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Minutes, Arts & Sciences Faculty Meeting, Thursday, Feb. 21, 2013

Arts & Sciences Faculty
Rollins College

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MINUTES
Arts & Sciences Faculty Meeting
Thursday, February 21, 2013
12:30 – 1:50 pm

In attendance: Vidhu Aggarwal, Barry Allen, Joshua Almond, Mark Anderson, Pedro Bernal, Gay Biery-Hamilton, William Boles, Dexter Boniface, Wendy Brandon, Sharon Carnahan, Jennifer Cavanaugh, Julian Chambliss, David Charles, Martha Cheng, Daniel Chong, Gloria Cook, Daniel Crozier, Mario D'Amato, Alice Davidson, Joan Davison, Nancy Decker, Kimberly Dennis, Hoyt Edge, Julia Foster, Christopher Fuse, Theodore Gournelos, Michael Gunter, Jonathan Harwell, Jill C. Jones, Elizabeth Hunt, S. Ashley Kistler, Stephen Klemann, Carol Lauer, Lee Lines, Luis Martinez, Jana Mathews, Dorothy Mays, Margaret McLaren, R. Matilde Mesavage, Jonathan Miller, Jennifer-Scott Mobley, Susan Montgomery, Anne Murdaugh, Ryan Musgrave, Rachel Newcomb, David Noe, Alan Nordstrom, Maurice O'Sullivan, Thomas Ouellette, Kenneth Pestka, Jennifer Queen, Paul Reich, Kasandra Riley, Dawn Roe, Maria Ruiz, Paul Stephenson, Steven St. John, Claire Strom, Kathryn Sutherland, Robert Vander Poppen, Richard Vitray, Susan Walsh, Yusheng Yao, Wenxian Zhang. Guests: Ann Francis, Administrative Assistant, Environmental Studies Department, Academic Honor Council students: Katherine Bowen, Debra Reyes-Brannon, Summer Braun, Jordan Chung, David Alex Daubert, Emily Hendrix, Gianna Hernandez, Helen Jones, Samuel Pieniadz, Amy Uhl, Benjamin Varnum, and Sandspur correspondent, Michael Cardwell

I. Call to Order. The meeting is called to order at 12:35pm.

II. Shall we approve the Minutes from the January 24, 2013 A&S Faculty meeting? A motion is made and seconded to approve the minutes. The motion passes.

III. Announcements.

1. Helen Jones and the other members of Rollins' Academic Honor Council address the faculty. They would like to remind faculty that they are here to

adjudicate the honor code. Furthermore, the committee would like the faculty's help in nominating new members to the council.

IV. Committee Reports.

1. AAC. Claire Strom reports that AAC has been very busy. First, AAC approved changes in the LACS and Asian Studies majors. Second, Claire has been asked by Tiffany Griffin to remind faculty that there are still students who need certain General Education classes, especially "O" and "P" classes, as well as "F" and "C" and "L." Paul Stephenson states that there will be many "O" classes in the Fall but not as many in the Spring. Third, AAC and EC approved a two-year pilot change in the GPA required for Rollins students wanting to study abroad, reducing it from 3.0 to 2.5. The rationale is as follows: most academically rigorous study abroad partners have their own GPA requirements; Rollins wants students to study abroad; GPA is not the only indicator of maturity; and the student appeals system in place now is not very user-friendly. The study abroad office will continue to work hard to match students to programs where they will be successful, assessing them holistically. The Office of Internationalization will bring an interim report to AAC in the spring 2014 and then a final report in spring 2015. Giselda Beaudin, Rollins' International Programs Director, is using several metrics to assess this change. Fourth, AAC also approved reactivation of Health Service Administration major in Holt. The major last graduated a student in 2001. There was little precedent for this decision. The reactivation proposal then went to EC which raised additional questions. EC has asked Dave Richards to provide more information about staffing implications, resource allocation, and faculty endorsement, and then take it back to AAC. Fifth, AAC made a change in catalog language to reflect current practices regarding transfer credits and regarding A&S students taking classes in Holt. Finally, AAC is also working on the new General Education system, especially approval of math, writing, and language competencies. These will now be brought to EC before coming to the faculty in March. The Gen Ed Assessment Committee has determined benchmark points for the six LEAP learning outcomes. It is now working on examples of artifacts for each outcome. The Gen Ed Logistics Committee has figured out a system of prefixes for general education courses. It continues to work on course approval process. The faculty are reminded of the colloquium in 330 Fairbanks on 3/29 at 3:30pm. Socky O'Sullivan asks Claire if AAC was consulted about the new Dual Degree program announced on Rollins'

