9-24-2015

Minutes, Arts & Sciences Faculty Meeting, Thursday, September 24, 2015

Arts & Sciences Faculty
Rollins College

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Recommended Citation
Arts & Sciences Faculty, "Minutes, Arts & Sciences Faculty Meeting, Thursday, September 24, 2015" (2015). College of Arts and Sciences Faculty Minutes. Paper 111.
http://scholarship.rollins.edu/as_fac/111

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I. Call to Order
II. Approval of Minutes from 4/29/15
III. Announcements
IV. Presentation by President Grant Cornwell
V. Presentation by Oriana Jimenez, Title IX Coordinator: Campus Climate Survey on Sexual Assault and Relationships
VI. Committee Reports:
   a. Executive Committee
   b. Academic Affairs
   c. Finance & Services
   d. Professional Standards
   e. Student Life
VII. Adjournment
Present
Aggarwal, Vidhu; Allen, Barry; Almond, Joshua; Anderson, Mark; Armenia, Amy; Baranes, Avraham; Barnes, Melissa; Barreneche, Gabriel; Bernal, Pedro; Biery-Hamilton, Gay; Boles, William; Boniface, Dexter; Brandon, Wendy; Carnahan, Sharon; Carrington, Julie; Cavenaugh, Jennifer; Charles, David; Cheng, Martha; Chong, Daniel; Cook, Gloria; Cook, J. Thomas; Cornwell, Grant; Coyle, Whitney; Crozier, Daniel; Cummings, Denise; D'Amato, Mario; Davidson, Alice; Davison, Donald; Davison, Joan; Decker, Nancy; Dennis, Kimberly; Diaz-Zambrana, Rosana; Dunn, Stacey; Ewing, Hannah; Foglesong, Richard; Fokidis, H. Bobby; Forsythe, Matthew; French, Todd; Fuse, Christopher; Gallagher, Erin; Galvez, Jose; Graw, John; Greenberg, Yudit; Griffin, Kevin; Gunter, Michael; Habgood, Laurel; Hargrove, Dana; Harper, Fiona; Harwell, Jonathan; Homrich, Alicia; Hosburgh, Nathan; Jones, Jill; Kistler, Ashley; Kypraios, Harry; Lairson, Thomas; Lauer, Carol; Libby, Susan; Lines, Lee; Luchner, Andrew; Mathews, Jana; Mays, Dorothy; McClure, Amy; Mésavage, R. Matilde; Miller, Robert; Miller, Jonathan; Montgomery, Susan; Moore, Robert; Moore, Thomas; Murdaugh, Anne; Musgrave Bonomo, Ryan; Myers, Daniel; Newcomb, Rachel; Nichter, Matthew; Nodine, Emily; Kathryn, Norsworthy; Ouellette, Thomas; Paladino, Derrick; Park, Ellane; Patrone, James; Peng, Zhaoccheng; Pieczynski, Jay; Queen, Jennifer; Reich, Paul; Riley, Cassandra; Roos, Joni; Ruiz, Maria; Russell, Emily; Ryan, MacKenzie; Sanabria, Samuel; Schoen, Steven; Smaw, Eric; St. John, Steven; Strom, Claire; Sutherland, Kathryn; Svitavsky, Bill; Teymuroglu, Zeynep; Tillmann, Lisa; Tomé, Patricia; Vander Poppen, Robert; Vidovic, Martina; Vitray, Richard; Voicu, Anca; Walsh, Susan; Walton, Rachel; Yao, Yusheng; Yellen, Jay; Zhang, Wenxian; Accapadi, Mamta

Call to Order
President Dexter Boniface called the meeting to order at 12:32 pm

Approval of Minutes
The assembled faculty approved the minutes from 4/29/15.

Announcements
Bonifacce announced that this year’s Executive Committee will continue the practice of electronic voting through clickers during faculty meetings. Thanks to Dean Jenny Cavenaugh who has approved a purchase order for clickers that will serve our population, ending the practice of begging and borrowing across campus. The new clickers should arrive in time for the October meeting. Votes today will be conducted through voice vote.

Robert Vander Poppen will serve as Parliamentarian.
Library Director Jonathan Miller reminds us that A&S (and CPS) policy is that faculty should submit scholarly article publications to Rollins Scholarship Online. Faculty should submit the “post print” version of their article—after revision and peer review but before the typesetting from the press. Submissions and questions can be directed to our digital archivist, Rachel Walton (rwalton@rollins.edu). Miller also reminds faculty that the library reviews the publication data submitted through the FSAR and may follow up directly with faculty. He also notes that the Annual Celebration of Faculty Scholarship will be held in the library on Feb 18, 2016.

