

The College of Professional Studies

November 19, 2013

12:30 p.m.

Debra Wellman, <i>Dean</i>	Jim McLaughlin, <i>President of Faculty</i>	Sharon Agee
Danny Arnold	Rick Bommelje	Greg Cavanaugh
Sue Easton	Margot Fadool	Greg Gardner
Ted Gournelos	Scott Hewit	Cecilia McInnis-Bowers
Hesham Mesbah	John Morrison	Stacey Passalacqua
Carolyn Planck	Don Rogers	Michelle Stecker
Anne Stone	Gio Valiante	Tonia Warnecke
Jie Yu		

Guests: Carol Bresnahan, Jonathan Walz, Pat Schocknecht, Dorothy Mays

Minutes: changes: S. Agee handed me changes

J. McLaughlin Ted motioned, second - Greg. Approved

Jindal Initiative - J. Walz

Jindal Task force, Director for China and South Asia

Background:

- Due to an increasing interest in Asia, the India Center was developed. Last year we began to work to establish a relationship between Rollins and Jindal Global University.
- Goal –
 - Educate faculty about Jindal
 - Develop curricular interface

Initiative:

- Establish a dual degree program, - College of Liberal Arts;
- Will have up to 60 Indian and other international students.
- Will help internationalize campus
- Improve intellectual quality, improve financial health of the institution,
- Curricular interface
- Jindal is looking to Rollins for guidance in establishing liberal arts programs.
- Disciplines tend to be focused in the college of liberal arts and sciences.
- Expand the number of programs Jindal was interested in.
- Would like to ask CPS for support of the Rollins Jindal dual degree program.

Visit:

- December 1 - 5 - a contingent group from Jindal coming from Rollins.
- When the MOU is signed, he would like to have faculty support from CPS and A & S;
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Issues:

- Challenges for students coming to the US and Rollins?
- How do we smooth that process?

Questions:

- S. Easton - what is meant specifically by support?
 - J. Walz - a vote on record showing CPS supports the initiative
 - Asking for a soft vote of general support.
 - Continued participation in curricular discussions and offerings.
 - During this visit, between 2 - 4, they will be involved in many activities. Asking CPS faculty to be involved in that process.
 - Asking for faculty to engage with the Jindal visitors.
 - Event will be sent to faculty within this week to show what events are available.
- G. Cavanaugh - what is new and novel about the liberal arts for interest for this group from India?
 - Opportunity for a broader based education that what is currently available at the undergraduate level in India, typically.
- G. Cavanaugh - RCC option for Jindal students?
 - that will be worked out within the coming semester.
 - They will "go thorough the equivalent of an RCC"
 - Transfer students go through a modified RCC.
- C. McKinnis-Bowers- what is the role for the International Business Program, or the Business program in CPS?
 - The majority of those students who initially com from Jindal, will primarily have an interest in those programs but will take those classes at Jindal
 - They will take advantage of other options at Rollins, including any major at Rollins.
 - Major maps have been shared aspects of the college. When representing the student arrives here, they will have an option about the major they select. The program is not exclusionary. Currently there are ten programs from liberal arts and sciences that have made their curriculum available.
- G. Cavanaugh - dual degree phrase, what does it men in this context?
 - they will receive two degrees, one from Rollins and one from Jindal.
 - They will not be awarded their Jindal degree until they have completed a year at Rollins.
- R. Bommelje - will there be a second group starting before the evaluation of the first group is complete?
- There will be an evaluation after the first year and a more substantial evaluation after three years.
 - C. Bresnahan - the draft MOU envisions 30 seats, above or below will determine.
 - J.Walz - a formal evaluation between schools will take place at the end of a year.
 - C. McInnis-Bowers - we are not really gaining any students, just replacing the students that are barely admitted
 - C. Bresnahan - No real financial gain from this exchange
 - P. Schocknecht - technology will be in place to assess language skills; there will be assessment mechanisms in place for student entry requirements.
- S. Agee - are the requirements the same for these students as current Rollins students?
 - J.Walz - is currently in communication with Jindal regarding the courses that will cover many of the requirements needed to enter Rollins ahead of time.

