of the Florida Academy of Sciences and the Junior Academy of Sciences.

Over the years, Bob has many contributions to the College in the areas of service. For example:

- He has regularly served on major committees and task forces;

- from 1975-78, he was the Coordinator of the Academic Computer Program at Rollins;
- he served as Chair of the Department of Physics from 1987 – 2001;
- he was a member of the Honors board for a number of years;
- and he has been on the Executive Committee of the Masters of Liberal Studies Program.

In summary, Bob has served the College long and well and he will be missed. In addition, to his continuing interest in physics, science education, and science policy, Bob has recently discovered that he has ability as a sculptor and his art has been displayed several times. He plans to continue to develop his artistic side during his retirement years, and I am sure that living in Santa Fe, which is a thriving community for the visual arts, will serve as an inspiration.

Don Griffin

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Colleagues, It is my honor on behalf of the faculty of the International Business Department to deliver comments honoring **Sherry Fischer**.

Sherry Fischer, how might we in the Rollins Community know her ....well, one of the ways Don Rogers...knows Sherri... is as the first car in the Alfonse parking lot each morning...he remarked that over the years as drove into campus he would approach the lot with anticipation of beating Sherri....and further remarked...that almost never happened.

So, why was she here so early every morning...?

Well, according to her contract...she is an “administrator with teaching responsibilities.” I would suggest that this is not an enviable position description...using words of my mother, I think it means that sherry has been both the “executive chef and chief bottle washer.” In other words, she has contributed toughly and mightily throughout her time at Rollins as both an administrator and as a faculty member visioning, leading, planning, executing, assessing, modifying, changing, teaching, connecting, advising, coaching, correcting and in all ways, at all times serving. I quote one of her long time colleagues, Kenna Taylor: “Sherry is one of the true heroes of Rollins College.”

Today I will take the time to highlight only three of Sherry’s contributions to our community at Rollins:

First, as a faculty member. She redesigned the typical two-course sequence in accounting, generally offered everywhere, and merged two distinct bodies of content and then fitted it to the needs of Rollins students. From this course, INB 230, Principles of Financial and Managerial Accounting Students’ take knowledge of the internal language

of business... accounting...but also in keeping true to the Rollins core values...they learn the to conduct informed research, to stand before peers to present analyses using the language of accounting and they become educated & sensitive to the ethical implications of accounting with or without integrity.

Sherry's curricular design and delivery have, for years, laid the foundation for INB majors and, as importantly, served the Rollins student body in that over 40 percent of the enrollment for this course has been from students opting it as a general elective. This past week Sherry was awarded the Hugh McKean Award for Outstanding Teaching Skills.

Secondly, as an advisor. With her guidance, students navigate their academic careers at Rollins with a sense of exploration as well as focus.

She is more than an academic advisor ... Sherry has attended weddings, births of children, family funerals, and even seemingly enlarged her own family by making "adoptions- of the heart" of numerous Rollins students along the way.

When first getting to know Sherri, I remember sitting in her office....wondering how many children does this professional, working woman actually have.... You see, the photos that surround her office are of young people...Photos of her "adoptions" were indistinguishable from those of her own children...I could not discern from the multitude of photos in her office which were of her own children's weddings, parties, dinners, birthdays, graduations... there were simply too many images of loving people. Sherri practiced "family" and her family welcomed these folks into their bond. She was more than an academic advisor....she is an advisor for life.

Finally, as an administrator, Sherry is the Director of the Rollins College Academic Internship Program. Administrator, yes, but always with the heart of a true teacher.

Note the title, ACADEMIC Internship.... Sherry pioneered the founding of a new category of pragmatic liberal education. The academic internship program has become one of the distinguishing features for which we, Rollins College, are best known. It continues to be a model for internships in other institutions of higher education across the nation.

Under the new model of Academic Internships that Sherry administered, the paradigm for internships changed, dramatically. Students no longer metaphorically punched a clock. They now intensely reflect of the their previous class room learning and write about the connections they experience in the work environment, they are to look for the context of work not just to tasks, and they are to examine the social and ethical norms inherent in all work environments. They submit weekly reports, summaries, and final papers that are so much more than a diary or chronology of how they spent time.

