

9-11-2014

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, September 11, 2014

Arts & Sciences Executive Committee

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**EXECUTIVE COMMITTEE MEETING  
SEPTEMBER 11, 2014  
AGENDA**

12:30 -1:45 P.M. in CSS 167

Lunch will be served

I. Call to order

II Approval of Minutes from 09/04/ 14

III Reports

IV Old Business

V New Business

a. Athletes in good standing (AAC) (Attachments 1, 2 & 3)

b. Policy on PE instructors (AAC) (Attachments)

c. Statement on Office Hours (PSC) Attached

d. Approval of calendars

e. Agenda for 9/18 A&S Faculty meeting (attached)

V Adjournment



**Executive Committee Meeting**  
**September 11, 2014**  
**Minutes**  
**Approved**

**PRESENT**

Thomas Ouellette; Carol Bresnahan; Don Davison; Derrick Paladino; Fiona Harper; Elise Ablin; Jill Jones; Toni Holbrook; Joan Davison; Carol Lauer (excused)

**CALL TO ORDER**

12:35 p.m. by Thomas Ouellette

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**I. APPROVAL OF MINUTES FROM 09/04/2014**

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EC unanimously approved the minutes from the 09/04/2014 meeting, with minor corrections.

Request for reports by Chairs from standing committees be sent to secretary prior to EC meetings. Ouellette then began with the reports from the committee chairs.

**II. REPORTS**

**Vice-President of A & S**

Thomas Ouellette

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Presidential Search committee has met twice this semester, on 09/09/2014 and 09/10/2014. Ouellette reports that there was a “very good discussion that was thorny, but civil.” Thorny because the committee has to address the difficult question of “How do you recognize where we are, without leading with the issue of recent history?” The Search Committee discussed what issues the new president will face if appointed and what a candidate will face during the on-campus visit. Some members of committee hope that past history will be contained. The committee does, however, recognize this is unlikely to happen and that the candidate will likely already be knowledgeable about recent events on Rollins campus. The dialogue with the candidates will likely include discussions about these events.

**AAC**

Jill Jones

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AAC had its first meeting on Tuesday September 2, 2014 and discussed three items:

1. AAC approved the academic calendar.
2. Requests from the Honors Academic Council. On behalf of the HAC, Drs. Rachel Newcomb and Chris Fuse requested that Honors In the Major Field (HIMF) and the Honors Degree become uncoupled. Complications in particular majors [sciences] have arisen because of the coupling, with some students unprepared for aspects such as in-depth laboratory research. AAC approved the uncoupling, with the provision that there be a faculty member from the student’s major department on the student’s Honors Degree committee. AAC does not believe this change to the Honors Degree program needs to go to the

full faculty, indeed there was discussion by EC members that they were unaware that HIMF and the Honors Degree had become coupled in the first place. This item will be voted on at the next EC meeting.

Honors also proposed that the numbers of the courses be realigned with the neighborhood. AAC passed this proposal.

3. AAC's final issue was student athletes affected by NCAA rules. See new business.

## **F & S**

Don Davison

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F & S had its first meeting on Tuesday September 9, 2014. Three items were discussed in detail:

1. Guidelines for course release policy. President McAllaster is planning to meet with F & S to develop guidelines for course release policy. Provost Bresnahan reports that the number of faculty course releases is very high at 27 FTE. What this number represents is unclear to the F & S committee, thus they developed a list of questions for clarification which will be asked of President McAllaster when he attends F & S.

2. F & S would like a review conducted of faculty salaries for compression, inversion and gender equity. According to Provost Bresnahan, the data needed for this review exist in the HR office. In 2008, this review was conducted by the Dean's office, but since then reporting lines and responsibilities have changed. A request needs to be made to HR in order to conduct this review. Davison (Don)'s emails to HR have not yet received reply.

3. Student representatives on F & S have concerns about Food Service. Pat Schoknecht will be attending an F & S meeting in November to discuss these issues. Specific concerns expressed by the students were: that the cost is too high; the quality of the food is low; the money for food is non-refundable; that there is only one size mealplan for students living in the dorms. An additional concern brought up by Ablin in EC meeting was the \$200 "plate breakage fee that is non-refundable. What you pay into your mealplan is not what is received on debit card." According to Ablin, the meal plan costs are "\$2775 per semester, but the amount available to spend on food is \$2000 per semester." Students are unclear as to where some of the money they spent on their mealplan goes when it is not going towards food. A final concern is the price of goods in the C-store and that groceries are not sold at a reasonable price. Holbrook suggests F & S investigate the possibility of multiple franchises on campus.

Davison (Joan) suggests this issue is related to cost of attendance: "The value of the money plan [in part] determines the value of the athletic scholarships. A scholarship cannot be more than the cost of attendance, which includes average cost of meal plan. This is a particular problem for male athletes."

