Minutes, College of Liberal Arts Faculty Meeting, Thursday, October 26, 2017

College of Liberal Arts Faculty, Rollins College
Meeting of the Faculty of the College of Liberal Arts
10/26/17


1. Approve Minutes from September 21, 2017 CLA Faculty Meeting

Tilmann: Can I make a correction to my remarks to read.

“Longstanding discussion surrounding salary equity. Had task force in place, but due to end of year approaching needed to have motion from the floor in order to have faculty input. Attempt to give guidance to provost about how to allocate 2% pool plus $100,000 to address inequities.”

Vander Poppen: Yes, I accept that correction.

Move to approve minutes from 9/21/17 CLA faculty meeting
Moved: Almond
Seconded: Fuse
Approved by voice vote.

2. Announcements

Kistler: Phi Beta Kappa is back on the radar. Please respond to the email from Don Davison if you are Phi Beta Kappa and have been hired since 2010.
3. New Business

Rollins Improv Institute

Charles: The RII would provide rigorous improvisation training across three levels of instruction. It will use theatre’s classrooms, the Fred Stone, and the Annie Russell. This is a residential program located at a spot in the calendar in June where there is little competition for resources from other programming. The program will offer college credit through Holt, a feature that makes the program unique in the marketplace. Target markets are rising seniors, incoming students, traditional, transient, and transfer students. Want to make improv training available to those beyond traditional theatre students. This will serve as a recruitment tool for the department, create connections across disciplines, and strengthen our local and national alumni base. Three courses meet concurrently and then engage in master-classes/field studies that take advantage of Orlando resources and use our local alumni to advertise next steps for the career.

Decker: What is the target number of students?

Charles: We need 24 for the program to be viable, with 36 optimal. We outstrip our resources if we go beyond 48.

Motion: I move to endorse the creation of the Rollins Improve Institute
Moved: Moore
McLaughlin: Second
Vote: Passes 91% of the vote.

Discussion of Proposed Revisions to rFLA

Motion: I move that we enter into a committee of the whole in order to discuss changes to the rFLA curriculum and the draft philosophy of compensation.
Moved: Almond
Second: Stone
Approved by voice vote

Motion: I move to exit committee of whole.
Moved: Dunn
Second: Charles
Approved by Voice Vote

Report to Assembly:

rFLA:
The committee of the whole discussed proposals to allow for students to obtain one divisional way of knowing through a class outside their neighborhood. Courses would be identified by departments and approved by divisions. Faculty members sought clarification as to whether this class was in addition to or as a replacement for the current exemption allowing students to take one course from another neighborhood. Students would choose one or the other, and are not permitted to do both. Faculty members sought clarification about how numbering in the rFLA aligned with that within major curricula. Faculty members raised concerns about the long-term viability of the rFLA curriculum and about making incremental changes when a full review of the program was on the horizon. The faculty also discussed the proposal to add an E competency to the rFLA curriculum. It was noted that the Ethical Reasoning skills competency in the old GenEd system was the only skills competency that was not kept as such in the rFLA. Faculty members urged administrative support for faculty training in Ethical Reasoning. Concerns were expressed about the dilution of the rFLA neighborhood system.

Draft Compensation Philosophy:

The committee of the whole discussed the Draft Compensation Philosophy document. Faculty members expressed gratitude that many of the issues raised in colloquia were integrated into the document. Much discussion hinged on negotiating salary at the moment of hiring. Faculty concerns ranged from the potential for inequities resultant in allowing negotiation of offers, to the necessity of having flexibility in order to hire top candidates. Some faculty members expressed concerns that the philosophy allows for exceptions to equity that will undermine its power. Members of the faculty asked that the Provost report on base starting salaries and other salary metrics at the next faculty meeting. Members of the faculty also requested a larger discussion on salary transparency.

Motion: I move to adjourn.
Moved: Almond
Second: Charles
Approved by Voice Vote
1. Approve Minutes from September 21, 2017 CLA Faculty Meeting

2. Announcements

3. New Business
   a. Discussion of Proposed Revisions to rFLA
   b. Rollins Improv Institute
      i. Discussion
      ii. Motion to Approve
   c. Draft Philosophy of Compensation Discussion
   d. Social Innovation Major