And to the standards of academic and professional excellence, sherry has a reputation for rejecting student requests for internship sites that she intuitively or otherwise knows are inferior, for failing....yes failing students who do not meet the expectations she holds for

a Rollins Students, and for interfacing and fighting on behalf of our students who are interning in the workplace for their rights to have an experience of the quality they were promised.

Sherry your colleagues thank you for the ways you have made the Rollins core values, excellence, innovation and community live in all that you have accomplished and for the standard of quality you have set for students and colleagues alike. Beyond your competence and dedication, your warmth, smile, and laugh have made learning from you, and working and serving with you, a joy. Members of faculty, Dean Edge, Provost Casey, and President Duncan, the faculty of the International Business Department Members of the Office of Career Services, and the Associate Director for Academic Internships, this day, put forward the renaming of the Outstanding Intern Award, which is given annually to one student, to be now and forever forward be the Sheryl M. Fischer Outstanding Intern Award.

Cecilia McGinnis-Bowers

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Unlike most of us here, **Judy Provost** had two careers at Rollins, one as counseling center director, and the other as professor of counselor education.

Authentic, real, genuine, caring, existentialist, these are words that depict Judy Provost. She is compassionate, one of a kind, leaving a legacy of love for Rollins College. Judy's legacy is everywhere at Rollins. Most of you have been touched by Judy's wisdom, caring, generosity, and challenge. Over the last 31 years she developed an excellent counseling center for our Arts and Sciences program. She came to Rollins in 1976 as a part-time counselor and built a model counseling center that continues to provide high quality counseling services to our students. Judy was a professional mentor to me and taught me most of what I know as a counselor. She helped me learn the craft of counseling. We all know our Myers Briggs Types as a result of Judy's research and scholarship in the field of personality. Judy and I know all of you better by your Myers Briggs Types than your names. Judy believes in people even when they don't believe in themselves. She has an uncanny ability to see into the heart and soul of a student, colleague, and friend. She reaches in to enlighten the dark and unknown place within a person.

It is not unusual to find Judy with a tennis racket in one hand and a book in the other. She believes in a great balance between play and work...and Judy does walk her talk. She loves to read, discuss issues, and critically think through ideas, and make decisions. Judy is fearless...except for one time when she came to my house to watch the science fiction thriller "Aliens". She was so excited to see Sigourney Weaver play the feminist warrior heroin, until the blood and gore. At that time she turned away and held on to me without

looking. I said Judy just look and she said, "Just tell what is happening." I was shocked--kind of like when your parents cry. You rarely see that and it shakes your faith.

Judy is a lifelong friend and colleague. We will miss her dearly. I would not be here today as a professional counselor if not for her mentorship and belief in me. I think we all trust and love Judy, because she helps finds the best in all of us with her compassion and caring.

Alicia will now talk about Judy's second career.

Mark Freeman

I have known **Judy Provost** since I took a graduate course from her in 1991: Theories of Personality!

At that time she was the director of the Rollins College student counseling center and teaching part time in our graduate program in counseling. In 1994 she changed to a full time faculty position in the Graduate Studies in Counseling program

Judy has served this campus in so many ways:

- Counseling students
- Developing programs for students
- Advising the college on ways to better address student needs
- Committee work
- Publications of books and articles
- Leadership in professional organizations
- Dream groups for students
- Scholarship in several areas

But, most of what we have witnessed is her commitment to teaching.

- Her fresh perspective on courses
- Leadership in developing a model of dealing with problem students
- Mentoring new faculty
- And, as a dear friend who models what she believes professionally and personally

Judy has brought to the Rollins College campus

- freshness
- enthusiasm
- genuineness
- sound ideas and opinion
- connection with others
- passion for books and movies

Week before last we had a gathering of program alumae here in the Galloway Room. It was standing room only! One of the graduates developed a beautiful montage of photos set to music. The song was "All You Need Is Love" by the Beatles. This was so appropriate for Judy because over the years she has brought us her love for:

- Rollins College

- Learning
- Teaching
- Supervising
- Helping
- And her love of life!

Judy, we wish you the best as you spend more time with your 4 beautiful granddaughters and participate in adventure travels around the world!

Alicia Homrich

## Appendix II

When I first arrived at Rollins in 1982, Hoyt Edge, in his mid-thirties, had already been here for a decade. He came to Rollins truly as a youngster.

