1-25-2018

Minutes, College of Liberal Arts Faculty Meeting, Thursday, January 25, 2018

College of Liberal Arts Faculty, Rollins College

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In Attendance

Agee; Alam; Allen; Almond; Anderson, M.; Armenia; Balzac; Baranes; Boles; Boniface; Brandon; Brown, S-E.; Brown, V.; Caban; Cannaday; Cavenaugh, J.; Cazalez; Charles; Chong; Cook, G.; Cooperman; Coyle; D’Amato; Davidson; Davison, J.; Decker; Delk; Diaz-Zambrana; Dunn; Ewing; Fetscherin; Fokidis; Fonseca dos Santos; Forsythe; French; Fuse; Garcia; Gilmore; Greenberg; Gunter; Habgood; Hammonds; Hargrove, Da.; Hargrove, De.; Harwell; Heileman; Hewit; Houndonougbo; Hudson; Jackson; Kiefer; Kistler; Kline; Kodzi; Lackman; Lewin; Luchner; Manak; Maskivker; Mathews; Mays; McCall; McClure; McInnis-Bowers; Mesavage; Mesbah; Mohr; Montgomery; Morris; Mosby; Murdaugh; Myers; Namingit; Nichter; Niles; Nodine; O’Sullivan; Painter; Park; Parsloe; Patrone; Pett; Pieczynski; Pistor; Queen; Ray; Reich; Riley; Roe; Rogers; Russell; Ryan; Santiago Narvaez; Sardy; Schoen; Simmons; Singaram; Stephenson; Stone; Summet; Sutherland; Svitavsky; Vander Poppen; Vidovic; Vitray; Voicu; Warnecke; Wellman; Wilson; Winet, K.; Witmer; Yankelevitz; Yao; Yellen; Yu; Zhang

Approval of Minutes

Moved: Ewing
Seconded: Fuse

Approved: Yes – 87; No – 3; Abstain – 2

Announcements

Latin American Studies Symposium

April 6, Symposium for Undergraduate Research. Accepting proposals from students. ACS event inherited from Birmingham Southern. Rollins will hold event for the next 5 years. All Rollins faculty will have free registration. Recommend that your students submit research on relevant material. Any form of project (a paper or a semester-long research proposal). March 2 deadline for abstracts. LAS Symposium (keyword search for webpage). Contact Susan Montgomery if you have questions

OER and FITI grants are currently open. There will be an information session in OLIN for interested faculty. See Amy Sugar for information on FITI Grants and Wenxian Zhang for OER Grants.
Strategic Initiative Update (See Attachment)

Cornwell:

Some new news, new VP for Finance Ed Konia from Davidson College. This was an amazing search with a deep pool. People really want to come to Rollins. Finalists came from great schools and wanted to be at Rollins because of a belief that we are in a good strategic situation to be a CFO. Ed was CFO at Davidson for a long time. Call your colleagues at Davidson, they will endorse him! He’ll be joining us in the Fall.

Remarks on Strategic Plan

Mills renovation is underway to create 21st Century space for our mission hub. It will be an open collaborative space with room for classes as well. The Galloway Room will be relocated to second floor and overlook the lake. Two new seminar rooms and classrooms will be added upstairs. Can be used as a small conference space.

The planning for a new residential complex is also underway. It will occupy the zone where the physical plant is located. A new Physical Plant is underway on Holt Avenue. This new McKean building is geared to bring our Juniors back to campus in order to enhance the residential experience. It is also an opportunity to reclaim rent money that is currently going to landlords instead of the college. The building will be a collaboration between two architectural firms. Ramsa, one of the firms, has recently worked on residence halls at Yale and Colgate. Phase I of the construction will take place this summer.

Budget Update – This year will end with small surplus. Next year is challenging. We decided on a 1.8% increase in tuition next year to address affordability, but this means we are suppressing new revenue. We are all committed to forward momentum in our faculty salary enhancement. We are building the budget around that value. Increases are built in at the outset. We will make it work. You will get a fuller update in February.