webpage. Claire replies no. She states that this was a degree in CPS, not A&S. Nevertheless, she notes that the Dual Degree program has implications for A&S since these students will take classes in the General Education system. Jill Jones states that she has a concern about this issue and intends to convene the all-college Executive Council to address this issue since it transcends the division between A&S and CPS. Jill states that she was expecting there would be more consultation with A&S/AAC before the Dual Degree program went forward; she was surprised when it suddenly appeared on the webpage. Nancy Decker, who enthusiastically participated in the development of the German-based program, states that we are in “procedural no-mans-land” in developing this new program. She notes that a colloquium was held on this issue. Jill Jones states that she will follow up on this issue. Joan Davison states that the colloquium was informative; however, she has concerns about the process that led to the approval of this dual degree program. It is one thing, she states, for CPS to develop a new major; this proposal is a new degree, not a new major. A&S did not vote on this. Joan questions if we should move to a system where A&S and CPS confer separate degrees.

2. PSC. Joan Davison reports two pieces of business. First, PSC approved a mechanism whereby faculty members who are not included in the merit pay process (e.g., lecturers, instructors, artists in residence, visiting assistant professors) can receive compensation increases. She summarizes the process. Second, Joan reminds the faculty that there is a one-time grant opportunity from Mellon. The grants will provide approved faculty to receive a one-course release. The details are outlined in the documents sent by email by the Provost’s office. One of the grants is only for faculty in certain areas (humanities, arts, humanistic social science) but the other grant permits faculty members from the sciences and social sciences to participate provided they are part of a team with faculty members from the humanities, arts or humanistic social sciences; this is a constraint of the Mellon Foundation, not a Rollins decision. Ryan Musgrave asks how many grants are available. Joan states that there are ten altogether. Five grants are to develop courses for the new General Education system for one of the new Neighborhoods. She suggests how faculty might collaborate on this. In addition, there are five other grants that can be used for the RCC or the new Neighborhood courses. These do not include teams and will only be awarded to faculty in the arts or humanities. The deadline is March 22. Sharon Carnahan asks what a humanistic social science is according to Mellon. Joan states that it is not too clear; however we need to be careful about this

because Mellon is an important source of grant funding and we need to follow their guidelines as closely as possible. Martha Cheng asks about the new merit procedure. Is this happening for the Fall? Dean Bob Smither states that the administration is going to try to make it happen now (retroactive), just as happened with the A&S faculty in late 2012.

3. SLC. Dan Crozier reports that the SLC has approved another slate of SHIP grants. The quality of the proposals increased markedly this time, and everyone that applied received funding, probably thanks to faculty and staff sponsors. The SHIP fund recently received another \$1000 dollars from the Office of International Programs. That, in addition to the fact that one person receiving a grant last time was unable to travel, increased the committee's remaining funds to \$6,150 prior to the most recent meeting. The committee granted \$5200 dollars leaving a balance of only \$950 for the remainder of the semester. The High Impact Practices Advisory Committee, who charged SLC with this project, has reviewed our application and recommended some changes that we are considering and working to adopt. SLC is also working on getting students' post-grant reports onto the website. The committee wishes to re-emphasize the fact that these grants are intended for individual students, and not entire classes or large subsets of them. The committee has had to grapple with the idea of whole classes applying for travel funds through SHIP grants. The difficulty has come in the fact that some of these have been among the strongest applications that the committee has received so far; however, with something like 900 classes on campus the committee can no longer entertain these requests. The fund, at its current size, could be depleted by one trip taken by members of a single course. SLC also heard our annual report from the Office of Student Involvement and Leadership during their last meeting.
4. F&S. Paul Reich reports, first, that F&S met with Maria Martinez to talk about staff compensation and issues of equity. Paul states that there do not appear to be any systemic problems regarding gender inequity or compression. Second, the committee reviewed promotion raises at Rollins and peer and aspirant schools (see Attachment #1 below). Margaret McLaren asks if the faculty will be able to see the staff data. She asks, furthermore, if we increase promotion awards, have they considered the problem of compression that could result. Sharon Carnahan would like to state, for the record, that it has been a long time since the faculty has seen any aggregate data on salaries; she would like to see the data.