4. Committee Reports
   a. Faculty Affairs Committee (c/o Chris Fuse)
   b. Curriculum Committee (c/o Josh Almond)
   c. President’s Report (c/o Grant Cornwell)
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Rollins Improv Institute (RII)</th>
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</thead>
<tbody>
<tr>
<td>College</td>
<td>RII will be offered through the Holt School but also open to CLA Students looking for a summer opportunity</td>
</tr>
<tr>
<td>Department or Program</td>
<td>RII is an intended collaboration between the Department of Theatre and Dance, and the Holt School</td>
</tr>
<tr>
<td>Contact(s), E-mail, Phone</td>
<td>Dr. David Charles, <a href="mailto:DCharles@Rollins.edu">DCharles@Rollins.edu</a>, 406-646-2546</td>
</tr>
<tr>
<td>Type of Program</td>
<td>RII is designed to serve as an intensive residential 2-week summer course. Students will enroll in one of three tiered courses (THE 170, 270, or 370) based on their prior experience and training, and receive 4-credit hours through the Holt School.</td>
</tr>
<tr>
<td>Level</td>
<td>The Institute strives to attract:</td>
</tr>
<tr>
<td></td>
<td>• Rising high school seniors and recent graduates (at least 17 years old) who are in the process of selecting an undergraduate institution, or may already be committed to Rollins</td>
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<td>• Non-Rollins undergraduate students from other institutions who are looking to augment their training with a robust and well-developed improvisational pedagogy (who may, in turn, become Rollins transfer students)</td>
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<td></td>
<td>• Current Rollins students who have been unable to explore this training during the regular academic year (particularly Holt students) and who seek to use these tools to grow within their chosen field of study</td>
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<tr>
<td></td>
<td>• Recent graduates or performance-oriented students who are looking to explore the particular theatrical market of Central Florida as the next step of their career</td>
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<tr>
<td>Credit or Non-Credit</td>
<td>Courses embedded in this summer institute receive 4 credit hours</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>Students can only enroll in one course per summer experience (THE 170, 270 or 370) but may elect to return to RII in subsequent years to enroll in the next level. We currently intend to offer the Institute every second summer starting in June 2018 pending approval.</td>
</tr>
<tr>
<td>Effective Date</td>
<td>June 2018 pending approval</td>
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<tr>
<td>Program Need &amp; Fit to Mission</td>
<td>The art of improvisational theatre develops competencies in the areas of listening and observation, creative thinking, decision-making, and empathy. The pedagogy provides a platform for the embodied learning of skills pivotal to strong leadership, and for the practice of the nuanced communication necessary for participation in a complex global village. Students who have career aspirations in the expressive arts receive the added benefit of forums with professional actors, and the opportunity to engage with theatre-makers at premiere entertainment venues such as Walt Disney World, Universal Studios, and SAK Comedy Lab. Finally, the practice of improvisational theatre contributes to a meaningful life by improving confidence, encouraging adaptability, and providing a safe environment for the exploration of self. Our research has indicated that a robust, residential improvisational program offering college credit at an acclaimed institution located in such a dynamic entertainment hub is truly a first in the market.</td>
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<tr>
<td>Intended Audience</td>
<td>As noted above, the Institute is designed to meet the needs of rising high school juniors and seniors (aged 17 and above), non-Rollins college-aged students looking specifically for improvisational training, current CLA and Holt students from multiple majors/disciplines seeking enrichment and skill development, and performance-focused performers and recent graduates looking to explore this particular job market.</td>
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<tr>
<td>Projected Enrollment</td>
<td>Our target enrollment is 36 (3 class sections of approximately 12 students each) with our minimum enrollment to meet cost at around 24, and maximum capacity (without adding additional core instructors and classes) set at 48.</td>
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<tr>
<td>Location(s) of Instruction</td>
<td>The Institution will be primarily held in spaces overseen by the Department of Theatre and Dance—namely, the Annie Russell Theatre stage, the Fred Stone Theatre, and the Annie Russell Dance Studio. These spaces are generally unused during the month of June and can accommodate the experiential/performance needs of instruction.</td>
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<tr>
<td>Admission Requirements</td>
<td>Students must meet Holt standards and criteria for admission. THE 170 is designed for novices, while THE 270 and THE 370 expect increasing levels of familiarity and comfort with the domain of improvisational performance. Students may register for one section but be moved to the appropriate level with consent during the first day of the retreat.</td>
</tr>
<tr>
<td>Faculty Required and Credentials</td>
<td>Dr. David Charles will serve as the Institute Director and oversee the development and implementation of all course pedagogy and instruction. He will also serve as the core faculty member of record for one of the three tiered classes. The other two levels will be offered by credentialed resident and guest/adjunct faculty members who are well-versed in the signature Rollins style of improvisation and pedagogy. Ideally, one section of each class (170, 270 and 370) will be offered each summer, but this is dependent upon enrollment numbers and the inherent skill level of students. Due to the intensive and experiential nature of the Institute, instructors will, by design, move between sections at times, allowing for close mentoring, cohesion and customization. In addition to regular class meetings, students will also experience roundtable discussions, master/break-out classes on pre-selected topics, field studies, and engage with guest speakers drawn from the local improvisational entertainment market (Disney, Universal, SAK Comedy Lab...).</td>
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<tr>
<td>Coursework Required</td>
<td>THE 170, 270 and 370 each involve approximately 80-90 contact hours over the two-week residence, the majority of which will be spent with each course’s instructor of record. Classes are highly experiential and include roundtables, master classes on select topics, field studies, and numerous guest speakers. Course details can be found in the accompanying new course proposals.</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Learning outcomes are specific to each of the new courses and are elaborated upon in detail in the new course proposals. Overall: THE 170 introduces the core concepts and strategies that enable improvisational play and creation and is designed to unleash student abilities to collaborate and create; THE 270 assumes a basic understanding of improvisation practices and pushes the boundaries of what this mode of theatre can achieve, challenging students to find greater truth and empathy in their work, and more dynamic and honest connections to their scene partners and the audience; THE 370 is designed for improvisers with more confidence and experience, and provides new tools for the deepening of characterizations and relationships that can be sustained in a long-form setting.</td>
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| Evaluation & Assessment | Students will be evaluated using the following methods (as outlined in the new course proposals):
| | • written responses/embodied applications: students will display comprehension and competency in core improvisational concepts  
| | • participation in class discussions: students are expected to contribute to a meaningful dialogue about class concepts when invited  
| | • participation in class exercises: students are expected to engage fully with the material, pursue the focus of a given exercise, practice professional deportment, apply the skills of past explorations, and demonstrate growth throughout  
| | • performance review: students will provide an articulate critique of a professional improvisational theatre performance in order to reflect upon the techniques explored in the classroom  
| | • culminating performance: as with class participation, students are expected to employ class concepts in their work, engage fully, and demonstrate growth |
| Resource Requirements & Project Budget | The Institute will predominantly be supported by existing resources (classroom spaces) and those enabled through the tuition/board fee levied by the Holt School (faculty stipends, access to residence halls and meal plans, field study and master class expenses…). It is intended that the Institute will be self-funded through the tuition it gathers. Our initial budget estimates are as follows for three tiers of possible enrollment (minimum, optimal and maximum):
| | Optimal (36 students): Revenue $84,000. Expenses: $56,518.  
| | Maximum (48 students): Revenue $112,000. Expenses: $63,970. |
| Department Approval | David Charles, Chair, Department of Theatre and Dance, 9/18/17 |
| Faculty Governance Approval(s) | Required only for credit-bearing programs. Note all governance bodies and approval signature(s). |
| P&BC Approval | (If required.) |
| President’s Staff Approval | (If required.) |
| President’s Approval | (If required.) |
| Trustee’s Approval | (If required.) |
Dear Curriculum Committee,