Scott Novak announces the foundation of the Rollins Coalition for Sustainable Investment, a group focused on divestment of Rollins endowment from fossil fuels. Novak, a student, says that “we all know that fossil fuels” are placing “my generation’s future” in jeopardy. Over 400 signatures are currently on the student petition, collected in under 3 weeks. To answer further questions, please consult the “Why Divest” section on the group’s website (http://www.divestrollins.com/) and expect a resolution to come before the faculty through the Finance and Services Committee.

Boniface announces on behalf of Steve Schoen that the FL legislature has picked up a bill supporting “campus carry.” Continuing efforts from last year, we already have over 100 faculty signatures, but Kathryn Norsworthy is recirculating the petition. Dean Jenny Cavenaugh and Provost Craig McAllaster recognize Matilde Mésavage for 34 years of service to the college.

**Presentation by President Grant Cornwell**

Cornwell opens his remarks stating that he will provide a fuller update at the all college faculty meeting on Friday, 9/25. That meeting will focus on the provost search, qualities of a strong candidate and process.

He expresses his thanks and says that he has been meeting with departments and individuals. The conversations have prompted his observation: “what a great college,” with colleagues committed to its mission, with “earnest concern about its well being” and “great ideas for the future.”

For Cornwell, these conversations are about learning the “order of priority” of work on campus and what to “lift up” to the administrative level. He observes, what most immediately needs attention is the structure of our governance system. Important, creative work cannot be done collectively and collaboratively until we address how are we structured? how are we governed? Cornwell’s observations meet with broad acclaim, but he cautions, “you clap now. . . .” Cornwell acknowledges that the process is complicated and reminds that the solution will not reflect each individual’s favorite choice. The model, however, will be the result of “research, consideration, and careful design.” He observes that the current system was created in “some haste” and left us in a state of distraction and inability to get things done. The best approximation of an appropriate body to complete this work is the Executive Council, which includes leadership of all faculties, the Provost, and President. The final grouping will be something like an “Executive Council Plus,” adding the VP of A&S Faculty and standing committee chairs (Curriculum and Tenure and Promotion) of CPS. The group will look at Rollins’ history and models from other schools to come
up with a structure that is better than what we currently have. He welcomes broad participation in the conversation and looks forward to getting other work done.

**Questions:** Jill Jones wonders if it would be helpful to include Jim McLaughlin and Carol Lauer as past presidents of A&S and CPS, respectively. Sharon Carnahan asks if we might also add the A&S Faculty Evaluation Committee chair. Lisa Tillmann asks, “will minutes be taken for the All College meeting?” A: The meeting will be recorded for the search firm and faculty leadership will also take notes. Cornwell also invites faculty to contact him directly with ideas about the search.

**Presentation by Oriana Jimenez, Title IX Coordinator**

Campus Climate Survey on Sexual Assault and Relationships, see attached

Jimenez opens by describing the role of the Title IX coordinator and encourages faculty to educate students about the existence of the office and its work. During the presentation, Jimenez and Kim Dennis highlight the uneven perception of “false reports” of sexual assault: where 31% of male respondents on campus believe “women may claim rape when they regret (otherwise consensual) sex” but FBI statistics say that only 2% of reported assaults are “false.” Jimenez invites additional queries and volunteers to share the PowerPoint of the results and an executive summary.

Jimenez particularly seeks to bring others into the fold to help “squash myths with Rollins-specific facts.” She offers training to individuals willing to share this work. Jonathan Miller reflects that the results suggest students are not reporting to staff or faculty. Then asks, was there a breakdown among respondents’ program affiliation? A: No. Because the survey is produced nationally by a 3rd party for purposes of benchmarking, there’s only so much tinkering Rollins can do with the instrument. Bill Boles asks, how many reports did your office get in AY14-15? A: 20 reports in that academic year, but not all reports are assault, some are sexual misconduct, and include a spectrum from telling an inappropriate joke to rape.

Lee Lines: what is the process after a student reports? what is the relationship between campus and Winter Park police? A: We will cooperate where we can, which sometimes means stepping back from our procedure to follow the law and avoid compromising a criminal investigation. Very few of these cases go to law enforcement. Jimenez also notes that some reported incidents are not crimes under the law. For crimes, however, she educates the student about her or his right to report the crime; ultimately reporting is the student’s choice. Lines follows up: Doesn’t the college have a responsibility to report crime? A: Yes, through Clery Act reporting statistics, however these statistics are only aggregate data, with no specifics of the crime itself, except in the case of a minor. Jimenez informs that of the current 1st year class, 50 students entered Rollins under the age of 18; in cases involving those students, her office would notify the Florida Child Abuse Hotline, police, and parents.

