

4-16-2015

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, April 16, 2015

Arts & Sciences Executive Committee

Follow this and additional works at: [http://scholarship.rollins.edu/as\\_ec](http://scholarship.rollins.edu/as_ec)

---

### Recommended Citation

Arts & Sciences Executive Committee, "Minutes, Arts & Sciences Executive Committee Meeting, Thursday, April 16, 2015" (2015). *Executive Committee Minutes*. Paper 154.  
[http://scholarship.rollins.edu/as\\_ec/154](http://scholarship.rollins.edu/as_ec/154)

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact [rwalton@rollins.edu](mailto:rwalton@rollins.edu).



**EXECUTIVE COMMITTEE MEETING**  
**April 16; 2015**  
**Agenda**

12:30 in CSS 167  
Lunch will be served

- I. Call to order**  
Carol Lauer
- II. Approval of minutes from 4/2/15**  
Thomas Ouellette
- III. Reports**
  - a. The Salary Study (F&S)
  - b. Changes to Grant Proposal Form (PSC)
- IV. Old Business**  
None
- V. New Business**
  - a. Credit Hour Statements (AAC)  
(See Attachment #1)
  - b. Salary Study Plan (F&S)  
(See Attachment #2)
  - c. New CMC Minor  
(See Attachment #3)
  - d. New History Minor  
(See Attachment #4)
  - e. Next Year – advice for new chairs
- VI. Adjournment**



**EXECUTIVE COMMITTEE MEETING**

**April 16; 2015**

**Minutes**

**Approved**

**PRESENT**

---

Carol Lauer; Thomas Ouellette; Bob Smither; Don Davison; Derrick Paladino; Fiona Harper; Jill Jones; and Elise Ablin  
Guests: Susan Lackman; Dexter Boniface; Dana Hargrove; Richard Lewin; Toni Holbrook; Emily Russell; and Lisa Tillmann.

**CALL TO ORDER**

---

Carol Lauer called the meeting to order at 12:29PM.

**APPROVAL OF MINUTES FROM 4/2/15**

---

EC unanimously approved the minutes from the 4/2/15 meeting.

**REPORTS**

**F&S**

Don Davison

---

Davison presented the faculty salary study to Executive Committee (EC). The study compares Rollins to 83 other institutions and examines issues related to compression; inversion; gender inequity in salaries; and the effect of market forces. The report will be distributed ahead of the next faculty meeting and emailed to incoming President Cornwell.

**PSC**

Fiona Harper

---

Harper presented changes to the existing grant proposal form. The EC voted unanimously to accept these changes. The new form will be voted on by the full faculty at the 04/24/2015 A&S faculty meeting.

**OLD BUSINESS**

None

**NEW BUSINESS**

**CREDIT HOUR STATEMENTS**

Jill Jones

[\(See Attachment #1\)](#)

---

The EC discussed the credit hour policy and the concerns outlined by the SACS accreditation team, specifically regarding Rollins' long-standing policy of assigning 4 credit hours to classes that meet for 150 minutes per week. Dean Bob Smither suggested modifying the proposed policy. Smither characterized as "onerous" the assignment of the task reviewing syllabi to Department Chairs,

particularly for academic Departments that offer 100 or more courses per year. He recommended the wording of the policy be changed to something like, “syllabus review will be conducted by department chairs *or by a departmental committee of tenured faculty members*. The EC approved the policy statement with changes.

Harper said the proposed credit hour statement for *syllabuses*—apparently the plural of syllabus, who knew?—does not take into account 6-hour lab courses. Lauer distributed a revised statement that addresses this issue. The EC discussed further wording changes and the two revised statements will be presented to the full faculty at the 04/24/2015 A&S faculty meeting.

### **SALARY STUDY PLAN**

Don Davison

[\(See Attachment #2\)](#)

---

Davison presented the rationale for the faculty salary study. The EC discussed the need to standardize which administrator will be responsible for conducting subsequent studies, and to regularize how often such studies are undertaken, and what data will be measured/compared. The EC decided that the Dean of Arts and Sciences would be responsible for conducting the study every five years. The EC approved sending the resolution to the full faculty at the 04/24/2015 A&S faculty meeting.