V. Old Business.

VI. New Business.

1. Shall we adopt the Fair Trade Resolution? (see Attachment #2 below). Paul Reich summarizes the goals of the resolution, namely to use fair trade practices when possible. Jonathan Miller asks if business services (i.e., Sodexo) was consulted. Paul replies that, yes, they were consulted. A motion to vote on the resolution is made and seconded. The resolution passes unanimously.
2. Shall we approve the Global Health Minor? (See Attachment #3 below) Carol Lauer introduces the proposal to approve a Global Health Minor. The minor has been approved by AAC and EC. It encompasses a number of programs across campus. Carol explains that campuses across the country offer similar programs in global health. This program serves our mission statement and also provides students with a valuable credential if they wish to work in the health sector. The proposal itself is based on the recommendations of the AAC&U. Carol reviews the requirements of the six-course minor. She notes that we are already able to offer this minor based on existing faculty course offerings. The only challenge is finding someone to offer epidemiology and the introduction class. An individual has been identified who could teach this who has had a relationship with Rollins in the past. The motion is brought to the floor. *Discussion.* Maria Ruiz states that she is concerned that there is not a methodological course in the minor. She notes that population statistics, for example, is a basic thing that all Global Health minors should understand. She is concerned that students would not be well-served by earning this credential but not having the necessary training. Carol Lauer states that the AAC&U does not believe this is necessary. She states that statistics specific to the field are embedded in the courses in the minor. Jennifer Queen asks if students would be getting enough background from the “Q” requirement in the General Education system. Joan Davison states that her understanding is that most students that would want to go into this field would probably get an M.A. before doing specialized work. She states that graduate study

is where they would get the specialized methodological training that they need to work in this field professionally. Carol Lauer agrees. She states that this is just a minor, not a professional degree. Rick Vitray states, in response to Jenny's question, that he is unsure if the next version of the "Q" would cover the same math essentials. Maria Ruiz states that what she is talking about is quantitative literacy, not the ability to use sophisticated statistical methodologies. She does not agree with AAC&U's perspective on this point. The question is called. The motion passes unanimously. The minor is approved.

3. Shall we approve the 128-5+ Motion? (Davison & Strom; see Attachment #4 below) Joan Davison reminds the faculty that the Board of Trustees has approved (in theory) the change to 128 hours to graduate and a 5+ teaching load for the faculty. She reviews the conception of the 5+. The plus, she states, would be understood as a course release or \$3,500 compensation. The motion is moved to the floor. *Discussion.* Mario D'Amato states that he is definitely in favor of this proposal; however, he notes that the language does not guarantee that students would be taking four 4-hour classes each semester as their normal load and this concerns him. He notes that students could still take one- and two-credit courses in place of a regular four-hour class. Claire Strom acknowledges that this is true; but the general expectation would be four 4-hour classes. Hoyt Edge asks if a 1-hour class counts as a "class." Josh Almond asks why the two motions (128 and 5+) are bonded together. Jill Jones states that the idea is that one is needed to accomplish the other. Socky O'Sullivan states that he is also confused about why the two are together. Ryan Musgrave asks about 5+. She is excited to see what is in the "plus" such as Gen Ed and RCC; however, she is disappointed that Honors Program courses are not included. Why is this? Joan Davison states that when PSC first looked into this issue, they encountered so many things that could potentially count as plus and that there is simply no way to accommodate everything. Therefore, EC decided to focus on courses which are required of all students on campus and therefore all faculty could potentially offer. That is how they come up with RCC and the new Gen Ed classes. Mike Gunter states his concern that students take too few courses at Rollins. He notes that those that come in with AP courses have a lot of credits already. He questions whether reducing the credit load would encourage students to take even fewer classes. Claire states that the

