

11-4-2014

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, November 4, 2014

Arts & Sciences Academic Affairs Committee

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Recommended Citation

Arts & Sciences Academic Affairs Committee, "Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, November 4, 2014" (2014). *Academic Affairs Committee Minutes*. Paper 175.
http://scholarship.rollins.edu/as_aa/175

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Academic Affairs Committee

Nov 4 Draft Agenda: ‘

- I Approve the Minutes from Oct 21, 2014
- II Sub-Committee Announcements or reports
- III Old Business
 1. Draft Proposal for a Doctor of Liberal Studies degree (Patricia Lancaster)
 2. Change the title of the CR/NC policy
- IV. New Business:
 1. Proposal for a Cultural Anthropology Minor (Rachel Newcomb)
- V. Announcements
- VI. Adjourn

Academic Affairs Committee
Nov 4 Minutes

Attendance:

Jill Jones, Vidhu Aggarwal, Chris McManus, Jennifer Cavanaugh, Lexi Tomkunas, Holly Pohlig, Jonathan Walz, Gloria Cook, Bob Smither, Tom Cook, Elizabeth Wasson, Philip Deaver, Patricia Lancaster, Dave Richards, Terry Osborne, Phillip Denizaro, Emmanuel Kodzi, Laura Pfister, Susan Walsh, Kasandra Riley, Rachel Newcomb

- I Approve the Minutes from Oct 21, 2014
Motion: Chris (2nd Gloria); unanimous approval

- II Sub-Committee Announcements or reports
(none)

- III Old Business
 1. Draft Proposal for a Doctor of Liberal Studies degree (Patricia Lancaster)
Jones: has concerns about *any* doctoral program at this college because it could change the profile/reputation of the school and possibly our classification.
Lancaster: argues that the current liberal studies program enhances our national profile/reputation/visibility. To address the identity of those who teach in the MLS program, Lancaster provided a list of MLS core and elective faculty. To the best of Dean Smither's recollection, *only* full-time Rollins faculty members have ever taught in this program.
T. Cook: the college can have up to three doctoral programs without changing our classification, and we already have the business doctorate, so It would be best if our doctoral programs reflected our liberal arts mission.
Aggarwal: expressed concerns about finite faculty resources, given the time/effort/expense of mentoring a doctoral student at a time when many departments struggle to meet needs/commitments in the day school.
Riley: expressed additional concern about the classification of our school; this absolutely must be clarified in official terms before this decision is made.
Richards: discussed differences in the revenue/business models for the different schools (Holt vs. Day School).
Jones: are faculty teaching in the MLS program on load? Lancaster: Some are, some are not.
G. Cook: looking at the Georgetown model for this program, the 36 credits are distributed much differently than our model. Could our program permit long-term independent study? What is the distribution between the DLS, other distributional courses, and independent study courses? Lancaster: plans to change the prefix on all courses to a more general designation so courses could be used for either the Masters or doctoral studies
Riley: The NSF and other funding agencies, which are crucial to funding undergraduate research education in the sciences (including, currently, Dr.

Tom Moore's lab), define a PUI not by the number of graduate programs but as graduating fewer than a certain number of doctoral students per year, and adding this program will likely push us near/at this boundary because it is not clear that there is any sort of restriction on the business program. This begs the additional question of whether the business enrollment should be regulated in some way. The consequence in the conversion out of PUI status could be loss of most/all outside funding opportunities for science faculty.

Jones: what is the value added for five students per year?

Motion: AAC will pass this draft proposal on to the executive committee and possibly to the whole faculty for a future decision. Paper ballot: YES: 6 NO: 4 Abstention: 1 Motion passes.

2. Change the title of the CR/NC policy:

J. Cavanaugh: described current policy (see attachment for detailed outline).

Two proposals:

1. New name for the policy: "one-time end-of-term credit/no credit" Almost half of Academic Appeals take advantage of the policy term "late," so clarification of the name should clarify the intention of the policy.

