10-29-2015

Minutes, Arts & Sciences Faculty Meeting, Thursday, October 29, 2015

Arts & Sciences Faculty
Rollins College

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Agenda

I. Call to Order
II. Approval of Minutes from 9/24/15
III. Announcements
   a. Reminder: Holiday Party, December 4 from 5pm-8pm at the Alfond Inn
   b. Dean Jennifer Cavenaugh
IV. Presentation by President Grant Cornwell
V. Presentation by Mamta Accapadi, VP for Student Affairs
VI. Committee Reports:
    a. Executive Committee and Executive Committee Plus
    b. 128 Credit Hours Implementation Committee
    c. Academic Affairs
    d. Finance & Services
    e. Professional Standards
    f. Student Life
VII. Adjournment
Present
Allen, Barry; Almond, Joshua; Anderson, Mark; Armenia, Amy; Balak, Benjamin; Baranes, Avraham; Barnes, Melissa; Barreneche, Gabriel; Bernal, Pedro; Boles, William; Boniface, Dexter; Carnahan, Sharon; Cavenaugh, Jennifer; Chambliss, Julian; Charles, David; Cheng, Martha; Chong, Daniel; Cody-Rapport, Lisa; Cook, Gloria; Cook, J. Thomas; Cornwell, Grant; Coyle, Whitney; Crozier, Daniel; D'Amato, Mario; Davison, Donald; Davison, Joan; Decker, Nancy; Dennis, Kimberly; Diaz-Zambrana, Rosana; Dunn, Stacey; Ewing, Hannah; French, Todd; Fuse, Christopher; Gallagher, Erin; Grau, John; Greenberg, Yudit; Griffin, Kevin; Gunter, Michael; Habgood, Laurel; Hargrove, Dana; Harris, Paul; Harwell, Jonathan; Homrich, Alicia; Jones, Jill; Kistler, Ashley; Kypraios, Harry; Lauer, Carol; Libby, Susan; Lines, Lee; Mathews, Jana; Mays, Dorothy; McClure, Amy; Mésavage, R. Matilde; Miller, Robert; Miller, Jonathan; Montgomery, Susan; Moore, Robert; Moore, Thomas; Murdaugh, Anne; Myers, Daniel; Newcomb, Rachel; Nodine, Emily; Norsworthy, Kathryn; Ouellette, Thomas; Oxford, Emma; Paladino, Derrick; Park, Ellane; Patrone, James; Pieczynski, Jay; Queen, Jennifer; Reich, Paul; Riley, Cassandra; Rubarth, Scott; Russell, Emily; Ryan, MacKenzie; Sanabria, Samuel; Schoen, Steven; Simmons, Rachel; Smaw, Eric; St. John, Steven; Strom, Claire; Sutherland, Kathryn; 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; Rogers, Don

Call to Order
President Dexter Boniface called the meeting to order at 12:33pm.

Approval of Minutes
The assembled faculty approved the minutes from 9/24/15 by voice vote.

Announcements
The faculty party will be held Friday, December 4 from 5-8pm at the Alfond Inn.

Dean Cavenaugh reported that Modern Languages and the Tutoring and Writing Center (see attached) are undertaking external reviews. Critical Media and Cultural Studies, Political Science, and Computer Science have also recently conducted external reviews. This service is open to all departments, especially those pursuing curricular revision.

Presentation by President Grant Cornwell
President Cornwell reflected on the new format of having faculty meet with the Board of Trustees. He recommended that faculty talk to colleagues about the experience, but that the pilot seems promising. The Board members also offered positive responses to the meetings.

Following each Board of Trustees meeting, President Cornwell will convene an open forum for faculty and staff to report on important action items and the thinking of the Board. The first of these meetings will be held October 30 at 3:30 in Bush Auditorium.

Executive Council Plus is continuing work on its governance project. We are currently researching other organizational structures of colleges like us; we have narrowed the list and will break up into teams to develop alternative organizational models to consider. These alternative models will range from an improved status quo to doing something completely different. The group will circulate models for a period of comment, go back and revise, and come back with a proposal. The group is working on an ambitious timeline. In this context, “getting it right” does not mean “realizing the Platonic ideal of governance for Rollins.” We have the somewhat modest goal of “doing better than we’re doing now.” Our real goal is to get governance revision out of the way to do the work of the college.

Presentation by Mamta Accapadi, VP for Student Affairs

Boniface introduced Mamta Accapadi, VP of Student Affairs, noting that while the Bylaws stipulate the invitation of that office to address the faculty at least once a year, Accapadi approached Boniface to share her recent report to the Board with a broader audience.

Accapadi wants to share with the faculty what she also shared with the Board: a snapshot of the last academic year and trends in Student Affairs. The work of the Student Affairs division is mission centered (driving, as well, the organization of today’s presentation) and is directed toward the “thriving” college student. See attached.