### **NEW CMC MINOR**

Jill Jones

[\(See Attachment #3\)](#)

---

Jones reported that the Academic Affairs Committee (AAC) voted unanimously to approve the new Critical Media and Cultural Studies (CMC) minor. The minor includes core courses plus three electives and will not require the addition of new faculty. The EC approved the minor and Tillmann will present the minor to the full faculty for approval at the 04/24/2015 A&S faculty meeting.

### **NEW HISTORY MINOR**

Jill Jones

[\(See Attachment #4\)](#)

---

Jones reported briefly on a proposed new History minor; she said that the proposal does not contain a rationale for the requested changes and will be sent back to the Department for revision.

### **ADJOURNMENT**

Carol Lauer

---

Lauer adjourned the last Executive Committee meeting of the 2014-2015 AY at 1:51PM.

**ATTACHMENT 1**

Proposed syllabus statement

All syllabuses (with exceptions noted below) must contain the following statement:

**Credit Hour Statement.**

Rollins College offers four-credit-hour courses. The value of four credit hours accounts for work expected of enrolled students. Classes typically meet three hours per week. Faculty require that students undertake at least nine hours of outside work per week, averaged over the course's duration and equaling at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc.]:

For courses that meet for more than 3 hours a week the expectation is that class time and outside work will occupy at least 12 hours a week in total. Faculty must include a statement in their syllabi, comparable to the one listed above, that indicates how these hours will be allocated.

ATTACHMENT 2

**FINANCE AND SERVICE RESOLUTION REGARDING FACULTY SALARIES**

*The Finance and Services Committee recommends that the Dean of Arts and Sciences; in consultation with the appropriate faculty leadership; conduct a comprehensive review of faculty salaries every five years. The study should include but is not limited to the following: the presence of inversion; compression; or gender in-equities; and a comparison of Rollins' salaries to an appropriate group of institutions. The first study should be completed and ready for dissemination before October 1; 2015.*

Approved unanimously by AAC at their 4/14/2015 meeting

## NEW CMC MINOR

### RATIONALE FOR MINOR IN CRITICAL MEDIA AND CULTURAL STUDIES

- CMC offers students a unique combination of research; theory; and media production.
- A CMC minor will offer additional students interested in media communications hands-on learning grounded firmly in the liberal arts and in public interest values.
- Additional focus on media and culture dovetails with any A&S or CPS major.
- Drawing from the Humanities; Social Sciences; and Fine Arts; CMC's interdisciplinary courses and faculty reflect and advance the general education integrative learning competency.
- The overwhelming majority of programs at Rollins serve students through opportunities for both a major and a minor.
- With new majors becoming available; students have more choices than ever. A student who may not have time/space to major (or double-major) in CMC may have time/space to complete the minor.
- "Butts in seats": the rFLA curriculum is already and will continue to reduce the average class size of many courses.

### DESCRIPTION OF MINOR IN CRITICAL MEDIA AND CULTURAL STUDIES

Active; responsible citizenship and civic participation are the core of Critical Media and Cultural Studies (CMC). This program exposes students to the world's most pressing challenges—for example; climate change; war; mass incarceration; and economic inequality—and helps them envision and enact strategies for change.

Our major and minor investigate: what forms of media and culture facilitate and undermine our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo and at whose expense? CMC aims to cultivate a community of intellectually curious; socially aware; and politically engaged citizens who can both critically read media and cultural texts and produce evidence-based arguments in oral; textual; and mediated forms.

#### Requirements:

- CMC 100: Media and Cultural Studies
- CMC 200: Researching Media and Culture
- CMC 300: Critical Frameworks for Contemporary Culture
- 3 CMC-prefix electives; including 2 at the 300-level or above<sup>1</sup>

---

<sup>1</sup> At the CMC department chair's discretion; 1 CMC-congruent course taught outside the department may count toward the minor.

