

11-6-2014

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, November 6, 2014

Arts & Sciences Executive Committee

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**EXECUTIVE COMMITTEE MEETING**  
**November 6, 2014**  
**Agenda**

**12:30 in CSS 167**

**Lunch will be served**

- I. Call to order**  
Carol Lauer
  
- II. Approval of minutes from 10/23/14**  
Thomas Ouellette
  
- III. Reports**
  
- IV. Old Business**
  
- V. New Business**
  - a. Distance Learning (AAC)  
(see attachment 1)
  - b. Certificate Program in Liberal Studies  
(see attachment 2)
  - c. Minor in Cultural Anthropology  
(see attachment 3)
  
- VI. Adjournment**



**ROLLINS**  
**EXECUTIVE COMMITTEE MEETING**  
**November 6, 2014**  
**Minutes**  
**Approved**

**PRESENT**

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Carol Lauer, Thomas Ouellette, Craig McAllaster, Carol Bresnahan, Bob Smither (excused), Jill Jones, Don Davison, Fiona Harper (excused), Derrick Paladino, Elise Ablin (excused). Guests: David Richard, Meribeth Huebner, Patricia Lancaster.

**CALL TO ORDER**

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Carol Lauer called the meeting to order at 12:39 PM.

**APPROVAL OF MINUTES FROM 10/23/14**

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EC unanimously approved the minutes from the 10/23/14 meeting.

**REPORTS**

**PRESIDENT**

Carol Lauer

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We are collecting clickers for try for voting at the next faculty meeting.

Lauer said they were pleasantly surprised at the quality of the applicant pool for the search for a new president. Applications are being accepted through November.

Ilan Alon submitted a proposal asking A&S faculty to endorse a plan for resolving the INB/BSE issue. McAllaster said he is compiling a series of options for faculty to review. It was suggested these options be presented at an all-faculty meeting.

**FSC**

Donald Davison

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Faculty have voiced concerns regarding the doctorate of liberal studies proposal. Science faculty are concerned if we offer too many doctorates this will change our classification for NSF funding. McAllaster said we do not want a lot of doctorate programs and questioned whether we really want to do more than one.

**PSC**

Fiona Harper

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**PSC Report to EC on November 5, 2014** (report sent via e-mail)

Since the last EC on October 23, 2014, PSC has met once. On November 4, 2014, PSC met to discuss two items.

### **Advising and PTE**

On behalf of the 2013/2014 ad hoc committee on advising, Dr. Claire Strom submitted to PSC revised language for the option to formally include advising in the PTE process. Following a discussion with Associate Dean Cavanaugh, it was concluded that PSC is not the appropriate avenue to pursue this proposal and instead the Dean of A & S will take the lead. The revised language was forwarded to Associate Dean Cavanaugh and is also included in the minutes of PSC for 11/4/2014.

### **Finalization of revised language for Collaborative Scholarship**

Dr. Chris Fuse brought to PSC the revised language to be included in this year's Faculty-Student Summer Collaborative Scholarship program application. Specific language addition to the guidelines PSC offered and approved by Provost Bresnahan:

"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."

"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."

Further, the Provost and the Director of Collaborative Scholarship proposed the letters of denial should include the reasons why the proposal did not meet the standards for acceptance. PSC agreed to this proposal and folks seeking further details regarding the denial of acceptance are to be directed to contact the chair of PSC.

### **Upcoming meeting agendas:**

November 18, 2014: Following the request by Dexter Boniface at September 18, 2014 A & S Faculty meeting, PSC has requested Ashley Kistler, Chair of the Internationalization Committee, meet with PSC to discuss whether this committee should be codified in the By-Laws as there is a lack of transparency as to the composition of the committee, how the committee is formed and what are the duties and charged of the committee.

### **NEW BUSINESS**

#### **Certificate Program in Liberal Studies**

Patricia Lancaster

**(see attachment 1)**

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The program will provide better preparation for students completing the MLS degree and have a desire to teach at the college level. Students will leave with a MLS degree and a certificate in teaching humanities. The certificate program requires 20 credits and includes two foundation courses that help prepare students for teaching and talks about different modalities of teaching. Ryan Musgrave will teach the interdisciplinary studies course. Jeffrey Kissinger, a full-time staff member in Holt who holds a doctorate, knows the most about teaching modalities and is a candidate for teaching the other foundation course. Lauer asked what the demand will be for this program. It's hard to say at this time. Bresnahan asked if a needs assessment has been conducted and Davison asked about the typical size of an entering class. A needs assessment

has not been conducted, but students have had to justify how the MLS curriculum is a good basis for teaching humanities. This program would give them that extra teaching credential. Typical entering class size is 23 students. Enrollments have been down the past couple of years to 12-13 students, but Holt has developed an extensive marketing plan to get enrollments back up. Adding this certification would help make the MLS program stand out.

The cost of the MLS certificate program is negligible: two stipends for faculty to prepare the two new courses required.

