

11-20-2014

Minutes, Arts & Sciences Faculty Meeting, Thursday, November 20, 2014

Arts & Sciences Faculty
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ROLLINS
A&S FACULTY MEETING
November 20, 2014
Agenda

Galloway Room from 12:30 to 1:45 P.M.

- I. Call to Order 12:40PM**
- II. Approval of Minutes from 10/30/14**
- III. Announcements**
- IV. Reports**
 - a. Academic Affairs**
Jill Jones
 - b. Finance and Services**
Don Davison
 - c. Professional Standards**
Fiona Harper
 - d. Student Life**
Derrick Paladino
 - e. Executive Committee**
Carol Lauer
 - f. Questions from the floor**
- V. New Business**
 - a. Minor in Cultural Anthropology** [\[see Attachment 1\]](#)
Rachel Newcomb
 - b. Certificate in Liberal Studies** [\[see Attachment 2\]](#)
Pat Lancaster
- VI. Adjournment**



A&S FACULTY MEETING

November 20, 2014

Minutes

Approved

PRESENT

Sharon Agee Barry Allen; Ilan Alon; Amy Armenia; Missy Barnes; Gabriel Barreneche; Pedro Bernal; Bill Boles; Dexter Boniface; Michele Boulanger; Wendy Brandon; Carol Bresnahan; Jennifer Cavanaugh; Julian Chambliss; David Charles; Martha Cheng; Ed Cohen; Gloria Cook; Tom Cook; Mario D'Amato; Donald Davison; Nancy Decker; Kimberly Dennis; Rosana Diaz-Zambrana; Stacey Dunn; Hannah Ewing; Adam Farcus; Marc Fetscherin; Richard Foglesong; Bobby Fokidis; Todd French; Christopher Fuse; Erin Gallagher; Yudit Greenberg; Kevin Griffin; Mike Gunter; Laurel Habgood; Dana Hargrove; Fiona Harper; Paul Harris; Jonathan Harwell; Alicia Homrich; John Houston; Jill Jones; Erik Kenyon; Ashley Kistler; Emmanuel Kodzi; Philip Kozel; Harry Kypraios; Carol Lauer; Richard Lewin; Susan Libby; Lee Lines; Andrew Luchner; Christa Marr; Julia Maskivker; Craig McAllaster; Amy McClure; Margaret McLaren; Matilde Mesavage; Jonathan Miller; Susan Montgomery; Robert Moore; Anne Murdaugh; Daniel Myers; Rachel Newcomb; Matthew Nichter; Kathryn Norsworthy; Maurice O'Sullivan; Thomas Ouellette; Emma Oxford; Derrick Paladino; Ellane Park; Jay Pieczynski; Jennifer Queen; Paul Reich; David Richard; Kasandra Riley; Don Rogers; Emily Russell; MacKenzie Ryan; Samuel Sanabria; Marc Sardy; Jennifer Seitzer; Rachel Simmons; Eric Smaw; Bob Smither; Steven St. John; Claire Strom; Katie Sutherland; Bill Svitavsky; Eren Tatari; Ken Taylor; Zeynep Teymuroglu; Patricia Tome; Rick Vitray; Susan Walsh; Jonathan Walz; Yusheng Yao; Jay Yellen; Wenxian Zhang

CALL TO ORDER

President Carol Lauer called the meeting to order at 12:37PM*

* To facilitate a speedier; anonymous way of tabulating faculty vote tallies; Lauer and Fiona Harper introduced to the faculty the Turning Technologies Clicker Response System®; before calling the meeting to order

APPROVAL OF MINUTES FROM 10/30/14

The faculty unanimously approved the meeting minutes from the A&S faculty meeting on October 30; 2014

ANNOUNCEMENTS

Margaret McLaren to express grave concern regarding “the YikYak debacle;” the recent postings of sexist and other offensive comments on the anonymous online platform. McLaren said that she was very concerned about the postings; about the impact “to the climate at Rollins,” and McLaren asked the Executive Committee; among others, to “take up this issue.” Jay Yellen added that he had “just read” some of the remarks and was “appalled and ashamed to hear and read” the messages. “This is on all of us,” Yellen said. Kathryn Norsworthy charged “the Student Life Committee and; eventually; the Executive Committee” to “implement a systemically-focused culture of inclusion.” Lee Lines cautioned that top-down recrimination may be ineffective and suggested that “peers; perhaps the Greek [fraternity and sorority] leadership” should also take up the issue.

At the meeting; several faculty members expressed that this report on the YikYak postings was the first they’d heard. Kim Dennis rose to read about a half dozen of the postings; verbatim; Dennis was met with stunned silence. Dennis reported that “many of our students felt attacked” by the postings.