catalogue does restrict how many classes can be transferred in. Joan Davison states that there are a number of catalogue issues that would need to be reconsidered if this is approved; but it would not make sense to look at them now since this would be putting the cart before the horse. Bill Boles states that he is happy to see RCC included. However, he questions if RCC will go back to being as demanding on faculty as it once was with the 5-1 attached? Jill Jones states that RCC does have heavy advising responsibilities. She states, furthermore, that this is an important opportunity for the faculty to have more time to teach better. Claire states that, if approved, this proposal will go back to the administration as they will have to ante up the resources to make it happen; she states that it is not guaranteed that they will accept this proposal "as is." Mario D'Amato states that he is pleased that AAC will work out any catalogue issues and that he supports the proposal. Jana Matthews states that she does not believe students taking too few classes will be a problem; for example, there are many new minors on campus that students could add if they have fewer general class requirements. The question is called. The call to question passes by majority vote (a half-dozen faculty opposed the call to question). A paper ballot is requested. The faculty vote by paper ballot. The motion passes with 45 voting "Yes," 12 voting "No," and one abstention.

V. Adjourn. The meeting is adjourned.

ATTACHMENT #1

Salary information for faculty promotions (From Matt Hawks and Maria Martinez, 2-4-13)

University of Richmond	\$3,000 from Assist to Associate \$5,000 from Associate to Professor
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Millsap's	10% of base salary
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Centre College	\$2,000 from Assist to Associate \$5,000 from Associate to Professor
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Hendrix College	\$2,000 from Assist to Associate \$3,000 from Associate to Professor
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Southwestern	10% of base salary
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Birmingham Southern	\$6,000 from Assist to Associate \$7,000 from Associate to Professor
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Rhodes	\$4,000 from Assist to Associate \$7,500 from Associate to Professor
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Rollins	\$3,000 from Assist to Associate \$4,000 from Associate to Professor

ATTACHMENT #2

Rollins College

Fair Trade Resolution

WHEREAS

- What we choose to purchase, eat, and drink impacts farmers, workers, artisans and the environment;
- Growers of coffee, tea, chocolate and other products produced in Latin America, Africa, and Asia are often paid less than a living wage, and forced child labor may be involved;
- Conventional means of growing coffee and other commodities are often damaging to the environment, harming local ecosystems;
- Fair Trade ensures fair wages, humane working conditions, and environmental sustainability, and prohibits forced labor of any kind;
- Faith communities and campus groups around the country and the world already support Fair Trade;
- Whereas the Rollins mission statement upholds social responsibility and environment stewardship as reflected in the following excerpt: “We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship.”
- By becoming a Fair Trade College, Rollins College will demonstrate a commitment to sustainability;
- By becoming a Fair Trade College,, Rollins College would more effectively educate the campus community about Fair Trade;
- By becoming a Fair Trade College,, Rollins College would inspire other institutions and organizations to support Fair Trade.
- By becoming a Fair Trade College,, Rollins College would enhance its image as a leader in sustainability;
- Rollins College endorsed the Talloires Declaration in 2003, and supporting Fair Trade is an effective way to put into practice the principles of social justice and environmental sustainability.
 - By signing the Talloires Declaration, Rollins College agreed to:
 1. Increase Awareness of Environmentally Sustainable Development
 2. Create an Institutional Culture of Sustainability
 3. Educate for Environmentally Responsible Citizenship
 4. Foster Environmental Literacy for All
 5. Practice Institutional Ecology
 6. Involve all Stakeholders
 7. Collaborate for Interdisciplinary Approaches
 8. Enhance Capacity of Primary and Secondary Schools
 9. Broaden Service and Outreach Nationally and Internationally
 10. Maintain the Movement