During Accapadi’s description of Care Team, Sharon Carnahan asked, “Can you take a moment to explain how Care Team functions as we approach the Crisis of November?” A: It’s an interdisciplinary team that meets on Tuesdays that includes staff and academic deans. They work to follow up on reports across different areas to learn how far a concern might extend and to intervene promptly with students.

Kim Dennis: Who is on the Care Team? A: Representatives from the academic dean’s office, counseling center, and campus safety. It also includes members of the Care alignment, including the Dean of Students and residential life.

At the conclusion of the presentation, Alicia Homrich said “thank you so much for your work” and Accapadi received general applause.

Committee Reports

Executive Committee and Executive Council Plus—Dexter Boniface
**Provost Search.** Boniface reports that the EC’s slate of A&S faculty to serve on the provost search committee was approved with overwhelming support (100 – approve; 8 – disapprove). Thank you to all of those of you who participated in the online poll and to Jana, Josh, Kathryn and Lee for their willingness to serve! The other members of the search committee include Craig McAllaster (chair, non-voting), Jonathan Miller, Mamta Accapadi, CJ Dunn (student rep.), Caleb Archuleta (student rep.), Henrique Correa (Crummer rep.), Tonia Warneke (CPS rep.) and Mattea Garcia (CPS rep.). As you can see, the committee is composed of a total of eleven voting members and one non-voting chair.

**Governance & Structure.** Beginning last month, President Cornwell convened the all-college faculty Executive Council (consisting of the three presidents of the A&S, CPS (i.e., Don Rogers) and Crummer (i.e., Henrique Correa) faculties as well as the four chairs of the A&S governance committees and the President and Provost) to begin a dialogue on issues of college structure and governance at Rollins. At the first meeting, it was agreed that the membership of this body should be extended to include the A&S Vice-President (Emily Russell) as well as the chairs of the two CPS standing committees (i.e., Margot Fadool and Rick Bommelje), henceforth known as “EC plus.” Boniface notes that the CPS members were added at his request and their participation was approved unanimously.

The EC+ committee has now met about four times to establish guiding principles and undertake research on the administrative and governance structures of institutions considered similar to Rollins in terms of mission, size, and complexity, including schools such as Carleton College and Trinity University. Some of our guiding principles include the idea that the administrative and governance structures of the college should be as simple, transparent and efficient as possible.

Our objective is to define and articulate an “ideal” administrative structure and governance system for Rollins, or at the very least to propose competing models for broader consideration by the faculty. At this stage in the process, we do not have anything concrete to present; as the president suggested, we are breaking into teams and developing white papers, but I want to assure the faculty that no important decisions will be made before being presented and thoroughly vetted by the faculty.

Question from Joan Davison: You said that plans would be “thoroughly presented and vetted by the faculty” and I wonder if you’re considering a colloquium for the A&S faculty. A&S governance is college governance, but CPS and Crummer are faculty governance, since A&S committees include staff and questions that transcend any single faculty or student body. Davison continued with a concern that “representative” might be missing from the list of principles. A: Boniface mentioned the above principles because they appeal to A&S sensibilities, but we are also discussing issues of fairness and representativeness. Regarding colloquia, we’re too early in the work to know how we want to present. We’ve looked at multiple structural models and found that there are actually not many ways to organize a college body, “although few look quite like us.” As we move forward we will discuss the possibilities of colloquia, cohort meetings, internet feedback, or all of the above.
Davison observes that the oldest model of governance at Rollins was a senate, a model that was determined not to work very quickly and was shelved within about 2 years.

**Board of Trustee-Faculty Joint Committee.** As per President Cornwell’s recommendation, a special ad hoc Board of Trustees and Faculty Joint Committee was convened before the start of the Board of Trustees meeting on October 15. The committee consisted of seven Board of Trustees members (including Chair of the Board, David Lord) and the seven members of the all-College Faculty Executive Committee which includes five A&S faculty members. No administrators were present. We enjoyed a very open and fruitful dialogue. The exact structure and function of the committee is somewhat fluid. The current arrangement is fairly strong, other models will be discussed by A&S EC, but if we proceed according to the current model we will likely be satisfied by the results.

Furthermore, I am happy to report that the chairs of the Academic Affairs, Finance and Service, and Student Life committees were invited to attend (with voice but not vote) their corresponding sub-committee meetings of the Board (i.e., Finance, Education, and Student Life). Furthermore, the A&S EC was invited to select a representative to attend the fourth Board sub-committee on Development & Alumni Relations (Eric Smaw, Chair of PSC). In addition, as President of the A&S Faculty I was also invited to attend the Education sub-committee of the Board as were CPS faculty members Don Rogers and Margot Fadool. In short, our request for faculty participation on the sub-committees of the BOT has been largely granted. (However, you’ll recall the resolution we passed last year requested we have representation on the Executive Committee. The Board did not agree to having faculty representation on the EC which, apparently, does not meet during normal board sessions but rather by teleconference).

Lisa Tillmann wants to re-register that it may be a good idea to have faculty participation or input on the Committee on Trustees, which is the body that selects new Board members.