Alicia Homrich asks if the survey provides information on harassment by faculty? A: Jimenez is still working with the data set, but notes that the majority of students believe faculty are informed and truly care about these issues.
Kathryn Norsworthy comments, “We gasp” at statistics about the fear of retaliation, but “one of the things we know about trauma is that the response by the community has a lot to do with how the victim is impacted.” It is so important that we work with students to interrupt retaliatory responses among peers and facilitate support from among the community for the victim. Jimenez adds, at least ¼ of the students are coming into the institution with a sexual violence experience already in their background. If we are perpetuating myths and failing to interrupt these stereotypes we create the sense that this is not a safe place to report their experience.

The faculty applauded Jimenez’s ongoing efforts and presentation.

Committee Reports

Academic Affairs Committee Report
Anca Voicu delivered the following report.

Reinvisioning Maymester
Concern: In the past Maymester courses either had to carry an old Gen Ed designation or were a gateway to large majors allowing students to gain entry into upper level courses. What should Maymester become now that we have a new Gen Ed curriculum (rFLA)?

Maymester will now include 3 kinds of classes:
1. Competency classes (except W) – examples language, math, PED 101
2. Continuing to offer gateway courses: examples – communications, business
3. Innovative classes that cannot be formatted for an entire semester – examples: immersive, abroad, service, non-traditional

Goal is to launch these kinds of courses for 2016 Maymester.

Additional Business
1. Approved a proposal for the Economics MAJOR to move a 200-level course (ECO204) to 300-level (renamed ECO312) for pedagogical reasons. No new courses will be added, just move placement and prerequisites. ECO442 and 448 will be removed from Major map as these classes have not been offered in recent history. Economics MINOR changes – drop above ECO204 course from requirements and add a 300-level elective core course, the program still remains a 6 course minor.
2. Approved a proposal to attach a W to the Honors RCC, HON201. Traditionally the W Competency was waived in the old curriculum, but this policy was recently changed to keep the curriculum in line with rFLA’s 10 courses. In effect, this change added a course to the Honors Degree Program (HDP). This proposal will limit the burden on ENG140 and ease advising by fulfilling the competency in a course HDP students are already taking.
3. Jill Jones has been invited and accepted to represent A&S on the CPS Curriculum committee.

4. Benni Balak will represent AAC on the International Programs committee.

At the request of the New Course Subcommittee, faculty are asked to send the signed new course proposals to Karla Knight, not New Course Subcommittee Chair.

Fiona Harper asks, is the revisiting of Maymester a proposal or still under discussion? A: AAC has approved the proposal. Jill Jones and Voicu argue that since these courses do not fundamentally change the purpose of Maymester, the revision could be approved directly by AAC without a full vote by the faculty.

Chris Fuse asks, have the impacted departments been consulted about the changes to Maymester? Claire Strom responds, “yes, they were consulted before the proposal came to AAC.”

Sharon Carnahan asks, which body decides which courses are offered based on the proposals? AAC? The Dean? The department? Dean Cavenaugh responds, if it’s a new course it goes through new course committee. She has asked department chairs if approved courses should be culled, and chairs said, no, they prefer a “free market.” For a course to “make” last year it needed 8 students.

Carnahan follows up, what will compensation look like this coming summer? Provost McAllaster responds that they’re still considering that question.

Finance & Services Report
Ashley Kistler delivered the following report.

1. **Old Business**: The committee revisited the faculty salary study; outgoing chair Don Davison reviewed past results with the committee, and Kistler consulted Dean Cavenaugh to discuss next steps and a regular interval for conducting the survey.
2. They discussed faculty representation on subcommittees of the Board of Trustees, and a plan to assess this practice in the coming year. Kistler also noted interest in continuing the practice of informal gatherings among faculty cohorts with the Board of Trustees; perhaps a particular need among untenured faculty who cannot serve as committee chairs and may otherwise not get the opportunity to connect to trustees.
3. F&S is planning to host another colloquium with the Transamerica Retirement Committee.
4. **New Business**: The committee discussed proposed changes to the bookstore and plans for that space. Kistler followed up in a meeting with Pat Schoknecht. They discussed concerns about the perception that important decisions were made without a lot of input, including discontinuation of the Rollins Summer Camp.
5. Heard information on the Divest Rollins campaign from Scott Novak. F&S will work on a resolution, but first want to understand financial implications from Rollins financial managers.