## **PSC**

Fiona Harper

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PSC held its first meeting on Tuesday September 9, 2014. Two items were discussed:

1. Statement on Office hours. Per a request to PSC last year, PSC is working to develop language regarding office hours to be included in the Bylaws or Faculty Handbook. This statement will include provisions for 4 office hours per week for fulltime teaching faculty, to be held in faculty offices (as opposed to public locations like the library or coffee-shops), and that the office hours be posted outside

faculty offices, where possible. A subcommittee, comprised of Kevin Griffin, Anne Stone, Julia Maskivker, and Eren Tatari, is crafting the language of this requirement and investigating the appropriate location (e.g. Faculty Handbook) and will report back to PSC at the next meeting.

2. Changes to Guidelines for Student-Faculty Collaborative Research Program (SFCRP). Director of the program, Dr. Chris Fuse met with PSC to discuss two questions about the program.

Question 1: Is three years sufficient time to submit a manuscript for publication? Faculty often perform novel research, that and working with undergraduates slow the pace of scholarship. Question 2: Should the SFCRP consider a successful collaboration one in which the student either presents at a conference AND publishes, or presents only at a conference, or only publishes?

The PSC agreed that publication should be the end goal, but that the current assessment criteria were unrealistic. The committee unanimously approved the following language change to the SFCRP guidelines:

“The collaboration should result in, at a minimum, a publishable paper or artistic performance with 5 years, preferably both a publication and a presentation at a professional conference, where appropriate.”

Discussion in EC meeting involved question about how to include summer scholarship for consideration for tenure and promotion (Ouellette), the requirement for publication vs presentation (Jones), and disciplinary differences in participation in program (Davison, Don). Davison pointed out that “students in social sciences students do not reach methodology course until their junior year.” He “encourages the program to consider disciplinary differences and ways to make the program more accessible to faculty outside the sciences.” Additional changes to the guidelines will also include language pertaining to the Academic Honor Code and required ethics training for students whose research project is funded. Dr. Fuse will be presenting the PSC with the language changes to the guidelines in November, after he meets with the Provost for her approval.

## **SLC**

Derrick Paladino

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The first meeting of SLC will be held on September 16, 2014. Paladino reports that the SHIP grant forms have been updated, per EC’s request, and a newer version has additional adjustment. The final version of the new forms will presented to EC at the next EC meeting on October 9, 2014.

## **SGA**

Elise Ablin

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The full SGA senate met for first time on Wednesday September 10, 2014 and is currently comprised of 32 students plus the executive board for a total of 41 students. Fifteen students were present for the meeting regarding the Presidential search. SGA proposes that student-focus groups meet with the Presidential candidates. This will be decided by the search firm.

## **IV. NEW BUSINESS**

### **1. Policy on PE Instructors (Attachments 1 & 2)**

Holbrook reiterates college policy on academic faculty credentialing. With regards to item A, for all undergraduate level courses, if transferable as credit that counts towards a degree, faculty must hold

the terminal degree appropriate for the discipline. In 2013-2014 for SACS accreditation, Holbrook had to produce lists of all courses taught and the credentials of all faculty to ensure we met these standards. This entailed building a roster of ~350 faculty names, some of whom do not hold the terminal degree – a particular problem in athletics. In 2005, the A & S faculty decided to award academic credit for PEA and PEV courses. Since these courses are credit-bearing and transferable, the college is thus obligated to ensure that the faculty teaching these courses have the necessary credentials (terminal degree). When Holbrook started looking at PEA and PEV courses for 2013-2014, many of these courses were NOT taught by instructors with these requirements. As a consequence she had to write 25 exception statements for SACS because most instructors are coaches with bachelor's degrees. Health and Wellness courses are not included here because they are typically taught by faculty with the necessary credentials.

The issue brought to EC by Holbrook is the potential exposure for SACS. Athletics is now building dossiers to substantiate exception statements in preparation for the upcoming SACS visit in March 2014. To reduce this exposure, effective in Spring 2014, PEA and PEV would be NON credit bearing courses, but required as part of the new General Education (Neighborhood) Curriculum. According to Holbrook "We have addressed the issue in the context of compliance, part of addressing is that credit is going to go away. The credentialing issue is moot if the course does not bear credit."

Holbrook wants EC to be aware of this issue and attend to credentialing issues. The contingent faculty hired in individual departments could be problematic. While the college can write exception statements if necessary, the Deans of the College (and the Chairs of Departments) need to ensure that adjuncts hired have the necessary credentials to teach credit-bearing courses.