Lee Lines offers a plea for simplicity as we look at restructuring things. “I hope that our governance structures don’t become any more abstracted from our lived experience as professors.”

**128 Credit Hours Implementation Committee**

Claire Strom delivered the following report.

In 2012 we passed a resolution as a faculty to move to 128 credit hours to graduation. Membership: Gabriel Barreneche, Steve Booker, Gloria Cook, Mario D’Amato, Margot Fadool, Toni Holbrook, Meribeth Huebner, Karla Knight, Caroline Nelson, Tim Pett, Paul Stephenson, and Claire Strom.

Charge from the Provost: If SACS allows us to stay at 4 credit hours, do we still want to discuss moving to 3 credit hours? Committee concluded no. Goal of move to 128 is to allow students to take 4 classes per semester (instead of the current model of an average of 4.5 courses per semester required for graduation).
SACS requires at least 120 credit hours for graduation; under a 3 credit hour system that would mean 5 classes per semester. Financial Aid also requires a minimum of 12 credit hours, so we would have to move to 4 minimum classes. Both 4 and 5 courses per semester are untenable for Holt students, in particular, the majority of whom hold full time jobs.

The final nail in the coffin on three credit hours: it would require an additional staffing load to support approximately 100 classes per year.

Jill Jones: I want to say that I’m glad this is the decision you’ve reached because it’s in line with what people think is pedagogically best. I’m concerned, though, that the rationale for the decision doesn’t reflect discussions that seem especially motivated by pedagogy. Was it? A: Yes, but the numbers tell a compelling and definitive story, which is what we have here.

Strom continued with the presentation, one source of our problems with SACS has to do with student answers to the CIE question: How much work on average did you put in to the class? Most students report between 3-4 hours a week. For a 4 credit class our stated expectation is closer to 9-12 hours. The committee is working with Paul Harris to develop a more effective question that will get to the heart of the matter.

We are also working with the 4 credit hour statement, and have asked AAC to add it to the new course proposal form.

The committee is also exploring a few additional models that are not fully fleshed out yet, but Strom wants to update the faculty periodically on the committee’s progress.

Moving to 128:

2 key dilemmas: 1) there are some majors that as they currently stand won’t be able to come in under 128 (largely science and business). 2) Holt charges by the credit. How do we find the lost revenue of a reduced total course load?

Dennis asked for, and Strom provided, clarification of the work of the committee to date.

Lines: Have we crunched the numbers for the syllabus statement in regard to what that means in reality for students with everything else they have going on, including athletics and student organizations? A: Yes, we’re working toward a more realistic picture and that’s part of the motivation behind the revision of the CIE question.

Emma Oxford: regarding 3 v 4 credit hours, is it likely that we’ll have the same discussion again in 10 years? Presumably there are other schools within SACS that have gone to 3 credit hours. How have they solved this problem without staffing up? A: We looked at our peer and aspirant institutions and the majority of them are 4 credit hours. McAllaster reports that SACS says they are unlikely to be prescriptive. We are in line with our own principles and our peers’ practice.

Jenny Queen: Are our peers at 4 credits at 115 hours a week or 200? A: Both. There’s a variety of models.

Mario D’Amato returns to the concern, will we simple revisit this issue in 10 years? This is an important question. We’ve already discussed further steps we’ll have to take to convince others that our classes are worth four credit hours per week. This is serious business. We need to make our classes more rigorous and in line with our expectations.
In the near term we will refine CIEs and think about limits of the current model. In place of the current question, we’re exploring listing a number of activities (rehearsal, tutoring, lab work, meeting with peers, etc). If we include more options of the kinds of activities students are engaged in, we are more likely to get an accurate picture of their time spent on classwork. We might also have to move to audits for our courses. These are worksheets that outline how much time is spent per week on activities in class. They take only 20 minutes to complete and would be compelling data for SACS.

Josh Almond: In relationship to peers that are similar, do we have access to their CIE responses? Is this an isolated issue? In fact, reports of national trends suggest that 4 hours a week spent on academic work is not unusual, but are we out of step with our peers?

**Academic Affairs Committee Report**

Anca Voicu delivered the following report.

The following agenda items have been discussed and unanimously approved by the AAC.

1. **Changes to the Political Science Minor.**
   A mistake was made removing the old Political Science Minor due to its international component. The Political Science Department proposed to retain the old minor in addition to the newly approved minor because of this international component. On the minor map, language has changed in description to reflect the new minor. Another change is to change Civic Engagement Minor in requirement of the internship, Political Science would like to institute that for this minor, an internship is not required, but require a Community Engagement (CE) course.

2. **Change to the rFLA new course application.**
   The New Course Subcommittee discovered numerous issues with proposals for new courses considering that many of these new courses are for the new rFLA curriculum and will need to reside within the new rFLA matrix. The New Course Subcommittee is proposing changes to the rFLA new course proposal form (see attached new version). The proposed changes have been vetted and approved by the New Course Subcommittee, Robin Mateo, and Claire Strom (director the General Education Program). The proposed rFLA new course form include (but not limited to) information on what is being assessed in each rFLA course level, URLs to important information, and revisions of language to streamline the process and to make the rFLA new course proposal form similar to the standard new course proposal form. The new rFLA course proposal form will give the New Course Subcommittee more information to assess each course before approval.