The Rollins Improv Institute (RII) is intended to serve as a two-week summer intensive aimed at young adults who are committed to using improvisational theatre in their life, art, and career. RII supports goals of the Department of Theatre and Dance in the areas of student recruitment, community outreach and service, and alumni relations. We intend to offer RII training through the Hamilton Holt School with attendees receiving college credit for their involvement in this intensive residential training experience. The program capitalizes on the unique and acclaimed improvisational training pedagogies developed and deployed at Rollins College with Rollins Improv Players, and as presented in main stage productions such as *The Lost Comedies of William Shakespeare* and *Upton Abbey: An Improvised Comedy of English Manors*. The Rollins Improv Institute has support from the Department of Theatre and Dance, the Deans of CLA and Holt, and the Provost. Organizational elements have been discussed and initially troubleshot with HR and the Office of Scheduling and Events. Currently, we hope to offer this Institute every second summer beginning in June 2018.

The three attached course proposals—THE 170 Rollins Improv Institute Level I, THE 270 Rollins Improv Institute Level II and THE 370 Rollins Improv Institute Level III—form the bedrock of this training program. Each course will meet concurrently over the two-week intensive residential period, with students being sorted into the appropriate stream of instruction during the opening day of the Institute. The Institute strives to attract:

- Rising high school seniors and recent graduates (at least 17 years old) who are in the process of selecting an undergraduate institution, or may already be committed to Rollins
- Non-Rollins undergraduate students from other institutions who are looking to augment their training with a robust and well-developed improvisational pedagogy (who may, in turn, become Rollins transfer students)
- Current Rollins students who have been unable to explore this training during the regular academic year (particularly Holt students) and who seek to use these tools to grow within their chosen field of study
- Recent graduates or performance-oriented students who are looking to explore the particular theatrical market of Central Florida as the next step of their career
Due to the tiered system, the Institute seeks to serve both students that are committed to the study of theatrical and improvisation performances (primarily Level II and III) and those that are novices within this field but want to develop interpersonal, collaboration and creativity skills (primarily Level I). This developmental sequence will also make it possible for students to return for additional training at the Institute in future summers.