In February I will talk about CLP developments and traction, respond to new faculty salary guidelines, and a hard look at the budget.

Old Business

Social Innovation Major (See Attachments)

Motion to Endorse Creation of Social Innovation Major (Tabled from November Faculty Meeting)

Moved: Chong
Second: Lewin

Chong: To recap. The idea of the major is to allow students to focus in depth on a problem that crosses disciplinary boundaries. Students gain specific skills that can launch them into a career trajectory addressing a specific social problem. Social innovation and Social Entrepreneurship are different because of approach. SI is interdisciplinary vs. SE which is market-based revenue-generating approach. This means there is a significantly different curriculum for the two programs.
Chong shared map of curriculum and results of student survey (See attachments)

50 faculty from 15 departments have contributed to the curriculum.

**Queen:** Why a major instead of a minor? Majors are t-shaped, this isn’t t-shaped, there isn’t any depth. Why not the minor? Discipline comes from major and then SI becomes the interdisciplinary aspect as a minor.

**Chong:** Students will draw from 3-5 majors and with a minor it is very tough to fit all this into a 6 course minor. Group that developed this was strongly in favor of a major.

**Results:** 52 – Yes; 44 – No; 11 - Abstain

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**New Business**

*Social Entrepreneurship Proposal (See Attachments)*

**Warnecke:** Introduction to Proposal

Two proposals to make about the administration and governance of the SEB program. (See attachment for introduction). Gave definition of SE, historical overview of program, and revised major map.

**Motion to endorse the creation of a Department of Social Entrepreneurship**

**Moved:** Stone  
**Seconded:** Mesavage

**O’Sullivan:** We just approved a major that is geared toward interaction across and amongst disciplines with the new SI. This doesn’t integrate communities at Rollins, this is a return to Duncanian trend of separation. This doesn’t create lines of dialogue. This program should be closely connected with the Business faculty and their expertise. It isn’t helpful for Business faculty to be removed from dialogue over this curriculum. This is a movement toward high-specialization, and a very large major with 15 classes. It is unlikely that we will have double-majors with a program of this size. It undermines greater dialogue and integration, a hallmark of the Liberal Arts.

**Warnecke:** High proportion of our majors do double-major or minor in other fields, more than 40%. Collaboration is possible in a number of contexts. This isn’t a severing of relationships, but to recognize that there are significant differences in the student learning outcomes in the two curricula. This lets all three majors be more precise in learning outcomes.

**Davison:** I’m confused. First, if changes to a major are so significant that the major wants to become independent and switch divisions. Why wasn’t this brought to the faculty? I thought that CC brought all non-minor changes. Shouldn’t this have come to the faculty as a whole? Also, there is a problem of language. Chong said that SE was market-based, Warnecke has deemphasized the market. If market
isn’t central, why does SE need to exist independently? Can’t it be a sub-field of SI? Then folks could stay in their current faculty homes, as they will with SI. Also, these need bylaw changes. The threshold for this going into effect is two-thirds for a bylaw change. Nothing is official until that happens. Also, we said when we passed the bylaws that we would wait until next year to reexamine our structural arrangements. If we approve these changes, we need to allow all programs to consider their alignment and structure across the college.

**Kistler**: We did say we would stick with current structure until next year.

**Boniface**: How does this affect Business and new line requests?

**Warnecke**: This doesn’t have any affect on BUS line requests. We are already specialized and teaching outside of BUS curriculum. This isn’t a net loss of 5 from the division for governance, it is only a loss of one given the recent hires in BUS.

**Hewit**: I want to speak in support of both proposals. This is a move forward rather than a separation. This is aligned with the long-term benefit for our students. I support both proposals. This is an opportunity for our students to get a curriculum they want. This curriculum is different than that in BUS, so are the outcomes, the electives, the core courses, the faculty have different intentions for their disciplines.

**Chong**: I want to speak in favor of these proposals. We need to separate what happened in 2013, when the BUS department was created by fiat, and look forward. The Divisions most affected have endorsed these proposals. That speaks powerfully for there rationale.