Jones: proposed "one-time last-day-of-classes credit/no credit"

McManus: suggests making communication about the definition of the last day of class very clear.

Motion: Allowing the friendly amendment to the motion to approve a name change of the policy to "one-time last-day-of-classes credit/no credit"

Unanimous approval.

2. Change of the policy:

Walsh: presented an example of a recent student student who had to be advised to deliberately fail a course to receive "no credit" so s/he could repeat the course for a grade to complete the major. AAC passed an update of this policy, and the EC completely reversed this recommendation (see supporting documentation for all information and details. However, the EC recommendation has conflicts with financial aid and athletic eligibility.

Briefly, re-taking a course and replacing it has retroactive consequences.

Thus, the EC recommendation cannot work.

Kodzi: it is important for AAC to get a new proposal so AAC can revisit this discussion and bring something more productive to the faculty as a whole after a discussion within the committee.

A general request for a new proposal with new solutions should be brought to AAC in a future meeting. Until then, the current policy must stand.

IV. New Business:

1. Proposal for a Cultural Anthropology Minor (Rachel Newcomb)

A four-fields approach within the department offers classes in four sub-fields, which is a unique opportunity at such a small school. The major requires students to take courses in all fields, but the minor is inherently skewed due to the limited number of courses. Recent student interest suggests that INB/IR majors (in particular) would benefit from a cultural anthropology minor. See attached proposal for details and more rationale.

J. Cavanaugh: would this replace the other minor? NO—this would be in addition to the existing minor. Further, the ANT courses in this elective would most likely be approved by Modern Languages for the Foreign Language substitution requirement because Modern Languages has approved the INB area electives for substitutions and these course are similar or overlap.

Jones: The structure of the minor adds up to seven courses, not six. Key amendment: to TWO electives each at the 200 and 300 levels.

Motion to endorse a proposal for a minor in cultural anthropology: G. Cook (2nd Aggarwal); unanimous approval.

Chris McManus: Students are concerned about loss of Bloomberg terminal, which had been funded by Crummer (who decided not to renew it).

Kozi: discussions are happening among faculty, and the result is not clear

J. Cavanaugh: this is financial issue

V. Announcements

none

VI. Adjourn

Current wording on the CR/NC form with the problems highlighted:

Students may exercise a one-time option of Late Credit/No Credit. In this option, students are permitted to declare a class Late Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins. Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Courses for which students receive a 'CR' grade may not be repeated for letter grades. If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected.

The problem:

In order to protect their major GPA, students utilize this option for courses within the major. A NC grade is the only way to repeat the course and therefore use it toward a required course within the major. Furthermore, since a NC will not fulfill major requirements, it is a valid option. In light of this wording, students who utilize this option for a course within the major MUST deliberately fail the course to receive a NC and retake it later for a grade.

We see this occur when premed students are trying to protect their GPA, and even if they are on a trajectory to pass the course with a C- or better, will not take a final exam to make sure that they can fail and that a C- (or higher) does not factor into their GPA. They then repeat the course the next time it is offered, sometimes taking up a valuable seat.

The solutions:

1a. Change the wording to read, "**Courses taken under this option may be repeated for letter grades.**" In this way, students can retake a course for which they receive a CR for a higher grade without having to fail the course. If the course is required for the major, the student may still repeat the course

for a letter grade if the department will not accept CR grades for those courses. The CR will not impact their GPA.

1b. Remove this statement, “Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements” and change the wording to read, “**Courses taken under this option may be repeated for letter grades.**” In this way, students can retake a course for which they receive a CR for a higher grade without having to fail the course. The CR will not impact their GPA, and like internship credits (which are used in many majors) will count toward fulfillment of the major, minor, or general education requirements.

What last year’s AAC voted for:

2. Change the wording to read, “**Courses for which students receive either a NC or CR grade may not be repeated.**” In this way, it is in a student’s best interest to decide whether to continue to invest in the course or to abandon it. However, the inability to repeat the course means that a student must complete the coursework and have their major or minor GPA affected if they use this option for a course in their major or minor. If this is the only course that fulfills a particular major requirement, for example, a student must complete the course to the best of their ability, only repeating the course if they do, in fact, fail it. For general education requirements, students may be able to find enough diverse offerings, that this is unlikely to have much of an impact if they are unable to retake the exact same course.