THE 170, 270 and 370 each involve approximately 80-90 contact hours over the two-week residence, the majority of which will be spent with each course’s instructor of record. Dr. David Charles will serve as the Institute Director, with intimate involvement in course creation and instruction, and will instruct one class level each summer, with the other two levels being offered by credentialed resident and guest/adjunct faculty members who are well-versed in the signature Rollins style of improvisation and pedagogy. Ideally, one section of each class (170, 270 and 370) will be offered each summer, but this is dependent upon enrolment numbers and the inherent skill level of students. Due to the intensive and experiential nature of the Institute, instructors will, by design, move between sections at times, allowing for close mentoring, cohesion and customization. In addition to regular class meetings, students will also experience roundtable discussions, master/break-out classes on pre-selected topics, field studies, and engage with guest speakers drawn from the local improvisational entertainment market (Disney, Universal, SAK Comedy Lab...). The Institute will also offer students multiple performance opportunities and culminate in an open performance that brings together all three classes. Our research has indicated that a robust, residential program offering college credit at an acclaimed institution located in such a dynamic entertainment hub is truly a first in the market.

Although these classes will not come online until the summer, we are seeking support from the Curriculum Committee in the fall so that we can begin in earnest the process of publicity and recruitment for this new endeavor if this is deemed an appropriate summer addition to the class schedule.

Please do not hesitate to contact me if you have any questions or need further contextualization for these new course proposals.

Sincerely,

Dr. David Charles
Chair/Professor, Department of Theatre and Dance
Producing Director, Annie Russell Theatre
Artistic Director, Rollins Improv Players
Associate Artistic Director, SAK Comedy Lab
Divisional Exception—recommended by CC on 10/2
One divisional requirement may be taken outside of the neighborhood system.
1) The course must be identified by departments and approved by the division
2) The exception can be used for any divisional requirement
3) Students must earn a grade of C- or better in the substituted course
4) Existing language: The Associate Dean of Academics may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit. Recommended addition: DIV courses must meet the standards for divisional ways of knowing as determined by each division.
5) AP or IB scores cannot count toward the fulfillment of this requirement.
6) No matter the level of the course taken, the exemption will be written for the rFLA 200 level course (assuming the current numbering system)
7) DIV courses taken outside of the neighborhood system would only have to meet the goals of disciplinary ways of knowing; LEAP outcomes will only be measured within the neighborhoods and each student will still have contact with each learning outcome twice
8) Students will only be able to take one course outside their neighborhood, either in another neighborhood or outside of the neighborhood system. (i.e. we are extending the current exemption to include approved courses outside the system, not just the neighborhood)

Ethics Competency—recommended by CC on 10/10
The Ethics competency can be met by earning a C- or better in any Rollins course that carries the Ethics (E) competency designation OR earning a C- or better in an approved Rollins transfer course.
1) ECMP courses may be taught inside or outside the rFLA system
2) We will develop a local rubric to assess the competency
3) Faculty wishing to list their course as an ECMP will participate in a peer-led training
4) We would seek intersections with CE faculty who might include applied ethics
5) Useful background for ECMP model: approx. 17-19 courses each semester would need to carry an ECMP; we typically carried that number of V courses under alphabet soup

Revised Calendar of Work:
10/6 neighborhood meetings: discuss reinvigorated 300, esp. interdisciplinarity
10/10 CC meeting: complete divisional exception and ethics recommendations and send to EC
10/19 EC meeting: review CC recommendations
10/26 CLA meeting: CC will present divisional exception and ethics recommendation for comment and question
11/3 rFLA colloquium, 2-4pm
11/16 CLA meeting: Vote on recommendations
Spring 2018: Resolve # of neighborhoods discussion (including insight from results of external review)
Draft Salary and Compensation Philosophy for the College of Liberal Arts
October 18, 2017

Draft Philosophy of Compensation
Rollins College’s philosophy on faculty compensation supports and advances the institution’s strategy, mission, and goals. A viable salary philosophy requires a strategic plan that ensures the continuous commitment of adequate resources. Rollins College values the work and contributions of all faculty members and is committed to their ongoing professional development. Indeed, the administration recognizes that it would not be possible for the College to meet its mission of educating students to be global citizens and responsible leaders with meaningful lives and productive careers without the contributions of the faculty, particularly in the areas of teaching, scholarship, and service. The objectives of Rollins College’s faculty compensation program are to attract, retain and reward highly qualified and talented faculty with the requisite education, experience and skills necessary to carry out the College’s educational mission.

Principle of Equity
• Faculty salaries will reflect equity and comply with College policies and legal requirements prohibiting discrimination.

• The faculty salary structure will minimize compression and inversion.

• Generally, salaries within rank should not be less than one standard error of its predicted value.

Principle of Growth
• Fair and just salaries will be a budget priority, with the goal to expand the pool of resources allocated for all faculty salaries and compensation.

• Salary adjustments will reflect increases for inflation.

Principle of Competitive Salaries
• The median base salaries of faculty at Rollins College, based on rank and years in service, will align with the median base salaries of the faculty at the schools in our benchmark group, as identified by our approved methodology.