**Coyle**: How will SI be related? What division does it go into?

**Kistler**: SI, like all interdisciplinary majors and minors is not housed in a division. There is no divisional home for SI. Contributing faculty occupy the division of their home departments.

**Fetscherin**: We support the new SE major map and this move is based on it. This is an opportunity to balance majors across college. SESI was supposed to be the center of the curriculum. By putting SE and SI together outside Business we accomplish this.

**Kistler**: How will this impact AACSB accreditation?

**Warnecke**: Should the divisional move be approved, we would be willing to forgo seeking accreditation. We have consulted with Danny Arnold and others and they believe that the new department will not risk the institution’s AACSB accreditation.

**Mathews**: You aren’t Business anymore if you move? Will you still hire with market-based pay?

**Warnecke**: Market pay is not a divisional determination, it is done by department. It won’t affect our current salaries. What about future hires? That is open for discussion.

**Mathews**: Can you talk about growth and the potential need for new hires? You are losing one faculty member this year.
Warnecke: 5 faculty is fully staffed. We have no plans to increase past 5 faculty members. We are steady and sustainable in our numbers. 5 will work.

Kistler: What are enrollments like currently?

Warnecke: It doesn’t look on the surface like all of our courses are full. But this makes sense because, we are in a period of curricular transition. Whenever you revise major maps, you have to balance new vs. old courses and the needs of students in two curricula. This means that some students are in the old curriculum and vice-versa and don’t need all of the same classes. When the transition ends, in about a year, all SE students will be in the same courses.

Mathews: What are other key differences between your program and Business? Aren’t we really just moving Business majors around rather than profoundly changing the curriculum?

Warnecke: Our changes are in students’ best interest based on student feedback. Our courses have a focus now on different skills, methods, motivations, and types of organizations and our courses are tailored to students asking fundamentally different questions.

D’Amato: Catalog says, major in INB, cannot double-major in BUS or SE. Will this stay the same?

Warnecke: Currently, INB and BUS majors can minor in SE. We haven’t addressed the question about double-majoring as a faculty.

D’Amato: Would you look to change that?

Warnecke: We would need input from our BUS colleagues.

Fetscherin: Seems like something we should look at. I would be in favor, but I don’t speak for any other faculty.

Vote: 64 – Yes; 36 – No; 7 – Abstain (Passes)

Motion to endorse a move of faculty in Social Entrepreneurship out of the Division of Business and into the Division of Applied Social Science

Moved: Bommelje
Seconded: Stone

Montgomery: How is this major a Social Science with relation to the other departments there already?

Warnecke: Our faculty have different backgrounds, many in social science. We publish in Social Science journals. Our pedagogy is aligned with the Social Sciences. We utilize material from public policy, education, communication, economics, etc. Our program is a hybrid program about business skillsets to address social problems.

Davison: If this passes with less than two-thirds, can other departments renegotiate their divisions?
Kistler: I worry about divisional moves as well. Many departments believe that they are in the wrong division.

Warnecke: We never took part in a conversation about divisional alignment since we were part of another department.

Kistler: Only four departments were asked about their divisional home. This was a negotiation for creating balance, and we are still in the window where we promised not to change divisional alignments.

Boniface: We promised to do a review of our system in year three. We should wait until then to do this. I’m worried about the Division of Business and an increasingly narrow focus without SE. I like a division of BUS with a single dominant curriculum.

O’Sullivan: Motion to Postpone until Time Certain when we revisit divisional structure next spring.
Montgomery: Second

Anderson: What is the downside of waiting?

Warnecke: There are significant implications for AACSB. If we remain in BUS, we need to create assessment of learning documents for the new major map, Not knowing what division we are in could cause problems for entire BUS program in terms of accreditation.

Kistler: But the reaccreditation won’t occur for another 4 years.

Fetscherin: Staying in the Division of Business is problematic. With the new major map, it is a danger to BUS in terms of accreditation.