Questions: Kathryn Norsworthy cites the evacuation of Holt staff in the Pioneer Building, noting “we also have significant structural problems in Cornell, including leaks and flooding.” The staff are wonderful; yet, there are so many issues to which they need to
respond, raising the question of understaffing in that department. Is that under the purview of F&S? A: Yes and Kistler will put it on the agenda for the next meeting. Susan Libby attests that she can add to the list of “toxic moldy buildings” and concurs that it’s a slow process to address these concerns. Rick Vitray offers, “I’m surprised that more people aren’t concerned about the closing of the Rollins summer camp.” Kistler seeks Schoknecht for comment, then says that based on her conversation there concerns about facilities wear and tear and the desire to bring in programs that were more directly connected to Rollins educational mission. Jill Jones observes that this seems to have been a “very strange decision made very much in the dark” and asks, “Why didn’t we hear reasons and have a discussion?” She wonders, for example, were local students attracted to Rollins from the camp? According to Schoknecht’s discussions with admissions, the answer is “no.” Kistler then offers, perhaps we invite Schoknecht to a faculty meeting for further discussion. Kim Dennis follows up that the greatest concern among faculty is lack of consultation. Kistler: “agreed.”

**Professional Standards Committee Report**

Eric Smaw delivered the following report.

1. Direct questions about Rollins Scholarship Online to Jonathan Miller.
2. Grant applications have now gone online. Contact Karla Knight with questions.
3. Completion rate of the CIEs from Spring 2015 was very low. The easiest way to solve this problem is to talk to students about the importance of CIEs directly in class. Students may also do CIEs during classroom time.

**Student Life Committee Report**

Derrick Paladino delivered the following report.

1. **SHIP Grants**: The Student Life Committee will review proposals four times during the academic year. For the 2015-2016 academic year, proposals must be submitted to pstrater@rollins.edu no later than 5:00pm on the following dates: September 28, November 16, February 15, and April 11. Invites departments with “extra money” to contribute toward SHIP grants.

2. **Stephanie Briganty & Maeghan Rempala: Community Standards Coordinator Office of Community Standards and Responsibility presented the Code of Community Standards revisions** – See attached

   a. Outside consultant Peter Lake came to review the code of conduct/responsibility and the code of community standards was reviewed. The language of policies and procedures were revised.
      i. Created three categories of the code: 1. A community of trust and respect, 2. A commitment to honesty, and 3. An expectation of responsibility
ii. that the professional, trained staff make decisions and determine outcomes that stand with the office (in place of the past practice of panel decisions)

b. **Educational Conference.** If student has no prior violation, it will not result in the student having a judicial record, but the case will be documented within CSR.

c. **Hearing Process:** designed for more serious incidents and if the student had a prior conduct record. Hearings will result in a student having a formal conduct record.

d. **Recognition Initiative:** Acknowledging & rewarding students who go above and beyond. Student will receive a letter from the VPSA & Gift card or meal coupon to Campus center. The hope is to encourage students to be active and engaged.

e. **Amnesty policy** – where the student who was under the influence of alcohol and was proactive in calling for help, they don’t have a judicial record (no disciplinary warning or probation). They are eligible for RAP. They get the help they ask for – they are still required for assessment, etc.

f. **Parents and families section.** FERPA’s role in what they can share or not share, tips and resources.

g. **Faculty / staff role:** Explain what CSR does; educate, hold students accountable, help students learn from their mistakes. *(CSR is willing to speak to faculty about the process/education of the code and process for students)*

3. **Micki Meyer discussed the launching of a strategic plan for Fraternity-Sorority-Life (FSL) and gained insight and feedback from the SLC.** – See attached

   a. The taskforce will examine the current and future of FSL at Rollins and discover ways to link the student experience more deeply and intentionally to the Liberal Arts mission along with creating a positive narrative of the experience.

   b. Four Subgroups were created in the areas of Education, Faculty Advising/Mentoring, Growth, and Resources. These subgroups are made up of a multidisciplinary team including Faculty, Staff, Students, the President Leadership Council and a Board of Trustee member.

   c. Fraternity and Sorority life has become much more diverse and inclusive in the last 5 years and one goal is to support the growing numbers in a positive and meaningful way.

   d. If expansion occurs, it will only include the “best of the best” organizations and there will be a continuous review of current on-campus organizations.

   e. Current Student body (43% are in FSL, 95% retention rate from 1st to 2nd year, numbers are increasing (avg 53-men, 73 women per org)

   f. Publishing star ratings for students and parents.

   g. Faculty are encouraged to attend any and all meetings as they are open to the public.
4. Oriana Jimenez – Title IX Office
   a. Reported on the Campus Climate Survey on Sexual Violence & Relationships – See attached
   b. Paladino highlights the “Student Care Guide" as a resource to help support students who may be in distress in a way that's both ethical and helpful.