I remember that from the first Hoyt would make occasional furtive reference, *sotto voce* of course, to (his terminology) “the dark side.” At this point in his career Hoyt’s research efforts were focused on the study of ESP, clairvoyance, telekinesis, poltergeist phenomena. He had a piece of technical laboratory equipment that, with a devious grin, he would invite colleagues to try out, called a “witch’s cradle” whose purpose was to induce in the hapless research subject altered states of consciousness – presumably more amenable to nefarious influence and suggestion. So I naturally assumed that “the dark side” was a reference to a netherworld of supernatural forces, the home of inhuman diabolical influences and esoteric necromantic arts.

I soon learned, though, that I was misunderstanding the referent of this phrase. “The dark side”, it turned out, was Hoyt’s shorthand way of referring to the College administration. I learned this when our departmental colleague, Dan De Nicola, became Dean and Hoyt ruefully lamented the loss of his friend, saying, “I can hardly believe it – Dan has gone over to the dark side.”

The dark side – the administration -- was to be contrasted with the bright side (the teaching faculty, of course). And Hoyt knew something about the teaching faculty, for Hoyt was a teacher as successful, as popular and as life-changeingly influential for students as ever walked barefoot on a seminar table in Orlando Hall. He repeatedly won the College’s McKean Award for Excellence in Teaching and the Holt School’s Walter Barden Award for Best Professor. He was asked by the students to address them on repeated occasion. I do not hesitate to say that Hoyt was as effective and well-received a teacher as Rollins is ever likely to see. And he was entirely devoted to his classes, his students, and his teaching.

Well, needless to say, it came as a shock to us when, a few years ago, Hoyt informed us that he had accepted an invitation to forsake the classroom in order to become Associate Dean of the Faculty. The inevitable words were whispered with a tone of incredulity and bereavement from colleague to shocked colleague in the French House. “Hoyt is going over to the dark side...”

He tried to assure us that it wasn't really so dark over there -- that Roger had let a little light into the place -- and that as Associate Dean focused on first year programs he would be able to do things that would benefit us all. We raised a skeptical eyebrow and watched with some suspicion.

I am happy to report that in time Hoyt's irrepressibly sunny disposition did brighten up the place considerably. And his long and deeply embedded years of classroom service helped to keep him focused on the educational mission and working to make the classroom a better and more meaningful place for us to teach and the students to learn. And when we needed a Dean of Faculty for interim service we felt confidence in him and were grateful for Hoyt's willingness to shoulder the rest of the endless responsibilities of the Dean of Faculty's office for the year.

I hope that I speak for all of us when I say that we are very grateful for Hoyt's service in the administration for these past four years. I, for one, must say, though, that though I will miss having my long-time friend and respected colleague in the Dean's Office, I am very happy that he will be back on the bright side next year, returning to the classroom where he is so naturally at home and so incomparably successful and effective.

So I wish to offer the following resolution for the faculty's acceptance and approval:

Whereas: Hoyt Edge has devoted thirty-plus years to developing, exemplifying and encouraging excellence in classroom teaching at Rollins College;

Whereas: Professor Edge voluntarily left the brightness of his natural home -- and instead of merely cursing the darkness he moved in, lit a candle and did much to brighten our administrative offices;

Whereas: He has served faithfully and diligently and well-nigh around-the-clock during his time in the Dean's Office (as evidenced by e-mails from him time-stamped 5:00 in the morning);

Whereas: He made the Living-Learning Communities for freshmen a reality (after many years of just talk) and in countless other ways enhanced the first-year experience of our students;

Whereas: He has sought to keep our collective focus on what's important -- on what enhances the life and learning of our students and the life and learning of us faculty;

Whereas: He has done all of the above with dedication and with nearly unfailing good humor and upbeat temperament;

Whereas: He returns to the teaching faculty not as a prodigal son come back from a life of dissolution and vice, but as an emissary of light who, having brightened things up elsewhere, returns to the source;

Be it hereby resolved by the faculty of Rollins College that we appreciate Hoyt's lifelong service to the College, and that we are grateful for the many valuable initiatives and projects that he accomplished during the years of his Associate Deanship and Deanship. But be it also resolved that we will and we do welcome him back to his natural home among the teaching faculty. In Aristotelian physics it is a law of nature that objects, unless prevented by some force, will return to their natural place. We celebrate Hoyt's return to his natural place among the faculty, perched at the end of the seminar table in Orlando Hall.