Where folks like resident artists (as raised by Ouellette) do not necessarily have the terminal degree or make significant contributions to teaching at the college, Holbrook clarifies that the language on the exception statement form reads "outstanding professional experience and/or demonstrated contributions to the field." The term "field" can be interpreted either in terms of teaching or in disciplinary field. As such, resident artists qualify.

Question from Ablin regarding what will happen for students under old General Education curriculum regarding PE courses? Will they receive credit or no credit? There is no clear answer to this question for EC and this needs to be addressed. Jones indicates that students following old catalogues prior to the implementation of the Neighborhood system should be allowed to take PEA and PEV courses for credit.

Davison (Joan) questions how many PE courses are currently taught by adjuncts (necessitating exception statements) as opposed to professional coaches. Holbrook replies that currently 50% of PEA and PEV courses are taught by adjuncts, at least one of whom does not hold even a bachelor's degree. Davison clarifies that historically coaches were made full-time faculty, but there were no adjuncts. She questions the costs of having adjuncts teaching courses like yoga and pilates to the PE program?

Ouellette asks whether Athletics has been asked to clarify the credentials for adjuncts? According to Holbrook, with the move to PEA and PEV courses not bearing credit, this is no longer an issues. Holbrook reiterates that all credit bearing classes need to be taught by faculty that meet credentialing guidelines and the Deans need to have oversight over these hires.

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### **Athletes in good standing (AAC) (Attachments 3, 4, 5)**

Jones introduces the problems with the athletes and the academic warning system pertaining to student status, then yields the floor to Davison (Joan).

According to Davison, the Rollins definition of "Good Academic Standing" requires that the student have a cumulative GPA above a 2.0, AND GPA of last semester also above 2.0 (only recently changed in 2005/2006). Roger Casey (see minutes attached) made the argument that there should be a status called "Academic Warning" for students whose cumulative GPA is over 2.0, but has a semester GPA between 1.25 and 2.0. The problem for athletes is that the Rollins College standard is substantially higher than the NCAA. According to the NCAA, if an institution's standard is higher than the NCAA, then for students to compete, the student must meet the standards set by the college. In the Fall 2014, ~15 students fell into the Academic Warning category, as such they were not in "Good Academic Standing" and thus cannot compete. A possible repercussion for students is that coaches can withdraw scholarships because the student cannot compete. To help the students whose semester GPA was over 1.9, but below 2.0, Davison worked with Mae Fitchett and Associate Dean Jenny Cavanaugh to use late credit/no-credit to be eligible to play.

According to Jones, this situation initiated a proposal to AAC to change the "Academic Warning" status such that it become the lowest tier of "Good Academic standing". At the AAC meeting, Dr. Greg Cavanaugh moved to make "Academic Warning" now a status of "Good Academic standing" on the transcript. This motion was passed unanimously by AAC and pertains to students whose cumulative GPA is above 2.0, and their previous semester GPA is between 1.5 and 2.0. Jones cautioned that this change is coupled with a change such that semester with a GPA below 1.5 would now be on "Academic Probation", not "Academic Warning." Davison (Don) clarified that the result of the change to the "Academic Warning" definition means that this is now an internal warning system. Further, the status of "Academic Warning" does not appear permanently on a student's transcript. The intention of this change is "to retain students and identify problems."

One request from Davison (Joan) is that currently there is no specified program for students with "Academic Warning" status like the contracts and mandatory meetings with Student Success and counselling required for students on "Academic Probation". According to Holbrook, the program for students on "Academic warning" in the past was run by Mae Fitchett, however with the change in reporting lines and position description, there does not appear to be a program currently. Holbrook is in support of the change passed by AAC, but notes that it will be more difficult for the Student Records office to track these students.

The changes to "Academic Warning" status will be brought to the A & S faculty at the October A & S meeting.

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### **3. Approval of calendars (Attachment 6)**

EC unanimously approved the 2016-2017 A&S/CPS academic calendar.

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### **V ADJOURNMENT**

EC Meeting adjournment called at 1:55 p.m. by Ouellette. Agenda items not covered: PSC statement on Office hours, Agenda for 9/18 A&S Faculty meeting

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## ATTACHMENTS

### 1. From Toni Holbrook 9/18/14; Re: Credentialing

“To ensure the highest levels of instructional quality for students,” in spring 2014, appropriate faculty governance bodies for A&S/CPS/Crummer approved College Policy AC 2001 *Academic Faculty Credentialing*. This policy (attached) makes clear the College’s expectations for the academic preparation, training, and/or experience required for full- and part-time (adjunct) faculty by both the College and its accrediting agencies. The policy also states the College’s regional accreditor’s (SACSCOC) requirement that “At least 25-percent of the discipline course hours in each undergraduate major program must be taught by faculty members holding the terminal degree, usually the earned doctorate, in the discipline,” as well as other requirements for graduate-level faculty.