BE IT RESOLVED:

That Rollins College should declare itself to be a Fair Trade College, which would consist of the following:

- 1. Dining facilities:** The College will work with its food service contractor to make Fair Trade coffee, tea, chocolate, and other Fair Trade products available in its dining facilities, consistent with the terms of the food service contract and where the resulting costs do not significantly jeopardize board rate costs.
- 2. Catered events:** The College will work with its food service contractor to make Fair Trade products available at catered meetings hosted by the college, where possible and consistent with the terms of the food service contract.
- 3. Offices:** The College will work with its food service contractor and/or its office supply company to make Fair Trade products available for college offices whenever possible and consistent with the terms of existing contracts.
- 4. Stores:** The College will include Fair Trade food products and handicrafts (such as jewelry, and other gift items) at college stores whenever possible and subject to the terms of the college's contracts with other vendors.
- 5. Acknowledgment:** The College will identify and acknowledge Fair Trade products at college functions and stores where appropriate (e.g. with signs noting that the coffee is Fair Trade).
- 6. Implementation:** The College, in consultation with the Committee on Environmental and Sustainable Issues [CESI] and its parent committee, Finance and Services Committee, will oversee the implementation of the above commitments.

ATTACHMENT #3: GLOBAL HEALTH MINOR

Proposal for Minor in Global Health

Presented by: Carol Lauer, Professor of Anthropology

Faculty Members Scheduled to Regularly Teach in Minor: Julia Maskivker, Dan Chong, Eileen Gregory, Claire Strom, Martina Vidovic, Zeynep Teymurogu, Ed Cohen, Emily Russell, Lisa Tillman, Joan Davison, Joe, Siry, Anne Stone, Gay Biery-Hamilton, Sharon Carnahan, Stacey Passalacqua, Rich Morris, Maria Ruiz.

Departments/Department Chairs Supporting This Minor: Anthropology, History, Communication, Politics, Biology, Environmental Studies, Psychology, English, Economics, Mathematics. Physical Education

Rationale:

Global Health and its applied cousin public health are growing fields. More than 50 schools have become accredited members of the Association of Schools of Public Health and this organization estimates that by 2020 the U.S. will need 250,000 more public health workers (Morganstern 2010). As of 2008 16% of AAC&U schools offered majors or minors in public health and global health (Hovland et al. 2009). This is an attractive major and minor to so many schools because it can lead to careers in medicine, public health, hospital administration, law, policy and myriad other fields. Global Health also fits perfectly with the mission of Rollins since it is hard to think of a field more geared toward educating students for global citizenship or one that is more firmly rooted in liberal arts with its multi and interdisciplinary approach and its focus on critical thinking for problem solving.

Indeed, the AAC&U is encouraging all 2 and 4 year college programs to expose students to issues of global and public health:

In partnership with the Association of Schools of Public Health (ASPH) and the Association for Prevention Teaching and Research (APTR), AAC&U has advocated undergraduate public health education as a coherent example of a practical liberal education—one that develops students' capability to understand and take action to solve complex, unscripted, real-world problems (Albertine 2009:3).

An understanding of public health is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies. At its best, the study of public health combines the social sciences, sciences, mathematics, humanities, and the arts. At the same time, it serves as a vehicle for the development of written and oral communication skills, critical and creative thinking, quantitative and information literacy, and teamwork and problem solving. It incorporates civic knowledge and engagement—both local and global—intercultural competence, and ethical reasoning and action, while forming the foundation for lifelong learning. The study of public health, in other words, models a capacious vision of liberal education (www.AAC&U.org).

This minor would build on current curricular strengths in biology, pre-medicine studies, health communications and anthropology, a department that has been sending students on to graduate programs in public health for years. Its appropriateness for the college is also reflected in the long list of courses that have been volunteered for the program, of which more than half are currently offered.