Current policy			
Required course for the major	CR earned	Student cannot retake class; student cannot complete major (or has to have a special exception/appeal)	Students are encouraged to fail the class in order to retake it.
	NC earned	Student can retake the class for a letter grade in a later semester to complete the major	
AAC proposed new policy			
Required course for the major	CR or NC earned	Student cannot retake class; student cannot complete major (or has to have a special exception/appeal)	Students cannot use this for required core courses and must take a hit to their major GPA, change majors, or find another core course that will fulfill that requirement
EC proposed new policy			
Required course for the major	CR or NC earned	Student can retake the class for a letter grade in a later semester to complete the major	Financial aid problems, seat problems

Proposal for a Minor in Cultural Anthropology

Faculty Members Scheduled to Regularly Teach in Minor: Gay Biery-Hamilton, Rachel Newcomb, Ashley Kistler, Robert Moore, Carol Lauer, Jonathan Walz

Departments/Department Chairs Supporting this Minor: Anthropology, Environmental Studies, International Business, International Relations (pending)

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 Concerns:

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 core courses drawn from the Department of Anthropology. Students would be required to take 2 electives at the 200 level and 3 electives at the 300 level. It would include multiple electives and study abroad opportunities.

Proposed core courses:

ANT 200 – Cultural Anthropology
ANT 351– Language, Culture & Society

Proposed elective courses:

ANT 205 Topics: Culture and Environment
ANT 277 Women & Gender in the Middle East and North Africa
ANT 255 Middle East Culture
ANT 252 Cultures of China
ANT 201 Cultures of the Caribbean
ANT 202 Foundations of Latin American and Caribbean Culture and Society
ANT 207: Anthropology of Modern Africa

ANT 303: Women's Global Health
ANT 306: Medicine and Culture
ANT 350 Anthropology of the Family
ANT 361 Anthropology and the Environment
ANT 365 The Real and the Supernatural in Latin America
ANT 355 Middle East Film & Culture
ANT 317 Anthropology & Global Problem Solving
ANT 319 Anthropology of Globalization
ANT 302 The Maya
ANT 305 Murder, Memory, and Maya

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.

ANT 205 Topics: Culture and Environment: What makes some human societies conserve natural resources, and others overuse them to the point they threaten their own survival? What were the big revolutions in human history that led to major changes in the way to relate to our physical environment and to each other? Where are we going now? This course will examine human history from an anthropological perspective, with a focus on our relationship with our environment.

ANT 361 Anthropology and the Environment: In this course we will examine some impacts that we, human beings, have had on the physical environment, beginning with the “invention” of agriculture. However, the focus of our study would be on more contemporary human-environmental relationships, including our impact on climate, water and major ecosystems. We will also examine some of the consequences of human-induced alterations to the environment.

ANT 365 The Real and the Supernatural in Latin America: This course examines the relationships between people’s belief systems and the technological, economic, social and political components of their cultures. We will explore the ways in which people of different cultures cope with the unpredictability of everyday life during normal times and those of rapid culture change. The course will focus on the folklore traditions in Latin America of the supernatural, and include such topics as: syncretism of the Catholic Church and indigenous New World and African religions; the social conditions under which incidences of witchcraft increase; the uses of myth, magic and ritual; ritual sorcery among tropical groups; and shamanism and healing.

ANT 207: Anthropology of Modern Africa

This course emphasizes human themes and cases from Africa since WWII. In what ways do Africans mediate ‘tradition’ and change in the last half century? What is the character of African thoughts, beliefs, and values in a world so influenced by wage labor, worship, and popular culture? What impacts do the political-economies and cultures of the international community have on Africa and Africans and vice versa, and how do Africans filter these relationships through African lenses? Adaptation, resilience, and cultural expression are of particular interest.