The motion passed unanimously to present this program to the full faculty.

### **Distance Learning**

David Richard and Meribeth Huebner

**(see attachment 2)**

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The Holt School proposes a three-summer pilot program for distance learning followed by assessment. Rollins is losing money when students take courses elsewhere during the summer. By offering courses online we can recoup those monies and ensure the quality of the courses students take during the summer. Davison asked what the plan is at the end of three years. Faculty may be concerned that by approving this program they would be implicitly approving online courses in fall and spring terms. AC believes it's worthwhile to initiate a conversation about distance learning with the full faculty. Lauer stated the proposal must be very narrowly constructed and make it clear that this is a pilot.

Richard said that the distance learning proposal will be "part of a bigger plan to rethink Maymester and Summer offerings." Lauer suggested that Richard and the committee select faculty who will develop the distance learning pilot courses.

### **Minor in Cultural Anthropology**

Jill Jones

**(see attachment 3)**

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AAC received a proposal for a minor in cultural anthropology. The minor consists of six courses with two core courses. This program would give students the opportunity to focus on culture courses. It helps the department and provides students with an opportunity they didn't have before.

The motion passed unanimously to present the proposal to the full faculty.

### **ADJOURNMENT**

Carol Lauer

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Lauer adjourned the meeting at 1:48 PM.

## ATTACHMENT 1

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 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.

PROPOSAL FOR  
ROLLINS SUMMER ONLINE  
HAMILTON HOLT SCHOOL

The Hamilton Holt School proposes a pilot program for distance learning to occur over the following three summers with appropriate assessment and follow-up.

Many of our day students return home for the summer and complete undergraduate courses at local universities or community colleges. Course credit is then transferred back to Rollins College. This practice:

1. **has no quality control** – we do not know the quality of the courses that students are taking over the summer;
2. **results in lost revenue** – when students are paying tuition elsewhere and transfer those credits back to Rollins, there is no revenue generation for the college;
3. **opens the door for low quality online teaching to be granted credit for a Rollins degree** – because transcripts generally do not indicate which courses are taught online and which are face-to-face, it is possible for students to transfer in credit earned through low quality online courses delivered elsewhere;
4. **discourages retention** – when students take courses elsewhere that can be transferred for credit anywhere, it implicitly encourages them to consider other schooling options.

**We propose the following:**

1. For three consecutive summers, deliver a summer online pilot program consisting of courses delivered in a low residency format;
2. By low residency, we mean that the course would meet on campus once prior to summer break for orientation. The rest of the course would be delivered via a learning management system (e.g., Blackboard);
3. Courses would be taught by Rollins faculty (e.g., tenured, tenure track, visitors);
4. All instructors in the summer online program would complete the college's blended learning training with additional training in distance learning;
5. Courses selected for instruction during summer online would be those that are most likely to be transferred in by students (we have already conducted this analysis) or which could apply to general education requirements (and are in demand by all students);
6. Both day and evening students would be eligible to register for Rollins Summer Online Courses;
7. Holt School staff will prepare annual reports for a three year period to assist faculty in reviewing program outcomes.

**Considerations**



1. The Holt School currently offers summer school courses in six-week and twelve-week formats. Consolidating all summer school offerings in Holt makes good administrative sense;
2. The faculty may wish to consider the effect Rollins Summer Online would have on Maymester and whether Rollins Summer Online and Maymester should merge (and which unit would be responsible for offering the courses). We have proposed that the Holt School manage Rollins Summer Online because Holt has over two decades of experience running summer courses and the administrative oversight and expertise to conduct program evaluation. Holt can also manage issues related to SACSCOC standards regarding accreditation and distance learning courses;
3. The faculty may wish to consider creating an AAC subcommittee that coordinates course offerings and assessment oversight for the three year test period. If Rollins Summer Online is administered by the Holt School, then Holt School staff would work with the subcommittee to execute planning and assessment and prepare annual outcome reports for the faculty that would include the following analyses:
  - a. Course evaluations
  - b. Student grading distributions and comparison to face-to-face offerings
  - c. Qualitative student feedback
  - d. Qualitative faculty feedback
  - e. Revenue analysis and effect on college of reduced transfer credits

## **Effects**

We expect Rollins Summer Online to have the following effects:

1. Reduce by half the number of transfer credits from summer courses accepted by Rollins from other schools;
2. Increase quality control by ensuring students are taught by Rollins faculty in a high quality distance learning format;
3. Recoup over \$150,000 per year in revenue lost to summer transfer credits (an amount equivalent to paying for all summer professional travel expenditures);
4. Increase student retention by keeping students in contact with their faculty and peers over the summer while earning credit hours that count toward Rollins matriculation;
5. Result in summer teaching opportunities for faculty to supplement their incomes.

Thank you for considering this proposal.

David CS Richard, PhD  
Dean, Hamilton Holt School

## **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.