• To ensure that Rollins College attracts quality faculty, prior experience, qualifications, teaching, scholarship, and service may be used in negotiating starting salaries.

• Internal disparities attributable to external market conditions should be constrained to the degree possible without compromising institutional quality and qualification standards.
**New Programs or Substantive Change/Discontinuation of Existing Programs**

<table>
<thead>
<tr>
<th>Program Name</th>
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<tbody>
<tr>
<td><strong>College</strong></td>
<td>CLA</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td><strong>Contact(s), E-mail, Phone</strong></td>
<td>Dan Chong, <a href="mailto:dchong@rollins.edu">dchong@rollins.edu</a>, (407) 691-1709 and Tonia Warnecke, <a href="mailto:twarnecke@rollins.edu">twarnecke@rollins.edu</a>, (407) 691-1285</td>
</tr>
<tr>
<td><strong>Type of Program</strong></td>
<td>Major</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Undergraduate</td>
</tr>
<tr>
<td><strong>Credit or Non-Credit</strong></td>
<td>Credit</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Effective Date</strong></td>
<td>Fall 2018</td>
</tr>
<tr>
<td><strong>Program Need and Fit to Mission</strong></td>
<td>See attached proposal. The SI major directly aligns with Rollins’ mission for global citizenship and responsible leadership. The idea for such a major initially arose from the campus-wide SESI task force in 2012, and was reiterated in last year’s strategic planning process on community engagement.</td>
</tr>
<tr>
<td><strong>Intended Audience</strong></td>
<td>See attached proposal. The SI major would fill a curricular gap for students interested in gaining interdisciplinary skills to solve social challenges, and would be a step toward careers in public policy, nonprofit leadership, and community organizing.</td>
</tr>
<tr>
<td><strong>Projected Enrollment</strong></td>
<td>25-50</td>
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<tr>
<td><strong>Location(s) of Instruction</strong></td>
<td>No new physical locations required.</td>
</tr>
<tr>
<td><strong>Admission Requirements</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Faculty Required/Credentials</strong></td>
<td>The major will be staffed primarily by existing faculty cross-listing courses in their majors that have available seats, so there is no need for new permanent faculty members, and negligible impacts on existing departments. Three new courses are planned for the Social Innovation major: 1) An introductory SI 200 course, taught by an existing faculty on load; 2) A nonprofit leadership course, taught once per year by an adjunct; and 3) A capstone experience, which is an independent research requirement modeled after the Honors thesis program.</td>
</tr>
<tr>
<td><strong>Coursework Required</strong></td>
<td>See attached major map.</td>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>See attached proposal.</td>
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<tr>
<td><strong>Evaluation &amp; Assessment</strong></td>
<td>See attached proposal.</td>
</tr>
<tr>
<td><strong>Resource Requirements &amp; Project Budget</strong></td>
<td>See attached proposal. Total annual costs are estimated at $5,000.</td>
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</table>

**REVIEWS – APPROVALS**

| **Sponsoring Department** | Dan Chong and Tonia Warnecke | 9/15/17 |
| **OIP or OISSS (if program involves international institutions)** | Signature | Date |
| **Dean** | Signature | Date |
| **VPAA/Provost** | Signature | Date |
| **Faculty Governance (signatures from all governance entities)** | Signature | Date |
| **Administrative Council (if financial resources required; completed by VPAA/Provost)** | Signature | Date |
| **President (if required)** | Signature | Date |
| **Board of Trustees (if required)** | Signature | Date |
Evidence of Further Faculty Interest in Contributing to the Social Innovation Major

These courses are not in the proposed major map draft because they are proposed, or non-permanent topics courses, or need time to further integrate a social innovation focus into the course.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT</td>
<td>Social Issues and Social Media</td>
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<td>ART</td>
<td>Sustainable Design</td>
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<td>ART</td>
<td>3D Foundations</td>
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<td>ART</td>
<td>Furniture Design</td>
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<td>ART</td>
<td>3D Digital Design</td>
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<tr>
<td>CFAM</td>
<td>Art and Social Engagement</td>
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<td>CMC</td>
<td>Video for Social Change</td>
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<td>COM</td>
<td>Inclusive Leadership</td>
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<td>COM</td>
<td>Contemporary PR for SI</td>
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<td>COM</td>
<td>Advanced PR for SI</td>
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<tr>
<td>COM</td>
<td>New Media &amp; PR for SI</td>
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<tr>
<td>CS</td>
<td>Business Applications for Computer Science</td>
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<td>ENG</td>
<td>Grant-Writing</td>
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<td>Like a Boss</td>
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<td>ENG</td>
<td>Transcendentalists</td>
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<td>POL</td>
<td>Food Politics</td>
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<td>PSY</td>
<td>Maternal Child Public Health</td>
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<td>REL</td>
<td>Sex, Violence, &amp; Religion</td>
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<tr>
<td>REL</td>
<td>Yoga, Meditation, &amp; Prayer</td>
</tr>
<tr>
<td>REL</td>
<td>Intro to Interfaith Studies</td>
</tr>
</tbody>
</table>
Proposal for a Major in Social Innovation