3. **Change to the Sustainable Development minor.**
   Proposed changes to the Sustainable Development minor were brought to AAC by Barry Allen and are as follows (also see attached document): remove INB200 and INB225 from the list of core courses. Replace these courses with POL130 and POL333.
Rationale for these changes: Both INB200 and INB225 have not been offered on a regular basis. Current Sustainable Development minors have rarely taken all the core courses on the minor map, and instead they have substituted other approved courses in their place. They have notified INB of the proposed changes to the Sustainable Development Minor and INB is OK with the change. Likewise, they have spoken with the Political Science Department about adding their courses to this minor, and they agreed to the new proposed change in the minor. Both POL130 and POL333 are current courses and taught regularly.

4. Proposal on closing the CR-No Credit loophole.

Due to the wording of the current policy on students designating a course as CR/NR, a loophole exists where students can elect to CR/NC a course, and then intentionally fail the course (grade of a D+ or lower) and not have this course count against their major GPA (See attached documents concerning language in the policy that allows for this loophole). Accordingly, students have used this loophole to protect their GPA, notable examples include Alfond Scholars and students attempting to get into medical school. Susan Walsh brought this to the attention of AAC to propose closing this loophole.

Q: Kathryn Norsworthy asked for clarification of what was meant by “credit/no credit loophole.”

Three different options were proposed to the AAC:

1. Use this option, but repeat the course for a letter grade
   1a. Change the highlighted wording to read, “Courses taken under this option may be repeated for letter grades.” In this way, students can retake a course for which they receive a CR for a higher grade without having to fail the course. If the course is required for the major, the student may still repeat the course for a letter grade. The CR will not impact their GPA. Since they are repeating a class, they will not receive credit for retaking the class, and students and their advisors must be clear about this before using this option, as a student may have to take up to 6 additional credits to make it up to 140 (or 128). Students who are on Bright Futures scholarships run out of money at 140 credits.
   1b. Change the highlighted wording to read, “Courses taken under this option may be repeated for letter grades, but the new grade will be averaged with the previous grade.” Since the instructor of the course has to enter an actual letter grade that is then converted into CR or NC by Student Records, the original grade still exists in the system. If a student chooses to retake the course after using this option (because it is required by their major, for example), they will be unable to fully replace their grade with the new grade and take the average instead. This compromise will encourage them to do well the first time they take the course, lower the incentive to repeat it, and reduce the probability that CR/NC is an ideal option to buffer a grade they don’t want on their transcript.

2. Count CR as fulfillment of a required general education, major, or minor course
Remove this statement, “Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements”. In this way, as long as students receive CR, they can continue to move forward in the major without affecting their GPA. This may allow students who are not doing well in the major to continue moving forward. It may also negatively impact their transcripts if graduate and professional schools see that students took a class as CR/NC instead of earning a grade in it.

3. Cannot retake courses if they use this option

Change the wording to read, “Courses for which students receive either a NC or CR grade may not be repeated.” Here, it is in a student’s best interest to decide whether to continue to invest in the course (and major) or to abandon it. However, the inability to repeat the course means that a student must complete the coursework and have their major or minor GPA affected if this course is in their major or minor. If this is the only course that fulfills a particular major requirement, a student must complete the course to the best of their ability, only repeating the course if they do, in fact, fail it. For general education requirements, students can find an alternative course.

Of these three alternatives, the AAC recognized options 1a and 3 as valid options and approved them unanimously. **A. Voicu will take the recommendation of the proposed language change for the CR/NC policy to EC.**

Currently under discussion:

**Should students be formally permitted to declare a major before beginning to take classes at Rollins?** This discussion concerns major declaration policies and procedures for incoming first year students. Apparently incoming students declare majors but no policy could be found that would require them to declare a major, and any such policy would fall under AAC. The AAC will be working with Holly Polig, Robin Mateo and associate dean Gabriel Barreneche to gather information concerning admissions forms, language, and policies.

D’Amato returns to the question of the specific “credit/no credit loophole”; currently a student can declare 1 time late credit/no credit, that policy will stay in place, but it currently states that if they do so and they receive credit for the course they cannot retake the class. Students are intentionally failing and getting no credit so they can retake the class. One proposed solution (option 3, above) was to change the policy to say that whether they take the class for credit or no credit, students cannot retake the class. But Mae Fitchett and Tiffany Griffin say that the catalog allows students to retake classes as many times as they want, so at least that proposed solution is not possible. Vitray: What about allowing them the option of a one time late withdrawal? Walsh: That is part of the problem, the students don’t want a W either. Boles: What about Spanish 102? Problem for D’Amato: proposed solution can’t be the solution that we actually use.