Global Health is a program that can build on the college's strengths in community engagement. Immersion programs have already been offered dealing migrant workers health, inner city public health concerns and a field study in Thailand focused on health and human rights.

References Cited

- AAC&U 2012 .The Educated Citizen and Public Health. Retrieved from http://www.aacu.org/public_health/index.cfm
- Albertine, Susan 2009. From the Guest Editor. Peer Review 11(3): 3.
- Hovland, Kevin, Brenda Kirkwood, Caleb Ward, Marian Osterweis and Gillian Silver 2009. Liberal Education and Public Health: Surveying the Landscape. Peer Review 11(3): 5-8.
- Morganstern, Amy 2010. The Greatness of the Public Health Major. Retrieved from <http://www.bluestarsadmissionsconsulting.com>

Curriculum and Staffing Concerns:

For the long- term survival of this minor we need faculty committed to teaching Epidemiology and Introduction to Public Health. The plan for the immediate future is to have Dr. Persis Coleman, who has a Ph.D. in biology and an M.P.H., on contract for 3 years teach these courses. Depending on the popularity of the new minor we can imagine adding a faculty member to focus on public health, especially epidemiology, or requesting that the Biology Department or the Anthropology Department consider replacing one of its retiring faculty members with someone who could teach a section of epidemiology every year. Rollins has tenured and tenure track faculty teaching all the rest of the courses.

STRUCTURE OF MINOR

This would be a six-course minor with courses drawn from the many departments. It would include multiple electives. At least two of the electives students take must be at the 300 level or above. Each elective taken must have a different prefix. The structure of the minor follows the recommendations of the AAC&U and the APTR (The Association for Prevention Teaching and Research).

Following the model of Women's Studies, Asian Studies, IR and other multidisciplinary programs, a director and an advisory committee will coordinate the minor,.

Proposed core courses:

GBH 200- Introduction to Public Health: An introduction to health and disease at the population level. Students will learn the concepts and methods for measuring health in populations. They will consider the impact of health care systems, public health systems and broad governmental policies on health and disease patterns. (Persis Coleman)

GBH 300 – Introduction to Epidemiology: A general introduction to the theory methods and practice of epidemiology. Students will learn to interpret epidemiological data and to use epidemiological approaches to investigate communicable and non- communicable diseases and other health problems. (Persis Coleman)

GBH/ANT 305 – Introduction to Global Health: An examination of the roles of biological and social factors in global health issues, paying particular attention to the health needs and concerns of poor and disadvantaged populations. Students will learn about some of the major health concerns of the developing world and look critically at how local and international communities attempt to address those problems. (Carol Lauer) Eventually, when numbers allow, GBH 200 should become a prerequisite.

It is recommended, but not required, that students take PED Health and Wellness to meet their BPE requirement. It is recommended, but not required, that students take a statistics course such as Bio 342, Mat 219, ECO 221, PSY 250, or INB 236.

Electives:

ANT 305 Women's Global Health– Gay Biery-Hamilton

ANT 306 Medicine and Culture – Carol Lauer

ANT 301 Nutrition and Health– Carol Lauer

BIO 117 Bacteria, Viruses and Humans with lab – Eileen Gregory

BIO 246 Human Physiology

BIO 229 Microbiology - Eileen Gregory Prereq: BIO 121

BIO 340 E Medical Microbiology – Eileen Gregory Prereq: BIO 229

BIO 342 Biostatistics - Zeynep Teymuroglu Prereq: BIO 121

CMC Political Economy of Body and Food – Lisa Tillman

COM 330 Health Communication (1 section offered Fall and Spring)

COM 340 Health Policy and Advocacy Communication (1 section typically offered Fall term- will rotate with COM 350) Prereq: COM 330

COM 350 Global Health Communication (1 section typically offered Fall term- will rotate with COM 340) Prereq: COM 330

ECO 2XX Intro to Health Economics – Martina Vidovic

ECO 305 Health Economics – Martina Vidovic Prereqs: ECO 202 & 203

ENG 190 Literature and Medicine - Ed Cohen, Emily Russell (yearly or biannually starting fall, 2014)

ENV XXX Environmental Health – Joe Siry (ENV elective, [200-300 level]) offered every other year.