Description

The Social Innovation (SI) major will prepare Rollins students with the interdisciplinary knowledge and skills to address social problems in creative, systematic, and sustainable ways. Upon completing the major, students will:

- Develop a critical understanding of social problems that affect marginalized populations;
- Apply interdisciplinary tools to create and evaluate solutions to social problems;
- Gain familiarity with different pathways to social innovation, such as public policy advocacy, nonprofit leadership, and community organizing;
- Integrate their knowledge and experiences from inside and outside the classroom.

Skills highlighted in the SI major include human-centered design thinking (HCDT); critical analysis of social problems; data collection and analysis; impact assessment; creative problem-solving; public communication; organizational skills; empathy and emotional resiliency.

Students complete ten courses from at least three different disciplines, including four core courses: an introductory course; a core skills course; a topics course examining a wide range of social problems; and an independent capstone experience. Students must complete at least one CE-designated course. The Social Innovation major also includes an extensive experiential learning requirement. Students participate in three activities, selected from a range of approved options that involve applied and immersive learning with communities external to Rollins.

The SI major is designed to allow students to build their curricular path around an area of passion, gaining the specific skills and knowledge that fit their interests. During the introductory course, all majors create their own curricular plan, identifying the core courses and electives that best address their substantive topic and career interests. Each plan is reviewed by the SI program director, then revised and approved in the junior year.

Students maintain an online portfolio throughout their major that provides evidence from their coursework and documents the completion of the experiential learning requirements. The portfolio includes items such as the student’s curricular plan; reflection papers that link the experiential learning component to their coursework; and the capstone project. The SI program director will review and approve the portfolio before graduation.
Rationale

In the past six years, results from three surveys have shown that Rollins students have a strong desire to become “changepmakers,” using the tools of social innovation to improve the world around them. The creation of the SEB major in 2014 partially responded to this demand, by teaching primarily market-based solutions to social problems. The SI major would fill a curricular gap for students interested in gaining interdisciplinary skills to solve social challenges, and would be a step toward careers in public policy, nonprofit leadership, and community organizing. Accordingly, the SI major is the next logical step in responding to student demand by offering a major focused on changemaking but primarily outside of a market-based context.

The SI major directly aligns with Rollins’ mission for global citizenship and responsible leadership. The idea for such a major initially arose from the campus-wide SESI task force in 2012, and was reiterated in last year’s strategic planning process on community engagement. The SI major helps us fulfill the specific commitments that Rollins made in the Ashoka U renewal process by expanding opportunities in the curriculum for students to learn changemaking skills. This proposal is the result of a multi-year, collaborative process, culminating in a multidisciplinary Think Tank last summer.

The SI major builds upon the existing strengths, resources, and passion of our faculty. It closely ties the curriculum to other offices (e.g., CLCE, International Programs) that have earned Rollins national recognition. It does not require any significant new resources. Faculty already teach classes that focus on social justice and the SI major integrates existing capacities across disciplines to result in a set of skills relevant to an individual student’s needs. The SI major would therefore appeal to highly-motivated students, helping Rollins recruit and retain highly desirable students.

The SI major is thoroughly interdisciplinary, which is a key feature of a liberal arts education. The major exemplifies the rigor of a Rollins education; it allows students to dive deeply into an issue that they are passionate about, gaining skills from a wide range of disciplines and developing the challenging intellectual skill of synthesis. The experiential learning requirement is extensive and, combined with required reflection assignments, deepens the synergy between in-class and out-of-class learning.

Assessment

The assessment plan for the SI major will include both formative and summative components. The primary learning outcomes of interest in the first few cohorts are that:

- Students will develop a critical understanding of social problems;
- Student will apply the tools from social innovation and related disciplines to develop and evaluate solutions;
- Students will gain familiarity with different pathways for social innovation;
- Students will integrate their knowledge and experiences from inside and outside the classroom.

These learning outcomes are central to the major, but also are aligned with the College mission in that they contribute to a student’s development as a responsible leader and their ability to move into
productive careers. Given President Cornwell’s vision that programs should be able to articulate their alignment to the College mission, *but also assess how well they are delivering on the mission*, this assessment plan serves these ends.