Don Davison: The issue of when a student declares a major is a philosophical issue. An important one. We ask students to declare a major too soon. When we ask students to
do it before they even arrive on campus, the choice may in fact be their parents’ major. This practice undermines the principle of students’ exploration and discovery. Voicu: Our sentiments are in line with yours, there are some majors, especially in the sciences where it might be advantageous to declare a major as soon as students arrive on campus if not before.

**Adjournment**

Dexter Boniface adjourned the meeting at 1:47.
The Future of the Tutoring & Writing Center (TWC) and Related Services at Rollins.

We are beginning to explore the impact of ideas like multi-modal literacy and meta-literacies on student learning and therefore on the services we need to provide, and how we might provide those within an integrated library, writing, and (content) tutoring center. Since 2013, in a successful and positive three way partnership, we have gradually begun integrating the services of the Center with those of the Library and also with Instructional Design & Technology (IDT), who are also located in the Olin Library building (but continue to report to Information Technology and our CIO.) We are also anticipating the retirement of our long serving Coordinator of the Tutoring & Writing Center, Susie Robertshaw, in 2017 and need to identify the kind of leadership necessary to move these academic services forward.

Other relevant issues that are active on campus include: a comprehensive review of the governance and administration of academic affairs at Rollins, growing enrollment of international students and the need to think carefully about support for English language learners; the future role of the Center for Teaching Excellence, which reports to the Provost; the English Department’s current search for a tenure-track faculty member to teach writing studies and direct college writing programs (first year writing and academic writing); pressure from the faculty to support students’ work on assignments involving diverse digital technologies (perhaps through “tech tutors”); and the training of student consultants and tutors in the TWC to assist students with resume and cover letter writing in support of the Southern Association of Colleges & Schools Quality Enhancement Plan on career and life planning.

At this time of significant change and leadership transition, an external review of our existing Tutoring & Writing Center, how it has been integrated with the library and IDT, and options for the future, will help us determine a strategic direction—in terms of a vision for services, staffing, and our physical facility.

Questions

1. As Rollins rethinks the governance and administrative structure of the faculty and the Academic Affairs Division, is the location of the Tutoring & Writing Center (physically and organizationally) with the library, and reporting to the Provost appropriate?
2. Should Rollins consider integrating the services of the Center for Teaching Excellence with Instructional Design & Technology and the Library? What are the advantages and disadvantages of collocating that center in the Olin Library building? Are there other services that we should consider integrating into this service model and space?
3. As international enrollment grows at Rollins, should services for English Language Learners be integrated into the existing services of the Tutoring & Writing Center?
4. Students are increasingly asked to produce multimedia, video, online presentations, in-person presentations, and to manipulate and present data. Should the services of the Tutoring & Writing Center expand to cover this proliferation of media and formats? If so, how?
5. The Tutoring & Writing Center services are based on individual, one-on-one, in person interactions between the peer educator and the student client. Should we consider other models of service (group consultations, online consultations, asynchronous services?)
6. Since 2013 the Tutoring & Writing Center and the librarians have begun to integrate content tutoring and writing consultation with information literacy instruction. Have we done enough? If not, what more should we be considering?
7. For many years Tutoring Services and the Writing Center, while working closely together, had separate coordinators. In 2009, this staffing was reduced and one person coordinated both services with 75% clerical support. Particularly in light of some of the potential changes envisaged in these questions, is this staffing adequate?

8. We are facing the imminent retirement of the long time Coordinator of the Tutoring & Writing Center. What kind of professional preparation and experience should we be seeking in the replacement(s) for the position?

9. How can we assess the effectiveness of our tutoring and writing services in improving students' mastery of course content and improved writing and other skills?
Student Affairs Update

Overview of Trends
AY 2014-2015

Presented to:
CPS Faculty: Oct. 27, 2015
A&S Faculty: Oct. 29, 2015
Mission Alignment

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.
The Thriving College Student

1. A **positive perspective** of oneself and one’s future,

2. **Engagement** in the learning process,

3. Investment of effort and self-regulation of one’s learning behaviors (**academic determination)**,

4. Healthy relationships and connections to others on campus (**social connectedness)**

5. Openness to diversity and the desire to make a contribution to the lives of others. (**diverse citizenship**)

Source: Laurie A. Schreiner, Thriving in College
Is there someone who encourages your development?

Do you have the opportunity to do what you do best every day?
Center for Leadership and Community Engagement

CE Courses: This academic year Rollins offered 25 community-based courses, a 32% increase over 2013-14. This increase is largely due to the Rollins Foundation in the Liberal Arts curriculum. The rFLA neighborhoods are working intentionally to build in experiential, community engaged opportunities each semester.

Immersion programs: For the third consecutive year, Rollins has been ranked No. 1 for highest percentage of alternative breakers (Immersion participants) according to Break Away, a national nonprofit organization that promotes alternative break programs. Immersion hosted a total of 300 participants this academic year from across A&S, CPS, Holt, and Crummer. During the 2014-15 academic year, Immersion sent out 20 unique Immersion experiences and participants were immersed in 17 unique communities.