- J. McLaughlin - motions, T. Gournelos seconds that we support the Jindal Initiative. Motion carries, the Jindal initiative has CPS support.

Committee Meeting Reports:

Curriculum Committee - D. Rogers

- Joint proposal education and music - approved. Master's level
- Proposed major in Health management is making progress

Promotion and Tenure Committee – C. McInnis-Bowers

- The communication department houses all candidates for midcourse.
- Beginning in January the dept. chairs will have those results.
- Review of internal policy is being reviewed in regards to PTC process.

President of Faculty Report – J. McLaughlin

- Handouts – see Addendum A

AAC - G. Cavanaugh

- Decide if we want to initiate conversations regarding leaders in student government.
- Asking faculty to do something about getting more information about grades prior to deadline to withdraw from a course.
- Through Foxlink -feedback for students, students are reporting a lot of stress; in many courses students do not have a clue what their grade is.
- Problem from student government - mainly for courses who do not assign or turn back materials before the withdraw date.
- D. Wellman – we could implement professional development on this topic
- S. Easton - identify those that are not providing grades directly.
- C. Bresnahan - a number of students are very unrealistic about how they are doing in class.
- AAC - the importance of the academic warning system, if used correctly can give direct knowledge.

PSC – T. Gournelos

- J. Zimmerman questions what the expectations of CIE's are.
 - We found that what students think of the evaluation, isn't faculty perceptions of what we were asking
- They are meeting about the definition of service on campus. Handbook vs. Bylaw definitions.

Gen Ed - M. Fadool - passed out the list of neighborhoods, with mayors, etc., Addendum B.

D. Wellman - holiday party. December 12 in her home.

adjourned 1:54

Budget and Planning Committee Report

Meeting held on November 13, 2013

H. James McLaughlin

Jeff Eisenbarth and Bill Short's Overview

We were given the following documents:

- Budget Summary for 2011-2012 and 2012-2013 (Actual), and for 2013-2014 and 2014-2015 (Projected)
- Budget Model Inputs/ Assumptions for Rollins as a whole, and for A&S/CPS, Holt, and Crummer (tuition rate increases, projected numbers of students, costs of scholarships, staff salaries and benefits)
- Net student tuition for each unit at Rollins College
- Revenue and costs for International Programs study abroad
- Undergraduate financial aid
- Enrollment projects and revenue/ cost projections for all units
- Housing details
- Investment and other income

Information and comments at the meeting included:

The ratio of faculty compensation to staff compensation has decreased from 2011 to what is projected for 2014-2015; why is that? Shouldn't we look at the number and purposes of staff positions?

Of the approximately \$15 million/year in Fringe Benefits, \$2.8 million is for faculty/staff tuition remission

General and Administrative Expenses have risen and are projected to rise steadily every year (by 7.98% in 2014-2015); why is that?

Net Undergraduate Tuition Revenue is 50% of total revenue, and we have to keep our enrollment numbers as steady as possible, while looking for new programmatic avenues

There is a projected drop in total undergraduate enrollment for Fall 2014 and Fall 2015

In 2016-2017, if the Jindal students come to Rollins, our enrollment figures will then rise and so will tuition revenue

We are now putting the costs of the Cornell Initiative into the regular budget, so that we can realistically look at it rather than having it "off-book"

International student recruiting has brought us more than 100 students in the past few years, so that the amount budgeted for expenses (\$262,000) more than pays for itself

Crummer has done a great deal of budget cutting; reduction of teaching staff from 28 to 21; Crummer does have an endowment of \$24 million

Field Studies are "net zero revenue"; semester-long study abroad by Rollins students "costs" between \$3,625 and \$7,270 per student, when compared with income to Rollins if they were on campus here

At the next meeting we will share ideas about how to cut costs and generate revenue to make up for the \$2.5 million shortfall in the current budget.