5. Our meetings will be held on Tuesdays from 12:30-1:45 throughout this next academic year.
   - 9/22/15 - Warden Dining Room
   - 10/27 - Warden Dining Room
   - 11/17 - Warden Dining Room
   - 12/1 - Warden Dining Room
   - 12/8 (only if needed) - Warden Dining Room

6. SLC Members
   Derrick Paladino (chair), Margot Fadool (CPS Representative), Adriana Talbot (SGA Representative), Andrew Luchner (A&S), Hannah Ewing (A&S), Matthew Nichter (A&S), Ellane Park (A&S), Nathan Arrowsmith (Staff), & Alexa Gordon (Staff).

Executive Committee
Boniface reports that the deans and A&S executive committee reviewed the cards completed at the Faculty Retreat. He wants to assure faculty that we heard, in particular, concerns about structure and are moving forward. We also found a strong expression of financial concerns, both about faculty salaries and departmental resources.

Boniface thanks Karla Knight for her tireless efforts transcribing the cards.

Adjournment
Dexter Boniface adjourned the meeting at 1:42.
Title IX Campus Climate Survey

Sexual Violence & Relationships
AY 14-15 Findings
Office of Title IX

Oriana Jiménez, MHR, MBA
Title IX Coordinator
Warren Admin Building
Office number 201
(407) 691-1773
ojimenez@rollins.edu

Rollins.edu/TitleIX
The mission of the Title IX office at Rollins is to reduce or eliminate barriers to educational opportunity created by sex discrimination in the environment through a social justice and prevention model.
Title IX Responsibilities
Title IX Campus Climate Survey

Campus Accountability & Safety Act (CASA)

- Introduced in Senate Feb ‘15, expected to pass in ‘16
- Provisions not yet in effect
- Will require institutions to administer a biannual campus climate survey of students regarding their experiences with sexual violence and harassment
- Campus-specific data on the DOE’s website
Title IX Campus Climate Survey

Education Advisory Board (EAB)

Established in 2007, EAB is a trusted advisor and performance improvement partner to 1,000+ colleges and universities across North America and Europe. EAB currently partners with student affairs leaders at more than 175 institutions, helping them solve their most pressing problems.
Title IX Campus Climate Survey

Survey Information

The EAB Campus Climate Survey is an anonymous online instrument that assesses students' perceptions, behaviors, attitudes, and experiences with regards to sexual violence during the current academic year (AY 14-15).
The survey was piloted at 29 U.S. and Canadian institutions during the spring 2015 semester. A total of 30,768 students responded to the survey for an aggregate response rate of 12%.

At Rollins, a total of 3,125 students across all programs were invited to participate. A total of 925 students responded to the survey for an overall response rate of 30%. After data cleaning, the analytic sample size was 910.
Rollins Survey Findings

**Sexual Violence on Campus**
- 93% feel safe at Rollins
- 11% experienced at least one incident of sexual misconduct, at least one time, since the beginning of the Ay 14-15.
- In line with the aggregate
- 47% of those who experienced an incident of sexual violence in the past year, indicated that the perpetrator was an acquaintance or peer - 41% indicated that the perpetrator was a friend
- 27% of incidents occurred in on-campus residences or residence halls, 34% at off-campus residences
- 59% were perpetrated by taking advantage of the student while s/he was incapacitated
Rollins Survey Findings

Attitudes/Beliefs on Campus

• SV is a problem on campus.
  • Females: 50% yes
  • Males: 31% yes

• Can happen unintentionally.
  • Females: 54% agree
  • Males: 61% agree

• Men get carried away in sexual situations.
  • Females: 33% agree
  • Males: 38% agree

• Women claim rape when they regret (otherwise consensual) sex.
  • Females: 14% agree
  • Males: 31% agree
Rollins Survey Findings

**Educational Efforts on Campus**

- 84% training increased knowledge of how to report incidents
- 85% confidence in the process to fairly address reports
- 85% know where to go or refer someone
- 83% understand what confidential resources are available
- 37% don’t understand what we do to address SV complaints
Rollins Survey Findings

**Reporting on Campus**
- 59% told a roommate, friend or classmate
- 31% told no one
- 6% used our formal reporting procedure

**Barriers to Reporting on Campus**
- 56% unclear that offender intended harm
- 42% want to forget it happened
- 38% feel ashamed or embarrassed
- 55% students who report are retaliated against
- 43% educational achievement/career of person making report would suffer
- 85% believe Rollins tries to protect students from retaliation
What is the Code?