Formative evaluation data will be collected in the Introductory course (SI 200), which will also serve as baseline data to use in the summative evaluation conducted at a student’s completion of the major. The formative evaluation is especially important in the early years of a new program, when the program director and faculty can use early feedback on student progress. The instructor of SI 200 will embed an assignment that will serve as a “pre-test,” measuring a student’s understanding of a social problem and its causes and their ability to apply Human Centered Design Thinking (HCDT) to solve that problem. HCDT will be the primary tool taught in SI 200, which makes it the appropriate skill to use in this pre-test. These data will be useful as formative assessment to help the program director and the instructor of SI 200 examine 1) how well-prepared students are at this early stage to critically understand social problems, and 2) how well students are picking up HCDT in their first SI course. The Critical Thinking VALUE rubric from AAC&U is a useful rubric for evaluating the first outcome. For the second, the SI director/council and instructor may use an HCDT specific rubric to measure mastery, or the AAC&U Problem Solving rubric. Information from this formative evaluation may be used as feedback to the SI 200 instructor, as well as to the program director or advisors in helping direct students to courses where they will strengthen their critical understandings of social problems, or their skill set.

Summative evaluation will take place once a cohort of students reach the capstone experience. Their portfolios will provide a written narrative of their capstone project, including the background research, planning, execution of a prototype or pilot project, and their evaluation of their own work and its strengths and limitation. This portfolio will be scored using the same rubrics as the pre-test, to gauge Critical Thinking and Problem Solving. In addition, the Integrative Learning rubric from AAC&U measures a student’s ability to integrate knowledge from curricular and co-curricular experiences to solve problems, which is central to the capstone experience.

In addition, as part of Rollins College’s re-certification as an Ashoka U Changemaker campus, the proposal indicated that the College would work on developing a rubric for Social Innovation. We expect that this assessment plan would make a good start on this process, and the program could serve as testing ground for this rubric.

**Budget**

The SI major is built almost entirely upon existing capacities and resources at Rollins. The following resource needs are anticipated:

- **SI Program Director:** $1,000
- **SI program budget:** $1,000
- **Adjunct faculty for Nonprofit course (1/yr):** $3,000

**Total:** $5,000
Major Map: Social Innovation
Effective Fall 2018 (proposed)

Social innovation (SI) involves “the creation of new ideas that address social problems by reconceiving the status quo to create more sustainable and just systems that benefit marginalized groups and society as a whole” (Brown University). The Social Innovation major prepares Rollins students with the interdisciplinary knowledge and skills to solve social problems in innovative ways. It covers different vehicles of social change, such as non-profits, public policy advocacy, activism, public awareness, and community organizing. Skills highlighted in the SI major include human-centered design thinking (HCDT); critical analysis of social problems; data collection and analysis; impact assessment; creative problem-solving; public communication; organizational skills; empathy and emotional resiliency. The SI major prepares students to be global citizens and responsible leaders in the public, private, and non-profit sectors.

Students complete ten (10) courses from at least three different disciplines, at least five (5) of which must be at the 300-level or above. Students take four (4) core courses: SI 200; a core skills course; a core topics course examining a wide range of social problems; and an independent capstone experience. The capstone experience is a SI project that is pre-approved by a faculty sponsor and the SI program director. Students also select three (3) skills electives and three (3) topics electives. At least one of the courses that a student completes inside or outside of the major must be CE-designated. The Social Innovation major also includes an extensive experiential learning requirement. Students participate in three (3) activities, selected from a range of approved options that involve applied and immersive learning with communities external to Rollins.

This major is designed to allow students to build their curricular path around an area of passion, gaining the specific skills and knowledge that fit their interests. During the SI 200 course, all majors create their own curricular plan, identifying the core courses and electives that best address their substantive topic and career interests. Each plan is reviewed by the SI program director, then revised and approved in the junior year.

Students maintain an online portfolio throughout their major that provides evidence from their coursework and documents the completion of the experiential learning requirements. The portfolio includes items such as the student’s curricular plan; reflection papers that link the experiential learning component to their coursework; and the capstone project. The portfolio is reviewed and approved by the SI program director before graduation.

CORE COURSES
Four (4) courses required. Courses marked with an asterisk (*) have discipline-specific pre-requisites.

INTRODUCTORY COURSE: SI 200 Introduction to Social Innovation _________

Skills core course (choose one):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CMC 100</td>
<td>Digital Storytelling</td>
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<tr>
<td>SI 310</td>
<td>Nonprofit Leadership and Innovation</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 295</td>
<td>Research Methods</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Methodology*</td>
</tr>
<tr>
<td>SE 320</td>
<td>Strategies for Changemakers*</td>
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SKILLS CORE COURSE: ________________________________
**Topics core course (choose one):**

- SOC 111 Social Problems
- ANT 150 Global Cultures
- SE 220 Global Development Challenges and Opportunities
- POL 333 Case Studies in Sustainable Development*
- ENV 335 Sustainable Development

**TOPICS CORE COURSE:** _______________________________

**Capstone experience (choose one, subject to approval by the program director; all major courses must be taken before or concurrent with the capstone):**

- SI 400 Independent study or project
- Honors or Honors-in-the-Major thesis
- Independent SI project within the capstone course of a double major (e.g., CMC, ENV)