In short, AC 2001 requires (as does SACSCOC and the US Department of Education in relation to transferability of credit) that: “Faculty teaching at the undergraduate level, including general education and all courses intended to satisfy baccalaureate or associate’s degree requirements if transferred, **will hold an earned doctorate or master's degree in the teaching or a related discipline, or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)... . At least 25-percent of the discipline course hours in each undergraduate major program must be taught by faculty members holding the terminal degree, usually the earned doctorate, in the discipline.**”

In completing the faculty rosters required for the College’s reaffirmation of accreditation compliance report, we discovered that the majority of instructors for credit-bearing PEA/PEV courses did not meet the standards articulated above. Exception statements based on “outstanding contributions to the teaching field” were researched and developed for these faculty. These exceptions were communicated to SACSCOC as part of the Reaffirmation Compliance Report, along with information on the A&S faculty’s decision last year to rescind its 2005 decision and make PEA/PEV courses non-credit as part of the rFLA implementation (effective spring 2015).

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### 2. Faculty Credentialing Policy

**Title:** Academic Faculty Credentialing

No: AC 2001

Responsible Office: VP for Academic Affairs and Provost

Next Review: 2018

**Type:** Academic

Approval Date: 3-27-2014

Approved By: Fac Exec Council

Revision No:

#### I. Purpose/Introduction/Rationale

To ensure the highest levels of instructional quality for students, all full- and part-time (adjunct) faculty teaching undergraduate or graduate credit courses at Rollins College must possess the academic preparation, training, and/or experience to teach in an academic setting and meet or exceed the minimum requirements of the College’s accrediting agencies<sup>1</sup>. These standards are in keeping the College’s commitment to its primary mission – educating students for global citizenship and responsible leadership – and the interrelated roles that faculty teaching, scholarship and scholarly endeavors, play in service to that mission and to the College’s commitment to the liberal arts ethos, values, and ideals. Faculty members at Rollins must demonstrate not only mastery in their chosen discipline(s), but also the ability to guide student learning and convey knowledge of their discipline(s) to students.



Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). (2012). *Faculty Credentials*. Retrieved from <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>.

The regional accrediting agency for Rollins College, SACS|COC, provides the following guidance on faculty credentialing. “When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline ... The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, as well as other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its entire faculty.”

Rollins College. (2013). *Faculty of Arts & Sciences Bylaws* (Article VIII, Part B, Section 1 General Criteria). Retrieved from <http://www.rollins.edu/provost/documents/AandSBylaws.pdf>.

## **II. Definitions**

Full- or part-time (adjunct) faculty are defined as instructors of record for credit-bearing traditional classroom courses, laboratories, studios, internships/practica, independent study, thesis or dissertation research and writing, experiential learning, and blended or hybrid learning environments.

A terminal degree is defined as the highest degree awarded in the academic discipline and is most often the earned doctorate, e.g., Doctor of Philosophy (Ph.D. or D.Phil.), Doctor of Education (Ed.D.), etc., but may also be a terminal master’s degree, e.g., Master of Fine Arts (M.F.A.), Master of Library Science (M.L.S.), Master of Social Work (M.S.W.), etc., as recommended by departmental faculty and determined by the appropriate Deans, in consultation with the VPAA and Provost when required.

An official transcript is defined as an itemized listing of courses, credit, and grades attempted/earned or other academic record that includes appropriate institutional indicia or other security features establishing that it is an official document of the issuing institution. All official transcripts or academic records must meet the authenticity criteria established by the issuing institution. An official document must possess all of the following data points: the issuing institution’s official seal; signature of the appropriate authorizing agent, preferably the institution’s registrar; the institution’s official letterhead or stationary; the institution’s watermark or other identifier; and the date of issue.

## **III. Procedure or Application**

### **A. Undergraduate Level Teaching**

Faculty teaching at the undergraduate level, including general education and all courses intended to satisfy baccalaureate or associate’s degree requirements if transferred, will hold an earned doctorate or master’s degree in the teaching or a related discipline, or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

At least 25-percent of the discipline course hours in each undergraduate major program must be taught by faculty members holding the terminal degree, usually the earned doctorate, in the discipline.

### **B. Graduate or Post-Baccalaureate Level Teaching**

Faculty teaching at the graduate and post-baccalaureate level will hold an earned doctorate or other terminal degree in the teaching or a related discipline.

In the Crummer Graduate School of Business, full- and part-time (adjunct) faculty may be either academically qualified, professionally qualified or both. It is assumed that most Crummer supporting faculty will be chosen for their professional qualifications.

Academically Qualified Supporting (Adjunct) Faculty are considered academically qualified if they hold an appropriate doctoral degree and have made intellectual contributions during the past five years as defined in Article VII of the Bylaws of the Faculty of the Crummer Graduate School of Business.