CLCE has begun to look at rate of application acceptances. For example, in 2014-15, 620 student applied and 298 were able to participate based on resources (a 52% program rejection rate).
Center for Inclusion and Campus Involvement

CICI staff is working with Institutional Research on tracking student involvement on our campus. Participation numbers are being researched to better understand the relationship between self-selection in to an organization and active participation within the organization. Many students are members of multiple organization on our campus.

While number of organizations increases, staff are working closely with advisors to increase the quality of student organizations, provide stronger mentoring with student leaders and advisors and improve the quality of the overall experience of student organizations.

We will be launching a strategic plan process for our diversity, inclusion and social justice work to elevate the the care and support of affinity groups, cultural education programs, and capacity building of our community re: inclusion efforts and practice.
Student Media

Student Media concluded its first year with the support of a full-time staff member working with all media groups—WPRK, the *Sandspur, Brushing*, and the new Tars Media Production.

Student Media expanded campus involvement to over 170 student, faculty, and staff participants.
International Programs

Transitioned to support Crummer Graduate School of Business International Programs such as enrolling students in international insurance and pre-departure training for faculty.

Coordinated development of curriculum for the dual-degree program with Reutlingen University in Germany, allowing undergraduate students to earn two bachelor’s degrees in four years with a focus on international business and gaining fluency in German.

Opened three new Study Abroad Programs: the University of Otago in New Zealand, IAU College in France, and CAPA Dublin Summer Internships.

Challenge: How do we find ways to make faculty-led programs more accessible for students. Students pay for field studies on top of regular tuition.
Career and Life Planning

First Destination Report for Class of 2014: The First Destination Report summarizes the post-graduation outcomes of the graduating Class of May 2014, and offer insight as to the initial pathways of our undergraduate students.

The May 2014 class marked the first time that Rollins has administered an automated survey to collect post-graduation data at the time of graduation, in addition to follow-up surveys being conducted at both three, six and twelve months after graduation.

Challenge- we need better data that tells a better/more accurate story about what our graduates do after graduation- particularly one year after graduation.
Career and Life Planning - Student Employment

- 93% of students surveyed shared their on-campus job helped them become more connected to and/or more knowledgeable about Rollins.
- 87% students employees rate their student employment experience as either Very Good or Excellent.
- 79% of students surveyed said they feel that their on-campus job will help them be more competitive in the job market.
- 77% of student employees use their earnings to pay for basic living expenses or education-related expenses (tuition, books, supplies, fees)

We are focusing on infusing professional development into students’ on-campus job experiences, and are partnering with a supervisor advisory to leverage supervisors’ mentorship of their student employees.

Challenge: Tightening of institutional budgets has led to a decrease in the number of department-funded student jobs. Many students are not eligible for the federal work study program, meaning that their only way of working on campus is in department-funded positions.
Career and Life Planning- Academic Internships

• 95% of students indicated that their internship experience was either Excellent (70%) or Good (25%).

• 97% of students agreed (44%) or strongly agreed (53%) that the experience helped them clarify their career goals.

• 96% of students agreed (37%) or strongly agreed (59%) that the experience provided them with a greater understanding of their strengths and limitations.

• 98% of students agreed (25%) or strongly agreed (73%) that the experience enhanced their practical knowledge and/or skills related to the world of work.

The undergraduate academic credit bearing internships have increases over the past three years. (118 in AY 2012-13 to 202 in AY 2014-15)
Career and Life Planning - Career Development

To further develop services, CLP is collaborating with alumni, athletics and academic departments to integrate career and life planning throughout campus.

Based on review and evaluation of past programs and services, CLP is now expanding career advising and programs by meeting students where they are such as offering mobile locations across campus, and providing meetings, workshops, and programs for specific student groups. Examples include:

- Employer spotlights in the campus center each week to acclimate students to a wide range of employers and networking opportunities throughout the academic year.
- Classroom presentations are also taking place to help make connections with employers and students on relevant coursework, industry topics and professional opportunities.

In terms of employer relations enhancements, CLP has reviewed the College’s employer recruitment process and has developed an easier way for employers to schedule on-campus recruiting events to maximize the time that they spend on campus recruiting Rollins students.
Residence Life and Explorations

• 72% of residential students surveyed agreed or strongly agreed that they consider themselves a contributing member of the residence hall and campus community.

• 69% of residential students surveyed identified feeling engaged in the building community as important to them.

• 74% of residential students surveyed noted that living on campus has allowed them to form positive relationships with faculty and staff.

• 95% of Peer Mentors participated in over 75 hours of comprehensive training on student development, transition issues, and community building.

We continue to focus on ways to support commuter students (13% of students in incoming class), and all students with navigating transitions to/in college.
Community Standards

Majority of cases pertain to alcohol-related violations, followed by residence hall noise violations, followed closely by Requests or Orders violations.