**CAPSTONE EXPERIENCE:** _______________________________

**ELECTIVES**

**Skills electives (choose three; a skills course may not count for both a core and an elective):**

| ART [rFla] The Power of Print | COM 331 Communication & Social Change | SE 340 Designing & Planning for Social Entrepreneurship* |
| ART [rFla] Contemporary Documentary Practice | COM 355 Global Health Communication | SE 345 Financing Social Entrepreneurship* |
| ART [rFla] Memory and the Photograph Activism | ECO 181 Engines of Economic Change | SOC 301 Methodology* |
| ART [rFla] Intro to Sculpture: Art as with Lab | ENV 289 Nature in the City | SOC 330 Social Movements |
| CMC 200 Researching Media & Culture | ENV 302 Traditional Town Planning | THE 336 THE for Social Change |
| CMC 310 Media, Peace, and Justice | HCM 335 Health Marketing | THE [rFla] Performance |
| COM 325 Communication Campaigns | MAT 105 Mathematics of Democracy | Ethnography |
| | SE 302 Social Entrepreneurship Marketing* | |

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<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Elective Title</th>
<th>Prerequisite</th>
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**Topics electives (choose three):**

- CMC 155 Solidarity, Equality, Community
- CMC 230 Media and Disability
- CMC 270 Media, Gender and Sexualities
- CMC 300 Critical Frameworks for Contemporary Culture
- CMC 320 Political Economy of Body and Food
- CMC 325 Incarceration and Inequality
- CMC 330 Native American Media and Cultural Studies
- CMC 335 Critical Disability Studies
- ECO 351 Economic Development
- EDU 280 Diversity in American Education
- EDU 385 Teaching Students with Special Needs
- ENV 323 Conservation of Biodiversity
- ENV 340 Environmental Justice
- ENV 350 Food, Culture, Environment Areas
- ENV 353 National Parks and Protected Areas
- ENV 390 Culture and Landscape
- FRN 381 Topics in Contemp France
- GBH 101 Intro to Public Health
- HIS 120 Decade of Decision: 1970s
- HIS 120 Decade of Decision: 1780s
- HIS 141 African American History
- HIS 346 US Since 1945
- HIS 347 History of Urban US
- HIS 348 History of Urban US
- POL 302 Politics of Global Poverty
- POL 330 Peace and Conflict
- POL 332 International Human Rights
- PSY 328 Developmental Psychology
- REL [rFla] Extremes of Religion
- SE 135 Law & Ethics of Social Innovation & Entrepreneurship
- SE 302 Indigenous Entrepreneurship
- SOC 302 Sociological Theory
- SOC 311 Civil Rights Movement
- SOC 345 Sociology of Gender
- SOC 346 Sexualities
- SOC 350 Class Inequality
- SOC 355 Race and Ethnic Relations
- SOC 356 State of Black America
- SOC 360 Poverty and Social Welfare
- THE [rFla] THE and Disability
- THE [rFla] Refugees of the Middle East Performance Lab
COMMUNITY ENGAGEMENT
SI majors must complete at least one Community Engagement (CE) designated course inside or outside the major before completing the capstone.

Community Engagement designated course: ________________________________

EXPERIENTIAL LEARNING
Choose experiences from three (3) different categories. When in doubt, SI-related projects must be approved by the SI program director. It is suggested that all three experiential learning requirements are completed before capstone, but at a minimum, two must be completed before the capstone.

_____ Participation in one of the following field study or summer programs:
• CHM WaSH in the Dominican Republic
• EDU Rural Education in Rwanda
• ENV Environment and Development in Central America
• ENV Exploring the Everglades
• ENV Portland Oregon Field Study
• INB Live, Learn, Labor: Latin America
• POL Social Entrepreneurship in the Dominican Republic
• POL Health and Human Rights in South Africa
• POL Community Development in Tanzania
• REL India & the Infinite
• REL Jerusalem

_____ Participation in any SIT study abroad program

_____ Participation in any Rollins Immersion program

_____ Participation in a SI-related competition (e.g., Ideas for Good challenge)

_____ Participation in the Sullivan Foundation or Ashoka U Exchange conference

_____ Participation in Leadership Ally program (working on an SI-related project)

_____ Completion of a SI-related internship (interdisciplinary designation)

_____ Participation in the Student-Faculty Collaborative Research program (SI-related project)

_____ Completion of an Edyth Bush Institute certificate program

RESIDENCY AND DISTRIBUTION
SI majors must take at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the 300-400 level. Courses earning credit for the major must represent at least three different disciplines.

See the Rollins College catalog for a comprehensive listing of all requirements.

Courses for the major taken at the 300-400 level: ________________________________

Three different disciplines within the major: ________________________________

SOCIAL INNOVATION PORTFOLIO completion: _________