Lauer characterized the situation as “of course; very; very troubling;” and said that she would encourage chairs of the standing committees to raise the issue at their individual meetings;

where appropriate. Lauer said that she would add discussion of the issue to the next Executive Committee agenda.

REPORTS

ACADEMIC AFFAIRS COMMITTEE (AAC)

Jill Jones

A proposal for a Cultural Anthropology Minor was passed unanimously by AAC at the AAC meeting on November 04.

A draft proposal for a Doctor of Liberal Studies degree was also brought to AAC at the 11/04 meeting.; The AAC voted (via paper ballot) 6-4-1 to pass this draft proposal on to the Executive Committee and possibly to the whole faculty for a future decision.

At the meeting on November 11; AAC approved the CAPA Summer Dublin Internship The CAPA Dublin Internship; a six-week; four-credit summer internship program in Dublin; Ireland.

The AAC also voted to make permanent the pilot policy regarding the International Programs GPA requirement; introduced by Giselda Beaudin; Director of International Programs. This vote will go the Executive Committee for approval; and to the A & S faculty if the EC finds it appropriate.

FINANCE AND SERVICES COMMITTEE (F&S)

Don Davison

Davison reported that the F&S Committee has discussed the prospect of; and was drafting a resolution requesting; faculty representation on the Rollins Board of Trustees. F&S is crafting a proposal; Davison will bring the proposal to the Executive Committee and; ultimately; to the full A&S faculty for further discussion and a vote.

Davison also said that in “late January or early February” of 2015; Jeff Eisenbarth will offer a budget presentation to the committee that Davison characterized as “the same budget presentation that [Eisenbarth] will deliver” to the Board of Trustees.

PROFESSIONAL STANDARDS COMMITTEE (PSC)

Fiona Harper

Harper said that the PSC has met twice since the last A&S faculty meeting. Harper reported these highlights from the PSC’s work:

1. Approved language changes to the Summer Student-Faculty Collaborative Scholarship program.
These changes have been approved by the Provost and do not need require full faculty approval. Briefly;
 - a. The collaboration should result in; at a minimum; the submission of an article for peer-reviewed publication or its artistic equivalent within 5 years of the original funding. It is preferred that collaborations result in both a presentation at a professional conference and a peer-reviewed publication; where appropriate.
 - b. All work products performed as part of the student-faculty collaboration; including the proposal; are bound by the Rollins College academic honor code. Violations of

the academic honor code may result in the surrendering of any fund awarded by the Student-Faculty Collaborative Scholarship program.

- c. PSC will now include in letters of denial the reasons why the proposal did not meet the standards for acceptance. Further inquiries regarding the denial of acceptance should be made to the Chair of PSC
2. Met with Chair of the Internationalization Committee (IC)
PSC received clarification regarding the charge and composition of this committee. Applications for faculty international travel grants are suspended until Spring 2015 as IC is currently revising the charge of this committee strategically. Revisions to the application and strategic process will be brought to EC and then to the full faculty. Currently the committee is comprised of five faculty members; voted into their three-year terms by their respective schools/colleges: one Crummer representative; one CPS representative; and three A & S representatives. The Director of International Programs and the Director of the International Student and Scholar Services serve as *ex officio* members. The IC is charged with faculty/staff international travel *not related to research*; and reports to the Provost.

PSC is now turning its attention to the International Programs Faculty Advisory Committee with the same questions posed to IC. In particular; PSC questions the need for two separate committees; one of which is voted on directly by the faculty; the other appointed by AAC and CPS. Harper reported that faculty grants for the International Travel program were under review and suspended at this time.

On behalf the Institutional Animal Care and Use Committee (Fiona Harper is Chair); Harper announced that the deadline for Spring 2015 IACUC proposals is December 1; 2014.

STUDENT LIFE COMMITTEE (SLC)

Derrick Paladino

The SLC met on 11/18/14. Below are some highlights of SLC meetings and work:

1. Resolution to the Center for Inclusion & Campus Involvement to increase the connection and communication between advisors and student organizations
 - a. Create a job/responsibility/role description for faculty/staff advisors to fraternity and sorority groups. This may be extended to other student organizations as well. We learned that one may not exist at the present time
 - b. Create minimum requirements and aspirational requirements for contact between the faculty/staff advisor and fraternity and sorority groups. This also may be extended to other student organizations. This is to minimize the "signing off" on paperwork when the advisor and organization have had minimal to no contact and increase the connection
 - c. Work into the definition of advisor that there can be co-advisors for an organization. The thought is that this will allow faculty and staff to work together and with co-advisors; there is a higher probability of advisors attending more activities and having a higher involvement
2. Student Care Guide has been created through the Assistant Vice President of Care and Dean of Students Office. This is one of the first creations as a result of the student affairs reorganization. It is will be going out the Faculty and Staff in January and is a one-stop-shop for Student Care; Crisis; and Concern.
3. SGA representatives were able to share some student body concerns with the SLC. They range in issue and include:

- a. Student cultural & climate change as a result of the Yic Yac reactions and culturally insensitive costume party held by a student underground organization/fraternity that is not recognized by the college or parent organization.
 - b. Matt Hoverman Fund: \$100; 000.00 donated from the student’s parents and the head of the parent committee to the Wellness Center. There are ongoing discussions for how this endowment will be used.
 - c. SGA sponsored escort system for students that reaches beyond the college boundaries
 - d. Theft issues in the C-Store due to a new Bag-Drop system. Discussions are being held to remedy this.
 - e. Community Standards has moved away from a hearing panel and students are concerned about a potential lack of transparency and peer involvement in this new process.
 - f. Students would like an increase in gym hours
4. Jazmine Rodriguez (Assistant Director of Residential Life) and Aubrey Frazier (Assistant Director of Fraternity and Sorority Life) appeared before the SLC to discuss potential updates to the Community Commitment Review (CCR) Process
- a. A motion passed to allow the creation of a subcommittee for community credential work. This subcommittee will be made up of 3-5 faculty members that will include SLC members as well as members of the general faculty.
5. The Scholarship for High-Impact Practices (SHIP) Applications: for the second deadline was November 12 and we have received 9 Proposals. Proposals must be submitted t no later than 5:00pm on the following dates: September 15; November 12; February 11; and April 8.

SLC Schedule of upcoming meetings; all are open

1/20/15	12:30-1:45	Warden Dining room
2/17/15	12:30-1:45	Warden Dining room
3/17/15	12:30-1:45	Faculty Club Meeting room
4/14/15	12:30-1:45	Warden Dining room

EXECUTIVE COMMITTEE (EC)

Carol Lauer

Lauer reminded faculty to RSVP for the Faculty Holiday Party (to be held at the Alford Inn on Friday; December 05 from 5:00-8:00PM) before Monday; November 25. She reminded faculty that “[the party] would not suck.”

Lauer asked Thomas Ouellette to report on the three faculty gatherings held in October and November to discuss communication between the faculty and upper administration and the Board of Trustees and interaction amongst faculty. Ouellette reported the following:

1. Gathering #1: 24 Assistant Professors; 4 BoT members (including the Chair of BoT); 1 President

This cohort reported feeling stifled at large faculty meetings and oftentimes ill-equipped to engage in discussion because of a murky understanding of the mechanics of faculty meetings (Roberts’ Rules; specifically) and because issues discussed often center on incidents and decisions made before they were hired; they discussed employing a clicker system for truly anonymous voting at faculty meetings; an online discussion board to more fully vet issues slated for discussion and vote; the creation of an ombudsman to regularly meet with them to facilitate discussion and to carry forward their positions. They expressed

fears that College resources will be funneled to new business programs and away from (particularly) smaller academic departments with fewer majors.

From an email Ouellette received from a faculty member who attended this gathering: I just wanted to thank you for your time and this opportunity. It's the first time in 2+ years that I've felt both comfortable speaking and "heard" in a forum larger than my tiny department; and many of us learned a lot tonight. I'd be interested in joining a group of untenured faculty to continue these important conversations as time allows.

From an email from Board Chair David Lord; after the gathering: I am back in CS so will not be attending but hope this will prove to be as productive as last week's session. It really shows how we should do more of this even when not in Search mode; as a way to hear faculty's ideas and to share initiatives the Board and Faculty are considering. These chances to have direct conversation with faculty have been very informative for the Board Members involved. I'd like to see more Board members involved and hope you'll schedule more of these.

2. **Gathering #1: 14 Associate Professors; 2 BoT members; 1 President**

This cohort reported grave concerns (and not a little mistrust) surrounding recent Board decisions that appear to nudge Rollins toward becoming a business college. There was a long and contentious conversation about the identity of the college and disappointment that Rollins had recently dropped to of #2 in the South. Ouellette reported that while some fear or discomfort was evident in the first faculty gathering; this second one was marked by anger and mistrust.

From an email Ouellette received from a faculty member who attended this gathering: ...thank you for your part in organizing and facilitating the meeting today. The meeting made me feel more hopeful about restoring a higher degree of unity among the full faculty; both as a sentiment and as a possible "re-enfranchised" reality.