Institutional Effectiveness Key Performance Indicators

There was a brief discussion of "Key Performance Indicators," which summarize what data we should collect or generate related to our institutional priorities

Policy Documents

We were asked to provide feedback about the following documents, which will now be taken forward by the Provost.

- **Supplemental Compensation for Staff and Administrator Instructional Appointments** (the process for having staff or administrators teach courses; administrators normally do not receive extra compensation for teaching)
- **Substantive Change Policy** (to keep us in line with SACS guidelines)
- **Development, Oversight, and Publication of Policies** (provides an overview of the process of creating and amending academic and non-academic policies at Rollins College)

Institutional Priority I: Prepare Students for Lifetime Learning

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| 1. Student Retention & Persistence: | AS/CPS: first to second year, second to third year, transfers 30, 70, 105 hours complete at end of 1 st , 2 nd , and 3 rd years respectively (<i>becomes 32, 64, 96 in the 128 hour model</i>)
Holt: first to second semester
Crummer: first to second semester |
| 2. Graduation Rate: | All programs |
| 3. Internships: | All programs; percent students completing internships/practica |
| 4. Engagement: | All programs; percent students engaging in community service, internships, performing arts, student organizations, and international programs as compared to peer institutions and national data (NSSE/CIRP); faculty/staff engagement levels (results of <i>Great Colleges to Work For</i> and Staff Engagement surveys) |
| 5. Collaborative Research: | Number of student/faculty applications and participation rates |

Institutional Priority II: Create Pathways to Success

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|--|--|
| 6. Student Satisfaction: | Increased student satisfaction with general education and time to degree (NSSE, BCSSE, HERI/CIRP Freshman and Senior Surveys) |
| 7. General Education: | LEAP student learning outcomes measured via VALUE rubrics |
| 8. Life Planning & Success: | Student Transitions Program assessment data for new, transfer, and second year students; Career Services student contact data; alumni data (employment, satisfaction, and graduate school completion five years post degree) |
| 9. Athletics: | Comparative participation, GPA, Academic Success Rate (ASR), and graduation rates |

Institutional Priority III: Ensure Educational Effectiveness

- 10. Faculty Effectiveness:** Aggregate Course and Instructor Evaluation (CIE) data; number peer-reviewed faculty publications, and external grants and awards
- 11. Program Effectiveness:** Percentage of academic programs participating in Demonstration of Learning initiatives; percentage of administrative units participating in Administrative Effectiveness System reporting
- 12. Service Excellence:** Annual Service Excellence Survey results; percent faculty/staff from traditionally underrepresented groups
- 13. Admission and Enrollment:** Enrollment headcounts all programs
- Increased enrollments in Holt and Crummer programs
- AS/CPS net revenue (including discount rate)
AS/CPS Selectivity: HS GPA/SAT/ACT; applicant to accepted ratio; yield rate; percent students from traditionally underrepresented groups
- 14. Financial Stability & Institutional Advancement:** Endowment performance; reserve levels; amount of leverage; economic impact (contribution to local economy: jobs, taxes); level of deferred maintenance; annual giving rates (participation and total dollars); capital campaign progress toward goal
- 15. Innovation :** Number of new, alternative degree completion programs

11-6-2013 DRAFT 6; Incorporating Institutional Planning KPIs, comments from Rollins Leadership Team, suggestions from Pennie Parker for athletics, recommendations from Matt Hawks for faculty/staff engagement measures, and suggestions from P&BC.

Blended Learning Group Proposal for AAC and the A&S Faculty

Blended Learning is the replacement of a portion of in-class face-to-face-instruction with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes.

The Blended Learning Group proposes that the faculty of A&S adopt the following procedures for approving and assessing the efficacy of Blended Learning courses as part of a pilot program.