Vote on Motion to Postpone: 44 – Yes; 57 – No; 3 - Abstain

Meeting adjourns at 1:50pm due to lack of quorum.
1. Approve Minutes from December 13, 2017 CLA Faculty Meeting

2. Announcements
   a. Latin American Studies Symposium
   b. Strategic Initiative Update (President Cornwell)

3. Old Business
   a. Social Innovation Major (see attached)

4. New Business
   a. Social Entrepreneurship Proposal (see attached)
      i. Department
      ii. Division Move
   b. Global Initiatives Committee Proposal (see attached)

5. Committee Reports
   a. Curriculum Committee
   b. Faculty Affairs Committee
   c. Executive Committee
JANUARY 2018 FACULTY UPDATE

IMPLEMENTING OUR STRATEGIC INITIATIVES
At Rollins College we make tomorrow happen.
Three Strategic Themes

I. Deepen Student Engagement with the College’s Mission

II. Deliver on our Promise of Student Success

III. Steward Our Strategic Assets to Strengthen Our Competitive Advantage
Rollins College
Mills Memorial Building –
rCompass Center

November 15, 2017
Mills Renovation
Mills Renovation
Mills Renovation
New Residential Complex
2018-2019 Operating Budget
Social Innovation vs. Social Entrepreneurship

**Definition**

Critically analyzing social problems and creating sustainable, systemic, interdisciplinary solutions.

Examining and addressing social problems typically by creating revenue-generating, market-based enterprises.

**Rollins Curriculum**

**Social Innovation**

- SI 200: Intro
- Core skills course (chosen from CMC, COM, SE, SI, SOC)
- Core topics course (chosen from ANT, ENV, POL, SE, SOC)
- Three skills electives (chosen from 10 CLA departments)
- Three topics electives (chosen from 13 CLA departments)
- Capstone

**Social Entrepreneurship**

- SE 100: Intro
- SE 220: Global Development
- ECO 121: Contemporary Issues
- ECO 221: Statistics
- BUS 230: Accounting
- BUS 245: Organizational Behavior
- SE 300: Law and Ethics of SE
- SE 305: SE Marketing
- SE 320 or COM 331
- SE 335: Ethical Sourcing
- SE 345: Financing SE
- SE 340: Designing and Planning SE
- Three interdisciplinary electives
Student Survey, May 2017
(n=126)

Q: What is your primary major?

- SEB = 18 (14%)
- COM = 14 (11%)
- INB = 13 (10%)
- BUS = 12 (9%)
- ECON = 7 (5%)
- No other major had more than 5.

Q: Would you be interested in majoring in Social Innovation if it was offered?

- Yes = 33 (26%)
- Maybe = 66 (52%)
- No = 27 (21%)

Q: If you are interested in the Social Innovation major, would you be likely to:

- Major in SI without a second major or minor = 2
- Major in SI and minor in something else = 24
- Double major = 72
**Program Name**

<table>
<thead>
<tr>
<th>College</th>
<th>CLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary</td>
</tr>
</tbody>
</table>

**Contact(s), E-mail, Phone**

- Dan Chong, dchong@rollins.edu, (407) 691-1709
- Tonia Warnecke, twannecke@rollins.edu, (407) 691-1285

**Type of Program**

- Major

**Level**

- Undergraduate

**Credit or Non-Credit**

- Credit

**Total Credit Hours**

- 40

**Effective Date**

- Fall 2018

**Program Need and Fit to Mission**

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.

**Intended Audience**

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.

**Projected Enrollment**

- 25-50

**Location(s) of Instruction**

- No new physical locations required.

**Admission Requirements**

- N/A

**Faculty Required/Credentials**

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.

**Coursework Required**

See attached major map.

**Student Learning Outcomes**

See attached proposal.

**Evaluation & Assessment**

See attached proposal.

**Resource Requirements & Project Budget**

See attached proposal. Total annual costs are estimated at $5,000.