• A guide for students as they grow and develop their values
• Standards to ensure the safety and welfare of the college community

“In order to preserve a community of trust and respect, we are actively committed to honesty, fairness, and responsibility.”
A community of trust and respect

- Includes our policies on:
  - Abuse
  - Damage to property
  - Discrimination and hate-motivated offenses
  - Disruptive behavior
  - Hazing
  - Sexual misconduct and harassment
A commitment to honesty

• Includes our policies on:
  • Falsification
  • Identification cards
  • Motor vehicles
  • Posting and solicitation
  • Theft or unauthorized possession
  • Use of Rollins College name or symbols
An expectation of responsibility

Includes our policies on:

- Alcohol
- Campus facility use
- Computer and other electronic device misuse
- Fire safety
- Event guidelines
- Weapons
- Illegal substances
- Requests or orders
- Smoking
- Visitors
Why the changes?

- Less “legalese”
- An expectation that professional, trained staff is making decisions
- Looking through the eyes of an 18-year-old
- Lesser repercussions for more minor violations
- Highlighting our relationships with other offices
- An opportunity to recognize students for positive behavior
What is changing?

- Language
- Two primary processes
  - Educational conference
  - Hearing
- Recognition
- Section on parents & families
Old language vs. new language

**Falsification – old**
- The College vigorously pursues allegations of deliberately providing false information to any campus official. Falsification of any College record, including but not limited to records of admission, registration, financial aid, housing, student conduct, academic, health, and parking decals is prohibited. This includes, but is not limited to, registration and drop/add forms.

**Falsification – new**
- The College expects students to be truthful and honest in all interactions. Providing false information hinders the College’s ability to operate effectively and keep members of our community safe. This expectation of honesty applies not only to face-to-face conversations, but also to written documentation provided to the College. Students are frequently asked to fill out paperwork, such as applications, drop/add forms, and parking decals. Misrepresenting information on any document will not be tolerated.
Old language vs. new language (continued)

Alcohol – old (excerpt)

• 1. All members of the Rollins community are ultimately responsible for their choices and behavior regarding alcohol, and thus will be held fully accountable for their behavior while under the influence of alcohol. Excessive drinking and intoxication will not be tolerated. Members of the Rollins community who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify violation of State Law, College regulations, or the rights of others. Drinking games and devices designed for the purpose of the rapid consumption of alcohol and common sources of alcohol (i.e. kegs, party balls) are prohibited.

Alcohol – new (excerpt)

• A large factor in decision-making for college students involves the use of alcohol. Often, alcohol use leads to further poor choices, specifically in regards to illegal substances, abuse, hazing, and sexual misconduct and harassment. It is the College’s expectation that students who choose to drink are making those decisions with thoughtful consideration and are guided by the law, common sense, and the information about how alcohol use can impact both students and those around them. Regardless of age, excessive drinking and intoxication will not be tolerated.
Old language vs. new language (continued)

Requests or orders – old

Students are required to comply with reasonable requests or orders by authorized College officials or representatives acting in behalf of the College, including Residential Life student staff. Violations of this requirement include but are not limited to, reasonable requests for appointments in administrative/faculty offices and:

1. Failure to attend a scheduled hearing with a hearing board or Administrative Hearing Officer.
2. Falsification, distortion, or misrepresentation of information before a hearing board or Administrative Hearing Officer.
3. Disruption or interference with the orderly conduct of a hearing.
4. Attempting to discourage an individual’s proper participation in, or use of, the Community Standards and Responsibility system.
5. Attempting to influence the impartiality of a member of a hearing board or an Administrative Hearing Officer prior to, and/or during the course of, the hearing proceeding.
6. Harassment (physical, mental or verbal) and/or intimidation of a member of a hearing board or Administrative Hearing Officer prior to, during, and/or after a judicial proceeding.
7. Failure to comply with the imposed sanction(s).
8. Influencing or attempting to influence another person to commit an abuse of the Community Standards and Responsibility system.

Students are also required to comply with legitimate directives made by any law enforcement officer or emergency personnel.

Requests or orders – new

• Students are expected to immediately and fully cooperate with college officials, Residential Life student staff, law enforcement, and emergency personnel in the completion of their duties. Some examples of reasonable requests include providing an R-Card to a Campus Safety Officer or RA when asked, attending meetings requested by faculty or staff members, and complying with learning action plans, sanctions, or conditions.
Does anyone have an understanding of what Responsible Action Protocol (RAP) is?
Where do these policies apply?

• Policies apply both on and off campus during a student’s tenure at Rollins
  • Student organization events off-campus
  • Away games
  • Study abroad trips
  • While home for summer/winter break
What do the two processes look like?