Course Proposals and Faculty Certification

Courses with Blended Learning Content should have a unique catalog designation to make students aware of their special nature. (BL, or some other code)

- Faculty should be allowed to blend up to 24 % of the contact hours for a class without a catalog designation as an opportunity to experiment with new didactic techniques.
- Faculty engaging in Blended Learning will undergo a certification program coordinated by Instructional Technology and based on a modified form of the seminar currently employed by the Holt School prior to being eligible to apply for Blended Learning catalog designation. Faculty teaching A&S Blended Courses should be compensated for obtaining certification, but should **not** receive additional compensation for teaching Blended courses.
- Faculty must request catalog designations as Blended if 25-49 % of the contact hours are achieved through Blended content as defined above. (See attached form).
 - Application should be based on extant AAC approval mechanisms - AAC Subcommittee with Instructional Technology advisor will review applications.
 - Faculty member shall explain pedagogical reason for the desired blended format tied to enhanced LEAP Learning Outcome
 - Faculty member shall include the portion of the syllabus that describes the nature of the non-traditional content.
 - Faculty member shall list technology needs for course.
 - Faculty member shall include methods and plans for assessing effectiveness of non-traditional methods in achieving learning outcomes.
 - Like Alphabet Soup GenEds – Designation goes with instructor not course in general.
- Office of Student Records shall maintain and post guide containing course description, and description of Blended content as part of schedule.

Limitations

- A&S Blended courses may not exceed 49% of contact hours achieved through Blended Content (exclusive of labs).
- Faculty load and compensation should be allocated according to the standards of traditional courses.
- A&S course caps should not change between Blended and traditional courses.
- RCC Courses may not employ asynchronous technology-enhanced Blended Content. Other types of face-to-face Blended Content are acceptable up to the 24% threshold. All RCC courses with more than 5% blended content require catalogue designation.
- During pilot phase, designation only available for courses offered previously in traditional format to facilitate direct comparison of in assessment.

- Proposed procedures in place for AY 14-15, AY 15-16, AY-16-17, with assessment during Summer 16.
- Program must be reauthorized by faculty to continue beyond AY 16-17.
- AAC authorization required to move any A&S major beyond 24% of courses on major map to blended format.
- Full faculty authorization required to move any A&S major beyond 49% of courses on major map to blended format.

Courses and credit-earning opportunities that do not appear with regularly scheduled contact hours on the class schedule maintained by student records (such as music performance classes, independent studies, and internships) shall continue to be approved according to current practices.

This proposal explicitly does not consider the use of technology-enhanced cross-campus collaboration, which the task force believes should be addressed as a separate issue. As is current policy, other forms of instructional innovation that fall out of a regular class format can be approved by AAC on a case-by-case basis.

The task force recognizes that some departments cross-list their courses with other divisions of the institution that have different Blended Learning guidelines and approval procedures. Which guidelines would apply to such courses would be left to be worked out between those departments and the Deans of the respective schools for the life of the proposed pilot program.

Gen Ed Implementation Update

Mayors:

- When Cultures Collide—Rachel Newcomb
- Mysteries & Marvels—Jana Mathews
- Identities: Mirrors and Windows—Kim Dennis
- Innovate, Create, Elevate—Gloria Cook

Neighborhood Meetings:

- January 10th from 1pm to 5pm
- February 6th during the common hour
- March 14th from 3pm to 5pm
- April 11 from 3pm to 5pm

Neighborhood Terms:

When Cultures Collide	Mysteries & Marvels	Innovate, Create, Elevate	Identities: Mirrors and Windows
Colonization	Wonder	Community	Memory
Traditions	Ontology	Process	Narrative
Ideology	(Un)certainty	Inspiration	Intersectionalities
Power	Magic	Unconventional	Voice
Diaspora	Binary	Passion	Identity
Globalization	Temporality	Imagination	Social Construction
Modernity	Liminal	Discovery	Agency
Fusion	Paradox	Responsibility	Ideology
Biodiversity	Extremes	Progress	
Diversity	Relevant	Solution	