3. **Gathering #3: 34 Professors; 1 BoT members including the chair of the presidential search committee; 1 President**

This group expressed grave concern about the future of Rollins and an erosion of the College's commitment to the liberal arts mission. The conversation featured almost universal expression of dissatisfaction over the creation of CPS and the resources expended to start and support it.

From an email Ouellette received after this gathering: Allan [Keen] seemed engaged and to be truly listening. Some colleagues got worked up; some went on; but; no matter. I was proud: we were articulate and passionate and unified. But: what's next?

NEW BUSINESS

Minor in Cultural Anthropology

Rachel Newcomb

After a brief presentation by Newcomb [see Attachment 1; below] the proposed minor was approved overwhelmingly.

Certificate in Liberal Studies

Pat Lancaster

Lancaster introduced the proposal; [see Attachment 2; below] explaining that it was crafted "to respond to some needs of current students and our alumni" who are finding employment as professors at area community colleges. Lancaster said that while "[these former students] are knowledgeable in their fields;" many lack specific knowledge regarding "how to teach in The

Humanities.” Describing this cohort as “lifelong learners;” Lancaster said that some “are seeking this [MLS teaching certificate] so upon retirement they can start teaching” more effectively. Following questions from the floor; the motion to adopt the certificate failed (clickers revealed a tie vote). The faculty moved to table to a later date the motion to consider the Certificate of Advanced Graduate Studies in Humanities. The date was not specified.

Questions: Jay Yellen asked why the word “teaching” was not included in the title of the certificate if; in fact; teaching pedagogy was the “the primary motivation” of the program. Lancaster said that her committee “strove to include the word ‘Humanities’” in the title and felt that the inclusion of more words was unwieldy. Jonathan Miller asked how the certificate program would address the fact that “most courses in the Humanities are taught online;” Lancaster responded that many students “that [Lancaster] is in touch with at Valencia [College] and Seminole [State College of Florida] are teaching in a traditional classrooms” and would benefit from the courses offered in the proposed certificate program. Jill Jones pointed out that the fees paid to Rollins professors teaching in the MLS program are higher than those paid to professors who teach in the College’s undergraduate programs. Emily Russell asked; “Who will teach these courses?” Lancaster said that the Holt School “has a staff member who has a doctorate” who would be eligible and qualified to teach in the new program. Julian Chambliss asked if Lancaster had data regarding how many MLS graduates “are moving into adjunct positions” upon graduation; Lancaster said that while she had no exact figures; the number was sizeable.

Adjournment

Carol Lauer

Lauer adjourned the meeting at 1:45PM.

ATTACHMENT 1

PROPOSAL FOR A MINOR IN CULTURAL ANTHROPOLOGY

Faculty Members Scheduled to Regularly Teach in Minor

Gay Biery-Hamilton; Ashley Kistler; Carol Lauer; Robert Moore; Rachel Newcomb; and Jonathan Walz

Departments/Department Chairs Supporting this Minor

Anthropology; Environmental Studies; International Business; and International Relations

Rationale

Given Rollins' Mission Statement to educate for global citizenship; anthropology is uniquely situated to provide courses that allow students to have a deeper and broader understanding of people; cross culturally. Students who take the minor in Cultural Anthropology would be better prepared for interactions with people from different cultures as well as work and study abroad. An increasingly globalized workforce now demands intercultural competence; and this minor will help train students to work with people of different ethnic; linguistic; and religious backgrounds. Having a deeper understanding of culture from an anthropological perspective will enable them to get beyond their own culture-bound perspectives; and appreciate the underlying rationality of different behavior and worldviews. Further; they will learn to be more analytical about social issues after using our comparative approach; and thus; will be able to more effectively contribute to solving local and global problems.

Our current minor; Anthropology; is focused more on the four-fields approach that is a hallmark of our discipline; and it includes classes in human evolution; archaeology; and theory. A cultural anthropology minor would focus more specifically on classes that explore contemporary cultures. The minor also explores issues such as globalization; inequality; language use; healthcare; environmental issues; and religion.

Curriculum and Staffing

Rollins has tenured or tenure-track faculty currently teaching all of the proposed courses in the Department of Anthropology.

Structure of the Minor

This would be a six-course minor with the two core courses drawn from the Department of Anthropology. Students would be required to take 2 electives at the 200-level and 2 electives at the 300-level. The minor would include study abroad opportunities.