Professionally Qualified Supporting (Adjunct) Faculty are those whose terminal degree is at least at the master's level and related to the area of teaching assignment and they are professionally current in their teaching area. Currency is defined as complying with at least one of the following: (1) current, significant and relevant business position and/or completion of significant business consulting projects; or (2) recent involvement in relevant professional development activities such as membership on corporate boards; publishing in a professional or trade journal, or presenting at a professional conferencing; attending workshops at professional association meetings; and meeting the requirements for maintaining a certification (CPA, CMA, etc.).

### **C. Role of the Deans**

The Vice President for Academic Affairs and Provost of Rollins College has charged the Deans of the Arts & Sciences, College of Professional Studies, Hamilton Holt School, and Crummer Graduate School of Business with responsibility for verification and validation of all faculty credentials. To fulfill this responsibility, each Dean's office shall maintain in faculty files credentialing information required to verify that each faculty member meets or exceeds the qualifications required to teach each course to which s/he is assigned as instructor of record each semester. Such credentialing information will generally comprise a combination of documents including the original terminal degree transcript, curriculum vita, and any exception statements demonstrating outstanding contributions to the teaching field (see item D. Procedure for Teaching without the Terminal Degree, below).

Prior to any full- or part-time faculty appointment at the College, the appropriate Dean shall collect all documents needed to demonstrate that an individual is qualified to teach each of the courses to which s/he will be assigned as instructor of record. Original copies of each of these documents are to be placed in the faculty member's file and held in the Dean's Offices. Deans will work with the department/program chair/coordinator/director, or others (as appropriate), to acquire the documents required for this credentialing process. Transcripts from universities outside the United States must receive: (1) certified English translation and/or (2) evaluation by a recognized, independent, external reviewer, prior to issuance of teaching agreements.

#### **D. Responsibilities of Faculty**

All prospective full- and part-time instructors of record are required to provide Rollins College with original documentation needed to verify teaching credentials at the time of hire. Such documentation includes, but may not be limited to, original transcripts, curriculum vita, supplemental resume materials, all appropriate licenses or certifications, and other verifications of professional experiences needed to establish teaching experience as required. Any cost associated with providing proof of academic credentials, translation, or verification shall be borne by the prospective instructor.

#### **E. Procedure for Teaching without the Terminal Degree**

In cases where an instructor of record does not hold eighteen (18) graduate semester hours in the teaching discipline, exceptional alternative qualifications may be documented to justify a teaching appointment. Departments or programs wishing to appoint as instructional staff an individual who does not hold eighteen (18) graduate semester hours in the teaching discipline must submit to the appropriate Dean a recommendation and completed Faculty Credentials Exception Report (attached) noting outstanding professional experience and/or demonstrated contributions to the teaching field. The following information justifying the applicant's qualifications must be included:

- discipline, employment status (full- or part-time), and name of instructor;
- courses to be taught, level of instruction (undergraduate or graduate), and number of sections to be taught;
- list degrees earned and, using graduate transcripts, the number of semester hours that are relevant to the course(s) assigned;
- detailed alternative qualifications including other degrees and concentrations, certificates and diplomas, professional licensure or certification, special training, documented teaching excellence in the field, honors, awards, special recognitions, publications or presented papers, related work experience, and other documented teaching competencies and achievements that contribute to effective teaching and student learning outcomes.

The appropriate Dean is charged with determining adequacy of exceptional contributions to the teaching discipline when alternate qualifications are used to establish faculty qualifications.

#### **IV. Related Policies or Applicable Publications**

Handbook of the Faculty of the College of Arts & Sciences, Sect. IV, Part C, Personal Record  
Faculty of Arts & Sciences, Bylaws, Art. VIII., Part B., Sect. 3 Specific Criteria for Reappointment and Promotion

Faculty of the College of Professional Studies, Bylaws, Art. III, Part 1 Dean

Faculty of the Crummer Graduate School of Business, Bylaws, Art. IV Types of Faculty and Faculty Qualifications

#### **V. Appendices/Supplemental Materials**

Faculty Credentials Exception Report

#### **VI. Rationale for Revision**

*[not applicable at this time]*

Policy: **Faculty Credentialing** Page 4 of 4 Reviewed/Revised: Rollins College

## FACULTY CREDENTIALS EXCEPTION REPORT

### Teaching Qualifications Compliance Based on Outstanding Professional Experience/Demonstrated Contributions to the Field

<b>Discipline</b>	<b>Teaching Responsibilities</b>	<b>Formal Academic Preparation</b>	<b>Outstanding Professional Experience and/or Demonstrated Contributions to the Field</b>
<b>Full-Time/Part-Time</b>	<i>List catalog title and course number for all courses taught during the most recent academic term. Indicate whether graduate (G) or undergraduate (U) and the number of times taught during the period.</i>	<i>Include most advanced degree, discipline, institution awarding degree, and graduate semester hours [g.s.h.] in teaching field.</i>	

Date Prepared: 9 September, 2014

Form Version 9-2013

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### 3. Report from AAC on Academic Warning status regarding Athletes

AAC passed a motion to Endorse and Approve a change to the academic warning status to keep students on academic warning as students "in good standing," and to change the lower boundary of the academic warning status from 1.25 to 1.5. (Putting those with lower than 1.5 on academic probation.)