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**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
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 “changemakers,” 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:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI Program Director:</td>
<td>$1,000</td>
</tr>
<tr>
<td>SI program budget:</td>
<td>$1,000</td>
</tr>
<tr>
<td>Adjunct faculty for Nonprofit course (1/yr):</td>
<td>$3,000</td>
</tr>
<tr>
<td>Total:</td>
<td>$5,000</td>
</tr>
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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>CMC 100 Digital Storytelling</th>
<th>COM 295 Research Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI 310 Nonprofit Leadership and Innovation</td>
<td>SOC 301 Methodology*</td>
</tr>
<tr>
<td>SE 320 Strategies for Changemakers*</td>
<td></td>
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</tbody>
</table>

SKILLS CORE COURSE: ________________________________
Topics core course (choose one):
SOC 111 Social Problems
ANT 150 Global Cultures
SE 220 Global Development Challenges and Opportunities

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
ART [rFla] Contemporary Documentary Practice
ART [rFla] Memory and the Photograph Activism
ART [rFla] Intro to Sculpture: Art as...with Lab
CMC 200 Researching Media & Culture
CMC 310 Media, Peace, and Justice
COM 325 Communication Campaigns

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

Semester | Course | Elective Title | Prerequisite
--- | --- | --- | ---
| | | | Check Catalogue

Check Catalogue
Check Catalogue
Check Catalogue

REL [rFla] Extremes of Religion
SE 135 Law & Ethics of Social Innovation & Entrepreneurship
SE 302 Indigenous Entrepreneurship
SOC 302 Sociological Theory
SOC 331 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: __________
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>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td>Social Issues and Social Media</td>
</tr>
<tr>
<td>ART</td>
<td>Sustainable Design</td>
</tr>
<tr>
<td>ART</td>
<td>3D Foundations</td>
</tr>
<tr>
<td>ART</td>
<td>Furniture Design</td>
</tr>
<tr>
<td>ART</td>
<td>3D Digital Design</td>
</tr>
<tr>
<td>CFAM</td>
<td>Art and Social Engagement</td>
</tr>
<tr>
<td>CMC</td>
<td>Video for Social Change</td>
</tr>
<tr>
<td>COM</td>
<td>Inclusive Leadership</td>
</tr>
<tr>
<td>COM</td>
<td>Contemporary PR for SI</td>
</tr>
<tr>
<td>COM</td>
<td>Advanced PR for SI</td>
</tr>
<tr>
<td>COM</td>
<td>New Media &amp; PR for SI</td>
</tr>
<tr>
<td>CS</td>
<td>Business Applications for Computer Science</td>
</tr>
<tr>
<td>ENG</td>
<td>Grant-Writing</td>
</tr>
<tr>
<td>ENG</td>
<td>Like a Boss</td>
</tr>
<tr>
<td>ENG</td>
<td>Transcendentalists</td>
</tr>
<tr>
<td>POL</td>
<td>Food Politics</td>
</tr>
<tr>
<td>PSY</td>
<td>Maternal Child Public Health</td>
</tr>
<tr>
<td>REL</td>
<td>Sex, Violence, &amp; Religion</td>
</tr>
<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 – Department of Social Entrepreneurship

Proposed by: Jasmine Alam, Josie Balzac, Cecilia McInnis-Bowers, Raja Singaram, and Tonia Warnecke

Since its inception, the Social Entrepreneurship major has been housed inside Business departments at Rollins; this also shaped the title of the major (Social Entrepreneurship & Business—SEB) at its founding. Over time, it has become clear that the student learning outcomes for the Social Entrepreneurship major are not as aligned with the Department of Business. For example, social entrepreneurship students must describe local and global social issues such as hunger, poverty, and human trafficking; learning about the root cause of the social problem is critical to successful social entrepreneurship endeavors. When the core of a business/organizational mission is social impact (not profit), this influences a variety of processes from ideation and planning to hiring, marketing, finance, and redistribution of surpluses, requiring a plurality of skills; social enterprises do not operate the same way as other businesses. Thus, social entrepreneurship is not the same thing as corporate social responsibility, which is an emphasis of Business Management. As we know from our discussions of strategic planning at Rollins, an institution’s strategic plan needs to be mission centric. Every action emerging from the strategic plan needs to support the mission. Social entrepreneurship can be thought about in a similar way. Since social enterprises organize the rest of their activities around the social mission, they operate in a fundamentally different way than other businesses. This differentiates the learning objectives of the major, and helping students understand and critically evaluate social problems is a fundamental component of this program.