- Some cases will go to an educational conference
  - Misconduct is deemed to be minor
    - Impact of the incident
    - Will it have a lasting negative effect?
    - What is College precedent for the violation(s)?
  - Student has no prior conduct record
- EC will NOT result in the student having a judicial record, but the case will be documented within CSR
Two processes (cont.)

- What are the consequences of an educational conference?
  - Students may have to complete a learning action plan (different language than sanctions)
  - Students found “responsible” in ECs will complete a Know the Code worksheet
- Goal is to reduce recidivism rates in CSR
Two processes (cont.)

- Some cases will go to a hearing
  - Misconduct is deemed to be more serious
  - Student has a prior conduct record
- Hearings are still going to be formal
- Hearings will result in a student having a formal conduct record, and they will need to disclose this information post-graduation on documentation
Two processes (cont.)

- What are the consequences of a hearing?
  - Student may have to complete sanctions
  - Sanctions can be as severe as suspension or dismissal
- Goal is still to educate, but there are greater consequences due to the severity of the student’s actions
What can students expect in the CSR process?

“Rollins College is committed to providing a fair process for students who become involved with Community Standards & Responsibility.”
What can students expect in the CSR process (continued)?

1. CSR receives incident report
2. CSR determines if there is a potential policy violation
3. CSR sends charge letter to student
4. Student must contact CSR office to schedule meeting
5. Student will meet with a conduct educator to explain their involvement in the incident
6. Conduct educator will review all information presented
7. Conduct educator will send student a decision letter with their finding
Recognition

- Acknowledging and rewarding students who go above and beyond
- Letter from the VPSA
- Gift card or meal coupon to Campus Center
- Encouraging students to be active and engaged in bettering their community
Parents and families

- The new Code spends more time addressing how parents and families can help their student going through the CSR process
  - Clarifies what we can/can’t share
  - Offers tips to help parents start a conversation with their student
  - Provides additional resources and information
How can you help students in this process?

• Ask good questions
  • What happened? What was your role? What are you concerned about?

• Explain what CSR does
  • Educate
  • Hold students accountable
  • Help students learn from their mistakes
How can you help? (cont.)

- Tell them what to expect
- Offer to serve as an advisor if you feel comfortable in the role
- Encourage them to communicate with us!
Questions?
Fraternity and Sorority Life Strategic Planning
Why a Strategic Plan and Why Now?
Why You?
Vision for this Group
National Headlines in 2015

North Carolina State University- Pi Kappa Phi
*Body shaming of women*

Pennsylvania State University- Kappa Delta Rho
*Drugs and hazing*

University of Oklahoma- Sigma Alpha Epsilon
*Racist chants*

University of South Carolina- Pi Kappa Alpha
*Death of a member*

University of Michigan- Sigma Alpha Mu
*Significant damage to a ski resort*
MISSION & VALUES

The Division of Student Affairs at Rollins fulfills the College’s mission of educating students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to collaborative academic, campus, and community partnerships that ignite intellectual curiosity for lifelong learning. As educators within the division, we are caring advocates for students’ holistic wellbeing and growth within an inclusive and engaged community.

In support of our mission, we believe our values help inspire transformative CHANGE in our students.

CARE
At Rollins, we provide personalized care through student-centered programs and services that support and guide our community.

HOLISTIC WELLBEING
At Rollins, we encourage greater self-awareness through the development of the whole person in mind, body, and spirit creating the foundation for making positive life choices.

ADVOCACY
At Rollins, we serve as a voice for students, empowering them to take responsibility for themselves and advocate for the rights of others.

INCLUSION
At Rollins, we are committed to creating a safe environment that values mutual respect and appreciates individual identities, histories, interests, and needs.

GROWTH
At Rollins, we create seamless opportunities that integrate real world experiences in and outside of the classroom that enable students to discover their full potential.

ENGAGEMENT
At Rollins, we are dedicated to building a community that fosters student connectedness, a sense of belonging, and active leadership on our campus, in the community, and the world at large.

#FINDYOURANCHOR
Student Affairs at Rollins
We are caring advocates for students’ holistic wellbeing and growth within an inclusive and engaged community.
In March 2015 an Alumni Task Force was established to provide insights, ideas and input of FSL regarding growth and evolution.

The goal of the Alumni FSL Task Force is to identify gaps and resources needed to move FSL forward in a healthy and positive direction focused on values and ideals.