We have found that while the number of students being found responsible for alcohol and drug, the number of high risk behaviors associated with drug alcohol use continues to rise.

CSR is working closely with the new health promotions staff in the Wellness Center, along with Residential Life and Explorations, to determine what needs must be met through alcohol/drug-based education in the residence halls and with incoming students.
Integrated Behavioral Support

The Dean of Students Office facilitates integrated behavioral and care-centered support for groups, organizations, and teams.

Specifically, during 2014-15 group level intervention was coordinated for Phi Delta Theta, Tau Kappa Epsilon the underground group formerly known as Kappa Kappa Gamma. The baseball team also received ongoing support.

Already into 2015-16, team level intervention and support has been coordinated for Men’s lacrosse.
International Students and Scholar Services

The undergraduate international student enrollments have increased 51% during the past five years. (132 in AY 2011-12 to 199 in AY 2015-16)

Graduate and doctoral student increases are credited in part to the launch of the Executive Doctorate in Business Administration degree program and consistent and increased rankings of the Crummer Early Advantage MBA program by Forbes and Bloomberg Businessweek, among other ranking achievements which attract international prospective students.

In addition, the international student retention rate has significantly increased in the last 3 years. It is estimated to be 96% for 2014, up from 92% in 2013.
Disability Services

• 1,516 extended time and distraction free tests were proctored.
• 140 note-takers were trained and supervised.
• 364 students registered for accommodations. 284 students were provided services during the 2014-15 academic year.

The data collected over the past three years shows that the use of accommodations has been steadily increasing in some areas (such as testing) and dramatically increasing in others (such as electronic text).

Moving forward, data will be collected in new areas, including dietary accommodations, which is a growing need on campus for students with food allergies and health conditions. Also, the number of students with disabilities who graduate each year will be tracked for future analysis of retention and completion rates.
Student and Family Care

We have had increase in referrals to the student care team over the past three years. (151 in AY 2012-13 vs. 240 in AY 2014-15)

We currently attribute this increase to more intentional outreach and awareness to the community. The bulk of referrals come from faculty and peer educators (RA, Peer Mentor, International Peer Advisors).

The BETA (behavior evaluation and threat assessment) team assesses cases where student behaviors may present a significant impact, risk, or threat to community. We attribute the decrease of BETA cases to the amount of intervention and triage that takes place through the CARE Team and Student and Family Care department.
Wellness Center

- Managed 104 mental health crisis appointments, 29 of which occurred after hours.
- Provided 2,700 student health service appointments.
- Provided 2,718 individual and 151 group mental health appointments to 481 students.

The top five mental health issues students present are: anxiety, substance abuse/dependence, relationship issues, depression, and adjustment concerns (i.e., homesickness, adjusting to college).
Student Affairs Learning Outcomes Assessment team conference proposal on integrating division-wide assessment was accepted for presentation at a peer-reviewed national meeting.

Student Affairs has committed to social justice capacity building and education. As an organization- we:

- Have engaged in training around privilege/power dynamics and race
- Will be doing training around spiritual development/support of students
- Will be doing training around dynamics of classism
- Have and will send staff to Social Justice Training Institute, White Privilege conference, Creating Change- National Conference for LGBT Equality, Interfaith Youth Core, etc.
A variety of courses are sought for the new general education curriculum. Desired courses are those that emphasize use the neighborhood themes to teach divisional courses and which reflect the Arts & Sciences mission: rigorous liberal arts education, pedagogical innovation, and works that foster in students the intellectual curiosity that underlies a desire for lifelong education and the practice of making principled, ethical decisions required to function as a responsible citizen in a global society.

Faculty should note that:
- all neighborhood classes require faculty attendance and participation at neighborhood meetings in the semester the course is taught and the semester immediately prior
- all neighborhood classes will be offered in specific matrix blocks, unless special circumstances apply
- all proposals will be peer reviewed by an appropriate faculty committee.

All rFLA new course proposals should be sent electronically to Karla Knight (kknight@rollins.edu).

PLEASE COMPLETE ALL SECTIONS OF THIS PROPOSAL FORM, including signatures at the end.

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<th>Instructor</th>
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*Transcript title is a maximum of 30 spaces, including spaces & punctuation*

**Course Description** written as to appear in the class schedule – limited to 50 words

**Neighborhood**
- ICE *Innovate, Create, Elevate*
- IMW *Identities: Mirrors and Windows*
- MM *Mysteries and Marvels*
- WCC *When Cultures Collide*

**Division**
- A *Expressive Arts*
- H *Humanities*
- C *Social Sciences*
- S *Natural Science*

**Level**
- 100 *written communication, information literacy*
- 150 *critical thinking, integrative learning*
- 200 *critical thinking, ethical reasoning*
- 300 *written communication, critical thinking, ethical reasoning, information literacy, integrative learning*

**Desired Course Times**
- MWF 9-9:50 *spring only*
- MWF 12-12:50 *fall only*
- Tues/Thurs 8-9:15
- Tues/Thurs 9:30-10:45