The motion passed unanimously, but this issue was considered of enough import to take to the A & S faculty (and should be brought to CPS as well) as a whole.

Joan Davison will hopefully be attending to report some of the problems that have been created for student athletes as a result of our current system.

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### 4. NCAA Division 2 Legislation regarding Academic Good Standing:

**"14.01.2 Academic Status.** To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies, be in good academic standing and maintain progress toward a baccalaureate or equivalent degree. (Revised: 5/12/09)

**14.01.2.1 Good Academic Standing.** To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall be in good academic standing as determined by the academic authorities who determine the meaning of such phrases for all students of the institution, subject to controlling legislation of the conference(s) or similar association of which the institution is a member. (Revised: 5/12/09)"

**14.4.3.2 Fulfillment of Minimum Grade-Point-Average Requirements.** A student-athlete shall meet the "satisfactory completion" provision of this requirement by maintaining a grade-point average that places the individual in good academic standing, as established by the institution for all students who are at an equivalent stage of progress toward a degree. To fulfill the "satisfactory completion" provision of this requirement, a student athlete must achieve the following cumulative minimum grade-point average (based on a maximum of 4.000) at the beginning of the fall term or at the beginning of any other regular term of that academic year, based on the student-athlete earning: (Adopted: 1/14/89 effective 8/1/89, Revised: 1/12/04 effective 8/1/04, 1/9/06)

(a) 24-semester or 36-quarter hours: 1.800;

(b) 48-semester or 72-quarter hours: 1.900;

- (c) 72-semester or 108-quarter hours: 2.000; and
- (d) 96-semester or 144-quarter hours: 2.000."

(Joan Davison's notes: 14.4.3.2 sets an NCAA minimum that all student athletes must meet irrespective of the institution's standard, in other words even if an institution had lower standards for eligibility, the athletes must meet this NCAA minimum standard to be eligible, BUT because Rollins has a higher standard for academic good standing, then per 14.01.2, Rollins student athletes must meet the higher standard.

While all but one Sunshine State school currently use the higher 2.0 cumulative standard, many Division 2 schools use the lowest possible standard. Yet by August 2016, the 2.0 cumulative GPA standard will become the new minimum standard, erasing the current minima allowed in 14.4.3.2. What is exceptional about the Rollins' standard, however, is that its student-athletes must have both a cumulative and term GPA above 2.0 to be in good standing.)

(Student athletes will still be required to have a cumulative GPA of 2.0 and will still be on academic warning. The desired effect is that they will be allowed to continue playing sports and a single weak semester will not be noted permanently on their transcripts.)

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## **5. Minutes from A&S Meetings which address adoption of a new policy on Academic Good Standing and introduce the status of Academic Warning:**

### **Minutes from the introduction of the proposed new policy at the Academic Affairs Committee of 8/25/2005:**

"b) Roger Casey, Dean of the Faculty told us the administration would like to propose changes to the academic probation process. He wanted to inform us about the proposed changes to see what the committee thought about it. We currently have two kinds of probation – 1) regulation probation for students with a GPA under 2.0 in one semester (for first-year students during first-term they are in good standing with a GPA of 1.83) and 2) special academic probation for students who are on probation for two semesters in a row and are subject to dismissal. The administration would like to expand the role of the special academic probation program. Roger suggested that any student who falls below a 2.0 cumulative GPA would go on special probation right away, rather than waiting another semester. This would enable Mae Fitchett, who runs the special probation program at TJ's, to give students who need help sooner with the program. We agreed to look at a formal proposal when the Roger is ready to present it."

### **Minutes from continuation of old business at the Academic Affairs Committee 9/1/2005:**

"Roger Casey reviewed the current academic probation and dismissal processes. He made a formal presentation to the committee about suggested changes to the academic probation and dismissal process (See complete proposal below). The proposal suggests that "good standing" be defined as 2.0 single term GPA and cumulative GPA. The committee voted to accept this change in the definition of academic standing. Under the new proposal, first-year students would be subject to the same "good standing" criteria as other students. The committee spent a long time discussing the suggestion that "those [students] who earn a term average of lower than 1.25 for a second time" would qualify for dismissal. After much discussion, the committee voted to remove this suggestion from the proposal. The committee also voted to use the

language of semester hours rather than number of courses to read as follows: "Students on academic warning or probation are encouraged to enroll in an academic load of sixteen (16) semester hours, minimum. Student on warning or probation must enroll in at least twelve (12) semester hours and may not normally withdraw from a course nor take a course on a credit/no-credit basis." The committee voted to accept the proposal and send it to the executive committee before presenting it to the faculty."