HIS 2XX Plagues, Pests, and Policies: A History of Public Health in the United States - Claire Strom

PED 201 Exercise Physiology – Rich Morris

POL Social and Political Applied Ethics - Julie Maskivker

POL Health and Human Rights - Dan Chong (every 4 or 5 semesters)

POL 223 Power and Diplomacy - Joan Davison

PSY Maternal and Child Health – Sharon Carnahan

PSY 217 Drugs and Addiction – Maria Ruiz

Select Elective Course Descriptions:

ANT 305 – Topics: Women’s Global Health: This course examines the plight of women’s health, globally, in both developed and underdeveloped countries. Our exploration will utilize a combination of conceptual approaches including political economy, feminism and alternative (non-Western) medical perspectives. We will examine how culture, poverty, ethnicity, social class, migration, location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and reproduction affect women’s health. Further, we will analyze the role and impacts of existing public policy on women’s health, and explore a human-rights based approach to women’s health.

BIO 340 E Medical Microbiology: This course has been designed to introduce you to the basics of medical microbiology by applying basic microbiological principles to specific bacterial and viral pathogens. While the focus will be on the epidemiology and pathogenicity of specific diseases, discussions will also cover treatment and prevention. Upon successful completion of this course you will have detailed knowledge of one specific pathogen and the skills necessary to investigate disease origins, causes, treatment and prevention.

COM 330 Health Communication: Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health belief and behavior.

COM 340 Healthy Policy and Advocacy Communication: Introduces concepts, and strategies for policy changes to improve health, based on current health issues. Includes situational analysis, communication strategies, and messaging to advocate for policies affecting health.

COM 350 Global Health Communication: Introduces important issues and key concepts of communication in global health. Focus will be placed on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

ECO 305 Health Economics: This course uses economic concepts and tools to examine production, delivery and cost, access and utilization of healthcare services in the United States. Includes demand for health care, the market for health providers and health insurance, and the role of government in the health care market. It also discusses the relative merits of national reform efforts and current individual state reform efforts. .

English 190 | Body Snatchers: Literature and Medicine: In this introductory course, we will examine the ways that storytelling and medicine have shaped each other. For centuries, literature and visual culture have snatched from medicine thrilling or moving stories of death, illness, and god-like doctors. More recently, developments called “the medical humanities” or “narrative medicine” have infiltrated medical training, in which doctors read novels and are encouraged to write stories themselves in order to more fully connect with their patients’ humanity. We will explore both of these intersections to ask what reading fiction might bring to medicine and what the universal experience of having a body—a body that gets sick and will die—brings to the study of literature.

ENV XXX Environmental Health: The course examines analytically the causes and prevention of mortality and morbidity due to environmental damage as it affects communities. Environmental health addresses the physical, chemical, and biological factors external to a person, yet intimately related influences impacting life expectancy,

reproduction, and behavior. Readings and written work encompass the assessment and identification of those ecological functions that can potentially improve or deteriorate human health. We focus on targeted cases for preventing disease while creating healthy, nourishing, and supportive conditions. This class examines behavior, diagnosis, treatment, and therapies related to ecological toxicology, as well as exposure to mutagens, or carcinogens related to genetic risks for cancer. Discussions of biological resistance, bioaccumulation, endocrine disruption, and persistent organic pollutants are examples of cases examined.

HIS 2XX Plagues, Pests, and Policies: A History of Public Health in the United States: This course will investigate the major epidemics that have infected the United States since its founding. It will look at how understandings of disease changed with the advancement of medical knowledge and how the challenges facing health providers intensified with urbanization. The course explore the struggle between American notion of individual and property rights and the need to stem disease outbreaks and how this struggle gave birth to the notion and reality of public health and public health legislation.