Alumni Task Force members were selected based on strategic thinking, visioning and experience at Rollins in FSL. Task Force members include:
FSL Alumni Task Force Members

Evan Garvey ’06 (X-Club)
Amir Laden ’94 (Tau Kappa Epsilon)
Mai-Han Nguyen ’10 (Kappa Delta)
Jesyca Ramirez ’14 (Alpha Omicron Pi)
Sam Stark ’91 (Alpha Tau Omega)
Kurt Wells ’95 (Chi Psi)
Chip Weston ’70 (Phi Delta Theta)
Ellen Wolfson ’84 ’93MAT (Kappa Kappa Gamma)
FSL Task Force Recommendations

Alumni Engagement: Work with alumni affairs to identify advisors, communication strategies with alumni (yearly communication to all FSL members through e-newsletters, websites linked to main website)

Evaluation: Better utilize Community Commitments Review (CCR) making information public, re-evaluate chapters mid-year

Institutional Support: Clear need for institutional support for staffing to support growth and a thriving community
FSL Task Force Recommendations (cont.)

**Growth & Expansion:** evaluate chapter size and growth, strong consideration for legacy chapters

**Service:** Create a baseline requirement for community service/philanthropy, adopt local organizations and non-profits for collective impact, create a yearly theme of service that unites all FSL members

**Values Integration:** Promote the history of chapters to current members, have all students sign a values statement, greater need for education on self- governance
NO.
YES!

A thriving Fraternity and Sorority Life community committed to
Global Citizenship & Responsible Leadership
Strategic Planning

1. Determine where we are (State of Affairs)
2. Identify what’s important (Mission-Driven)
3. Define what we must achieve (Strategic Priorities and Recommendations)
4. Determine who’s accountable (students, staff, faculty, alumni, administration)
Step 1: Where We Are Are

(The Good)

43% of student population in A&S/CPS is affiliated (trending up)
11 National Organizations & 2 Local Chapters
Average Chapter Size: 93 for Women and 53 for Men
Expansion and Extension brought SAE and ADPi
GPA
97% retention rate from 1\textsuperscript{st} to 2\textsuperscript{nd} year at Rollins
Step 1: Where We Are

(The Not So Good)

Two One-Star Chapters for multiple years
Unrecognized organizations
High risk behavior and values misalignment
Unstructured growth
Step 2: What’s Important?

Our Goal:
A thriving Fraternity and Sorority Life community committed to Liberal Education through leadership, diversity, service and academic excellence.
Step 3: What We Must Achieve
### Launch of FSL Strategic Plan
#### Fall 2015

**Care ➔ Community ➔ Career**

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<th>Growth</th>
<th>Resources</th>
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| 5 year growth projections/modeling  
  Capping chapter size  
  Quality Extension and Expansion  
  Removal of continuous low performing chapters | Sustainable funding model for staffing, growth, educational experiences  
  Strategic relationships with alumni  
  Communication strategies  
  Expanding Living/Learning Opportunities  
  Gathering spaces |

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<th>Advising/Mentoring</th>
<th>Education</th>
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| Collective advising model model (faculty, staff, alumni)  
  Partnership with HQ  
  Community Commitments Review: Chapter Excellence Evaluation and Star Rating Review  
  Academic excellence | Prevention and educational programing  
  (new members, risk management, hazing prevention, sexual assault)  
  Diversity and Inclusion Commitment  
  Service Requirement and focus  
  Conduct  
  Values Integration  
  Self-Governance  
  Alumni engagement and continued education |
Strategic Priority Areas

Education
Mentoring/Advising
Growth
Resource Management and Allocation
New Innovations: Where Are We Doing

Office of Fraternity & Sorority Life (existing staff and budget neutral shifts in personnel)

Delay in Extension and Expansion

Live-On Staff Member

Piloting Faculty Chapter Mentoring Program

Piloting Strategic Programming with New Members
Strategic Plan Focus

Subgroups focused on each area (student and alumni member in each group)
Applicable for 5-7 years
Bold, strategic and grounded in Liberal Education
Recommendations embedded with best and next practices
Timeline

Subgroups meet and provide 6-8 recommendations per **Strategic Priority Area** in Sept-Dec 2015
Recs should be grounded in mission, research, data and future-oriented
Recs are due to Sam and Micki by Jan 6\textsuperscript{th}
Review of Recommendations Jan 9\textsuperscript{th} - 20\textsuperscript{th}
Counsel from Student Life Committee, IFC/Panhel, Alumni Association and PCC
Recs will be compose **Strategic Planning Document**
complied by Sam, Micki, and Jazmine
Final document by Feb 5\textsuperscript{th} to Pres, VPSA, VPs, DOS
Implementation Committee Created in Spring 2016
Expectations of FSLSPC Members

Macro-Level Thinking
Strategic, Futuristic and Bold
Mission-Driven
Asking the right questions
Disassociation from micro-affiliation and self interests
Feedback and Questions