**Minutes of the Executive Committee of 9/8/2005 at which the decision to move the proposal to the A&S Faculty is made:**

"At the next faculty meeting, AAC wishes to present a proposal regarding Academic Probation and Dismissals. The proposal defines what it means to be in good academic standing. Beginning in the Fall Term 2006, students must maintain a cumulative Grade Point Average of at least 2.00 and a single term Grade Point Average of at least 2.00 to be in good standing. The proposal eliminates the regular and special probation appeal process. The proposal defines "Academic Warning" and "Academic Probation" and mandates that all students on academic probation will go through Mae Fitchett's program the following semester. The intent is that students who do not perform effectively in a semester will go through the program and succeed at Rollins.

R. Casey stated that there is 75% success rate of the students who participate in this program. It is estimated that 40-60 students would be impacted per semester. The program will include academic credit. (There is a one hour course on study skills.) If a student goes through the program and then does not turn his/her academic performance around, he/she will be academically dismissed from the College. This proposal is designed to reach students in need earlier and to provide them with a structured framework. The goal of the program is retention. M. Anderson indicated that this is a program that actually pays for itself. P. Lancaster noted that the third paragraph from the bottom should clarify that the proposal should state all "academic" programs. It is conceivable that a student can be enrolled in a non-credit program. Also, the parentheses should be deleted from (including the Holt School). R. Casey clarified the distinction between academic warning and probation. T. Cook asked Mark if the proposal is ready to be taken to the next faculty meeting. He affirmed.'

**Adoption of Policy in A&S Faculty Minutes of September 22, 2005:**

**"VI. Proposal on Academic Standing.**

M. Anderson brought forth a proposal by AAC on academic warning, probation and dismissal. The purposes of the proposal are to increase retention of students, raise academic standards, and streamline the process for academic probation and dismissal. If approved, it will apply only to students in or after the Fall Term 2006.

M. Anderson reviewed the current policy and explained the new proposal. The proposal eliminates the regular and special probation appeal process. The proposal defines "Academic Warning" and "Academic Probation" and mandates that all students on academic probation will go through Mae Fitchett's Learning Strategies program the following semester. The intent is that students who do not perform effectively in a semester will go through the program and succeed at Rollins. There is currently a 75% success rate for those students who complete this program. The motion was made and and it was seconded.

**Discussion:** D. Griffin asked for a definition of academic warning. R. Casey defined this as a classification of a student who is not in good standing and falls between a cumulative grade

point average 1.25 and 2.00 grade point average. J. Siry asked how many students would be affected by this. R. Casey indicated that it is estimated there will be approximately 50 students would be impacted per semester. E. Gregory expressed concern regarding the difficulty of keeping track of the 2.00 GPA within the major. H. Kypraios inquired about special academic probation and M. Anderson clarified that in the new proposal this will be eliminated. B. Levis wanted confirmation on the elimination of appeals and this was affirmed by M. Anderson. M. Stewart asked about the role of the committee in the appeals process. R. Casey confirmed that there is no role because there will be no exceptions. Students who are dismissed can apply for re-admission after proving themselves successfully at another institution. P. Stephenson asked about the status of students who should be going on Special Academic Probation in Spring 2006 and R. Casey confirmed they are covered under the current system. President Duncan asked if AAC is comfortable with eliminating the academic appeals process for special circumstances. M. Anderson stated that it is not a permanent dismissal and emphasized that a student can return after a year if they have proven themselves. R. Vitray commented that he was not concerned about the lack of academic appeals committee faculty involvement because the faculty is involved when the student receives the grades that he or she has earned. K. Taylor noted that there are other circumstances for a poor GPA, like a medical withdrawal. S. Neilson commented on a second circumstance in which a student in the second term of probation does all things their supposed to do and falls short on the target 3.3 GPA and will be dismissed. R. Casey indicated that, in special circumstances like this, the student would create a contract for academic success in the prior term. P. Pequeno explained that the faculty has the final voice. S. Carnihan emphasized that this places a huge responsibility on the development of the contract and that it be measurable, realistic and objective. Accordingly, the administration should staff it so that one person is not responsible for setting 50-60 of the contracts. A motion was made to call the question and it was seconded. The proposed policy reads:

**Proposed Policy**

The purposes of the following proposal are to increase retention of students, raise academic standards, and streamline the academic probation and dismissal process. If approved, it will apply only to students admitted in or after the Fall Term 2006.