## CORE COURSE DESCRIPTIONS

### CMC 100 Media and Cultural Studies

We are immersed in media and culture that profoundly shape our lives; often in ways we don't even notice. This course examines the impact of media and culture on how we see ourselves; other people; social groups; and the world. We analyze how forms of culture and media reflect; reinforce; and potentially transform structures of power and inequality; and how they serve and fail to serve the public interest. Our goal is to be more active; effective; and critical consumers and producers of media and culture. The course includes a lab to build competency in photo; sound; and video editing.

### CMC 200 Researching Media and Culture

What issues keep us awake at night? How might we address pressing challenges like climate change; war; and economic inequality? What separates assumption; belief; and knowledge about those challenges? How can we best translate knowledge into evidence-based arguments? This course explores multiple ways of researching culture and media. Each of us undertakes a project on a topic of our choosing; bringing together both background (library) research and original research. The 1-credit lab builds information literacy; helping us find; evaluate; and synthesize information from multiple reputable sources. Prerequisite: CMC 100 or consent.

### CMC 300 Critical Frameworks for Contemporary Culture

What is reality? What is truth? What is history? Who gets to decide? Through reading critical and cultural theory as well as discussion and writing; we will examine through multiple lenses cultural texts such as mainstream and independent news media; cinema; TV; music; and social media. Prerequisite: CMC 100.

## ELECTIVE COURSE DESCRIPTIONS

### CMC 110 Digital Storytelling

More and more; the stories we tell are digital; and *you* can have the skills to tell them! This course centers on multimedia expression. We will study the ways stories convey who we are and how we understand others and our world. Then we will practice telling evocative; creative; powerful stories that connect personally significant aspects of ourselves to important issues in the world. Projects will include a photo essay; short audio documentary; and short video.

### CMC 220 Writing Lives

The title of this course has at least two meanings; and we will explore both. We will become more introspective about our *lives* as *writers*; and we will *write* creatively; analytically; and ethically about *lived experience*; our own and that of others. This class is for those who yearn to read and write in order to understand and bring meaning to their life journey.

### CMC 250 Topics in Critical Media and Cultural Studies



### CMC 310 Media; Peace; and Justice

How can we use media as tools for change? How can we raise consciousness; our own and others'; then translate that into action? In this course; we not only study media but also engage in hands-on learning; developing and applying our talents to the pursuit of peace and justice.

### CMC 320 Political Economy of Body and Food

What's wrong with the ways we relate to our own bodies; to others' bodies; to eating; and to food-- and what can we do about it? This course examines the political and economic interests behind body and beauty ideals; body image; body dissatisfaction; eating disorders; steroid abuse; our cultural fear and hatred of fat; and weight-based prejudice. We also explore inequalities related to the current food system; including work conditions in agricultural industries; hunger and food insecurity; the cost of nutritious food; and the treatment of animals.

### CMC 325 Incarceration and Inequality

The U.S. incarcerates more people than any other country. Class; race; nationality; and sex profoundly affect a person's interactions with official "justice" systems; influencing who gets stopped; patted down; searched; arrested; and/or charged; who receives what kind of legal representation (if any); who is prosecuted; pressured to plead guilty; and/or convicted; who does time and how much. This course examines ways privilege and inequality manifest in; for example; the War on Drugs; the militarization of policing; prison privatization; solitary confinement; the death penalty; and extrajudicial imprisonment; torture; and killing.

### CMC 350 Topics in Critical Media and Cultural Studies

NEW HISTORY MINOR

**Minor Map: History** **Effective Fall 2012**

Six (6) courses are required, three (3) at the 300-400 level.

**MINOR REQUIREMENTS**

Six (6) courses are required, three (3) at the **300-400 level**, two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

Semester	Courses	Grade	G.E.*
_____	HIS _____	_____	_____
_____	HIS _____ <i>300-400 level</i>	_____	_____
_____	HIS _____ <i>300-400 level</i>	_____	_____
_____	HIS _____ <i>300-400 level</i>	_____	_____

**GEOGRAPHIC CONCENTRATION**

Two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

Geographic Area	Course	Grade	G.E.*
_____	HIS _____	_____	_____
Geographic Area	Course	Grade	G.E.*
_____	HIS _____	_____	_____

Name _____	Date _____
------------	------------