**CE** *civic engagement (optional for any course)*

**Course Fee** $________ Detail Code __________

**Classroom Preference** ________________________ **Course Cap** __________

**Records Office Use Only**

SUBJ _____ NUM ______ TRANSCRIPT TITLE: ____________________________________________
Section 1: General Information (course justification and academic standards required for all applicants)

How does this course fit the theme of the chosen neighborhood? (200 words)

What are the course-specific goals and objectives? (150 words)

What means of evaluation will be used to assess student achievement of these goals? (150 words)

How does this course relate to the area of specialization of sponsoring faculty member? (50 words)
Note: if this course is outside faculty member’s division, Section 4 must also be filled out below

rFLA Learning Outcomes
Review the general education learning outcomes associated with this class level (full explanations are below). How does this course meet each of these outcomes? Give an example of course content and methods of evaluation. (100 words each)

Please add any other pertinent information that helps further clarify the need for the addition of this course to the Rollins Foundations in the Liberal Arts curriculum.
Section 2: Credit Hour Statement (if this is a four-credit-hour course that meets for 150 minutes/week)
The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time.

State the nature of additional outside-of-class expectations are [e.g. neighborhood events, fieldwork, research, experiential education, small-group projects, etc.] and discuss the expected time commitment outside of class.

Section 3: Cross-listing Course with Major
Please complete this section ONLY if you wish your course to be cross-listed as a course within your department. Seats CANNOT be reserved for majors. Courses may only be cross-listed with major electives NOT with required major courses.

1. Does this course overlap with any existing courses in the department?
2. How will this course fit into the major/minor for which it qualifies?
3. Departmental course number assigned (must be an existing course, or level at which it can count, i.e. 100-, 200-level, etc.):

Section 4: Teaching in a Different Division
Please complete this section ONLY if you wish your course to count in a division different from the one in which you are housed. All CPS faculty members must complete this section. Please complete only the questions for the division in which you would like to teach.

Expressive Arts
Faculty must obtain the signature of the Expressive Arts divisional chair. The divisional chair will consult with all the division's department chairs prior to signing this form.

1. Please explain, with appropriate documentation, how your course teaches an understanding of the creative process, including the technique, processes, and concepts of artistic creation, whether from hands-on experience or from the study of the art's history, theory, and/or cultural context.
2. Normally, for a course to qualify for inclusion in the Expressive Arts Division, the faculty member must possess a terminal degree in the practice and/or scholarship of the visual or performing arts. Please explain how you meet this requirement.

Humanities
Faculty applications will be reviewed in a meeting of all divisional chairs (called by the humanities divisional chair). If the application is approved as a consensus of that meeting, the humanities divisional chair will sign off for approval.

1. Please explain, with appropriate documentation, how your course teaches an understanding of the humanities/human condition, including sustained attention to:
   • Significant primary texts of the humanities
   • Enduring questions of humanity
   • A wide diversity of historical perspectives, genre perspectives, or other interpretive lenses
   • Substantial analytical/critical writing components
2. Normally, for a course to qualify for inclusion in the Humanities Division, the faculty member must be qualified to teach as a humanist, with a terminal degree in a traditional humanities field. Please explain how you meet this requirement.

Social Sciences
Neighborhood social science courses may not be career-focused. Faculty must obtain the signature of the Social Science divisional chair. The divisional chair will call a meeting of all the division's department chairs prior to signing this form.
1. Please explain why your course should be listed as a social science. This should include: a) a selection of proposed reading assignments for the students b) key texts that inform you as you prepare the course and c) the main conceptual questions underpinning the course.

2. Normally, for a course to qualify for the Social Science Division the faculty member must be qualified to teach as a social scientist, with a terminal degree in a traditional social science. Please explain how you meet this requirement.

**Science**
Faculty must obtain the signature of the Science divisional chair. The divisional chair will consult with all the division's department chairs prior to signing this form.

1. Please explain how your course teaches an understanding of the scientific process, including hypothesis development, empirical observation, experimentation, sources of error and bias, and the cultural context of science.

2. Please explain how your course incorporates a weekly laboratory component.

3. Normally, for a course to qualify for inclusion in the Science Division, the faculty member should possess a terminal degree in a scientific field of study. Please explain how you meet this requirement.

**Section 5: Approvals (electronic signatures are acceptable):**

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Appendix: Developmental Outcomes and Assessment (For Reference Only)

Faculty members are responsible for designing at least one assignment that will address the two or three LEAP learning outcomes associated with the level of their course.

Written Communication: 100 and 300 levels
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Click HERE for more information.

Critical Thinking: 150, 200, and 300 levels
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Click HERE for more information.

Ethical Reasoning: 200 and 300 levels
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Click HERE for more information.

Information Literacy: 100 and 300 levels
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy. Click HERE for more information.

Integrative Learning: 150 and 300 levels
Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Click HERE for more information.

Civic Engagement: Any CE designated course
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Click HERE for more information.