**Academic Standing:**

Beginning Fall Term 2006, all students must maintain a cumulative Grade Point Average of at least 2.00 and a single term Grade Point Average of at least 2.00 to be in good academic standing.

**Academic Warning, Probation, and Dismissal:** Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, or are dismissed from the College. Students on academic warning or probation are encouraged to enroll in an academic load of sixteen (16) semester hours, minimum. Students on warning or probation must enroll in at least twelve (12) semester hours and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

**Minimum Academic Standards:**

Students who maintain a cumulative Grade Point Average (GPA) of at least 2.00, but whose previous term GPA falls below 2.00 but above 1.25, will be placed on Academic Warning. Any student whose cumulative Grade Point Average (GPA) falls below 2.00 or whose term GPA falls at or below 1.25 will be placed on probation. Students placed on probation will be asked to adhere to the General

Requirements for Probation. Probationary students must first write a letter to the Dean of the Faculty in which they should "articulate both insight into the factors which led to the poor

performance and a realistic plan to improve academic performance and return to good academic standing." They must then complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate dismissal, even during the course of the term in progress.

Students who fall within any of the following categories will be academically dismissed from the College.

- Those who have been on probation and do not meet the minimum academic standards the following term.

- Those on probation who fail to follow the guidelines of the Contract for Academic Success.

Students who are academically dismissed from the College are dismissed from all Rollins College academic programs, including the Holt School. Students who have been academically dismissed a first time may petition for readmission by writing a letter to the Academic Appeals Committee of the

Office of the Dean of Faculty after one (1) calendar year has elapsed. To be considered for readmission from dismissal, students must demonstrate readiness to return and improved commitment to scholarship. Students who are academically dismissed a second time are dismissed

permanently.

The motion of adopting the revision of the policy passed unanimously by voice vote.

## 6. A&S / CPS ACADEMIC CALENDAR 2016-2017

New Students Report	Wednesday, August 17
Returning Students Report	Saturday, August 20
First Day of Class	Monday, August 22
Schedule Changes (Drop/Add)	Monday, August 22, through Friday, August 26
Credit/No Credit Deadline	Friday, September 2
Last Day to Drop a Class without Notation ('W' Deadline)	Friday, September 2
Labor Day Holiday (No Classes)	Monday, September 5
Fall Break (No Classes)	Saturday, October 8, through Tuesday, October 11
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, October 28
Academic Advising for Spring 2014	Monday, October 31, through Friday, November 4
Spring 2017 Online Registration	Monday, November 7, through Sunday, November 20
Thanksgiving Recess (No Classes)	Wednesday, November 23, through Sunday, November 27
Classes End	Friday, December 2
Reading Days	Saturday, December 3, and Sunday, December 4
Final Exams	Monday, December 5, and Tuesday, December 6
Reading Day	Wednesday, December 7
Final Exams	Thursday, December 8, and Friday, December 9
(Contingency Days)	Monday, December 12, through Friday, December 16)
<b>Count: 69 In-Class/3 Reading/4 Exams/6 Holidays Days: 13 Mon./14 Tues./14 Wed./14 Thur./14 Fri.</b>	



Winter Intersession	Monday, January 9, through Friday, January 13
New Students Report	Friday, January 13
M.L. King, Jr. Day (Holiday)	Monday, January 16
First Day of Class	Tuesday, January 17
Schedule Changes (Drop/Add)	Tuesday, January 17, through Monday, January 23
Credit/No Credit Deadline	Monday, January 30
Last Day to Drop a Class without Notation ('W' Deadline)	Monday, January 30
Spring Break (No Classes)	Saturday, March 4, through Sunday, March 12
Academic Advising for Fall 2013	Monday, March 20, through Friday, March 24
Fall 2018 Online Registration	Monday, March 27, through Sunday, April 9
Last Day to Drop a Class without Penalty ('WF' Deadline)	Monday, April 3
Classes End	Tuesday, May 2
Reading Day	Wednesday, May 3
Final Exams	Thursday, May 4, and Friday, May 5
Reading Days	Saturday, May 6, and Sunday, May 7
Final Exams	Monday, May 8, and Tuesday, May 9
Commencement Sunday, May 14 (Mother's Day)	
<b>Count: 71 In-Class/3 Reading/4 Exams/6 Holidays Days: 14 Mon./15 Tues./14 Wed./14 Thurs./14 Fri.</b>	

Maymester Online Registration	Monday, March 20, through Friday, April 28
First Day of Class	Monday, May 15
Memorial Day Holiday (No Classes)	Monday, May 29
Classes End	Thursday, June 8
Final Exams	Friday, June 9