Proposed Core Courses

ANT 200: Cultural Anthropology
ANT 351: Language; Culture and Society

Proposed Elective Courses

ANT 201: Cultures of the Caribbean
ANT 202: Foundations of Latin American and Caribbean Culture and Society
ANT 205: Topics - Culture and Environment

ANT 207: Anthropology of Modern Africa
ANT 252: Cultures of China
ANT 255: Middle East Culture
ANT 277: Women & Gender in the Middle East and North Africa
ANT 302: The Maya
ANT 303: Women's Global Health
ANT 305: Murder; Memory; and Maya
ANT 306: Medicine and Culture
ANT 317: Anthropology & Global Problem Solving
ANT 319: Anthropology of Globalization
ANT 350: Anthropology of the Family
ANT 355: Middle East Film & Culture
ANT 361: Anthropology and the Environment
ANT 365: The Real and the Supernatural in Latin America

Core Course Descriptions

ANT 200: Cultural Anthropology

The purpose of this course is; first; to introduce you to the basic concepts and methodology in the study of culture and human socialization. Second; we will compare and contrast the cultural lifeways and patterns of people in both non-industrial and industrial societies. In this endeavor; we will explore how different cultures are structured and what is meaningful to the members of those cultures. Throughout the course; special focus is placed on the interrelationship between cultural adaptation and human behavior. The concept "culture" will be employed to refer to the behavioral and ideational codes people employ to conceptualize their world and interact with one another. In summary; the course is both comparative and phenomenological in its interpretations of human behavior and various cultural systems.

ANT 351: Language; Culture and Society

Examines origin of language; linguistic change; variability of speech vis-à-vis social factors (sex; class; ethnicity); and functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning; metaphor; and special language systems such as jargons; naming; and slang. *Prerequisite:* junior or senior standing.

ATTACHMENT 2

DRAFT PROPOSAL FOR A CERTIFICATE OF ADVANCED GRADUATE STUDIES IN HUMANITIES

September 2014

Prepared by Nanci Adler; MLS alumna; Ilana Grimes; MLS alumna: Karen Styles; MLS alumna and humanities professor at Valencia College; Ryan Musgrave; Rollins faculty; Jeff Kissinger; Holt Director of Program Development; Patricia Lancaster; MLS Director.

With the endorsement of the MLS core faculty; the task group met over the summer to develop a proposal for a Certificate of Advanced Studies in Humanities. The committee reviewed certificate programs offered by other liberal studies programs; particularly those in the AGLSP. The goal of the program is to offer better preparation for MLS students whose goal is to teach at the college level. The Certificate will provide a useful credential for these students.

Brief Description

The Certificate provides a foundation in contemporary methods of teaching and learning as well as an understanding of interdisciplinary studies. It builds upon the overview of Western humanities provided by the core courses of the MLS program and adds two foundation courses: Contemporary Teaching and Learning in the Humanities and Theories and Practice of Interdisciplinary Studies.

For MLS students seeking the Certificate; these two courses will be in taken in addition to the 48 credits required for the MLS. MLS students who wish to take these courses as electives and count them in the 48 hours required for graduation may do so but they will not receive the Certificate of Advanced Graduate Study.

The total number of credits in the Certificate is 20. In addition to the two courses mentioned above (8 credits); students will count two core courses and one elective from their MLS degree (12 credits). This will allow them to focus the content of the Certificate in a particular area; depending upon the courses they decide to count. For example; someone wishing to emphasize modern humanities could count Origins of Modernity; Masterpieces of Modern Literature and an elective such as Contemporary Art.

The Certificate program is also available to students who have a master's or other advanced degree and wish to prepare themselves for college teaching. These students will be asked to take two core courses; one elective; and the two new courses.

Course Descriptions

Contemporary Teaching and Learning in the Humanities provides a foundation in both learning theory and practical application of teaching methods in various modalities and contexts. Designed for discipline experts within the humanities who wish to teach at the college level; the course offers strategies and techniques to deliver and measure effective instruction for a diverse student body. In addition to learning theory applications; specific topics include how to lead meaningful class discussions; assessment; learning styles; and effective use of learning technology.

Theories and Practice of Interdisciplinary Studies examines the nature and origins of disciplinary divisions in the liberal arts and examines theories and practical applications of an interdisciplinary approach to teaching and learning. Students will learn to integrate effectively studies of art; literature; philosophy; science and history and their various approaches to understanding our world.

Course objectives and learning outcomes

- Understand the history of interdisciplinary studies
- Demonstrate multiple ways of knowing in interrelated topics
- Integrate multiple perspectives; leading to a unified framework of analysis
- Advance critical thinking and cognitive development
- Evaluate student achievement
- Implement learning technology with an interdisciplinary design.

Cost of Implementation

Faculty will receive course development grants of \$2500 to design the new courses. The compensation for teaching the courses will be the same as for other MLS courses; currently \$5000.