POL 223 Power and Diplomacy: The United Nations: Familiarizes students with the operations of the United Nations, its agencies and its affiliated organizations, provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular. Special focus is placed upon the work of ECOSOC, the UNDP and the WHO, and the interconnected issues of sustainable development, health, population, and rights. Current needs and programs are evaluated; best practices are considered.

POL 315 U Applied Social and Political Ethics: This class will focus on particular social and political problems of actual societies. We will study arguments for and against issues such as **abortion, healthcare reform, food politics and genetically modified products, world hunger relief**. These are all discussions that motivate heated debates in current liberal democracies. In this class, we will try to understand the analytical and reasoned arguments often invoked to justify or reject them.

POL Health and Human Rights: Discusses the policy implications of viewing health care as a human right. It examines the legal, moral, historical, political and economic debates surrounding the question of whether health care should be deemed a fundamental human right. For example, does Obamacare expand poor people's access to a basic right, or does it take away American citizens' fundamental freedoms? Students will investigate the practical application of the right to health through case studies at the local level (e.g., through the work of the NGO Partners in Health), at the national level (e.g., by comparing the U.S. health system with European social models), and at the international level (e.g., through the work of the United Nations Committee on Economic, Social and Cultural Rights).

PSY Maternal and Child Health: Provides an overview of the health problems of mothers and children within the global context of socio-cultural factors and international development. Goal of the course is to introduce students to a way of thinking globally and comparatively about health problems and strategies within the field of MCH. Understanding of the causes and functional effects of the MCH problems that are the most prominent causes of illness, disability and death, including morbidity and mortality among women and children, antenatal care, safe motherhood, parenting and family planning, child health, nutrition and emerging health issues in developing countries.

ATTACHMENT #4: 128/5+

128 Credits

Assumptions

- 128 credits to graduate
- No fewer than 32 classes to graduate
- No class worth more than 4 credits
- One BPE and one PE class required for graduation. Maximum of 6 PE credits in 128 total.
- Needs to be paired with 5+

Problems

- Faculty load needs to be divorced from student load

Solution

Student load = 3 hours or more class time per week = 4 credit class

Faculty load = 3 hours or more class time per week = 4 credit class

Labs under 2 hours per week = 1 credit hour

Labs over 2 hours per week = 2 credit hours

Regular load for students = 16 credits

Regular load for faculty = 12 credits

5+

Assumptions

- Faculty to be rewarded for courses requiring considerable out-of-class commitment—course design, extracurricular activities
- Plus designation should be ONLY for courses that fall into the category above AND that are required of all Rollins College day school undergraduates, that is RCC and the New General Education Courses
- Compensation should be equitable across the college
- Only one course per year eligible for reward REGARDLESS of number of teaching intensive classes taught

Problems

- Different teaching model in sciences and expressive arts with more specific classes being required for major
- Some faculty can teach plus classes but CANNOT take course release
- Some faculty CANNOT teach plus classes because of serving majors*

Solutions

- Offer faculty option for rewarding the plus. Either course release or financial incentive \$3,500
- Administrative guarantee that within ALL departments, at least half the faculty offering plus courses in any given year will be able to take a course release. This will require the hiring of adjuncts/visiting faculty in some departments
- Departmental commitments to rotate releases among eligible faculty members

* No solution can be found to this without hiring more faculty in these areas

Motion:

That Rollins College requires 128 credits for its undergraduate students to graduate with the following provisions:

- No fewer than 128 credits to graduate
- No fewer than 32 classes to graduate
- No class worth more than 4 credits
- One BPE and one PE class required for graduation. Maximum of 6 PE credits in 128 total.

The reduction to 128 credit hours for graduation is to be accompanied by Rollins' being recognition of courses requiring considerable out-of-class commitment. Initially, the RCC and neighborhood courses will carry such a plus designation. Compensation for the special demands of these "plus" courses will meet the following provisions:

- Faculty will receive only one "plus" per academic year
- The "plus" will comprise either a course release or \$3,500
- The administration will guarantee that, within ALL departments, at least half of the faculty earning a "plus" in a given academic year will be able to take a course release