In conjunction with strategic planning initiatives around social entrepreneurship and changemaking:

1) We are proposing an administrative change: to leave the Department of Business and become a new, independent Department of Social Entrepreneurship.

2) We also propose to move the Department of Social Entrepreneurship from the Division of Business to the Division of Social Sciences Applied. We believe this division best matches the social entrepreneurship program’s goals, research methods, and pedagogy.

Initially, Business Management and Social Entrepreneurship majors shared a large number of core courses. Discussions were held within the Department of Business as this approach was not achieving desired outcomes for either student group. Last year (2016-17), several curriculum changes for both Business Management and Social Entrepreneurship programs were approved by the Curriculum Committee, with the aim of further differentiating the programs from one another and enabling Social Entrepreneurship students to have courses that are more closely tailored to the learning objectives specific to that major. For Social Entrepreneurship, this meant creating new versions of courses tailored toward businesses/organizations with missions centered first and foremost on social impact, and the processes for successfully achieving social impact and remaining mission-centric in a challenging external environment. This doubled the number of SE-designed and delivered courses in our major. The Social Entrepreneurship major also utilizes a wide array of electives enabling students to deepen their knowledge about the domestic and global issues they care about.

In teaching and research, our interdisciplinary faculty team (with backgrounds in economics, environmental law, community health, and entrepreneurship) focuses on social businesses/organizations as tools for addressing the root causes of pressing social problems. We also are a full partner of the liberal arts. By the end of spring 2018, each Social Entrepreneurship faculty member will have taught in RCC or the neighborhoods, and we fully commit to continue that trajectory.
As part of the implementation of the strategic planning framework this summer (co-locating Community Engagement, the Social Innovation & Entrepreneurship Hub, and the Social Entrepreneurship & Business program), the offices of the five faculty listed above were moved to the Mills building in June 2017. Therefore, there is already a physical separation between the Social Entrepreneurship program and the rest of the Department of Business (which remains in 170 W. Fairbanks). The Social Entrepreneurship program already has staffing (5 lines), administrative assistance, and departmental resources. Moving to an independent department will not require further resources; it merely requires an administrative separation.

We have already demonstrated capacity to make change, as several additional revisions to the major were approved by Curriculum Committee this fall. The goal of those curricular changes was to provide a more consistent curricular experience for students; respond to student feedback about course fit; and better achieve student learning outcomes. These curricular changes included reducing the number of BUS/MGT courses in the major, by (a) designing and delivering more social entrepreneurship courses focusing on the program’s mission; (b) collaborating with the Economics Department so that social entrepreneurship students take economics and statistics courses from economics faculty; and (c) reducing the number of courses in the major (17 → 15). We also changed the major’s name to Social Entrepreneurship to reflect the name of the field (SEB → SE). These most recent curricular changes were approved in October 2017 and will be effective in Fall 2018. The major map is attached for your convenience.

The Business Department has endorsed our department proposal. Multiple conversations have been held with the Department of Business since spring 2017. With gratitude for the support of our colleagues, we are excited about the opportunity to participate more deeply in interdisciplinary initiatives with departments across campus.

We formally request to leave the Department of Business and become a new, independent Department of Social Entrepreneurship. We also formally request to move the Department of Social Entrepreneurship from the Division of Business to the Division of Social Sciences Applied. The Division of Business and Division of Social Sciences Applied have endorsed the divisional move.
Major Map: Social Entrepreneurship

Turn your passion for making change into reality with a high-impact career. The Social Entrepreneurship major combines entrepreneurial thinking and action; cutting-edge problem-solving methodologies; understanding of current economic, political, cultural, and environmental issues; and best practices from business skill sets. The program positions you to find—or create—careers that apply innovative and sustainable solutions to the world's most pressing challenges. It enables you to build a career out of making the world a better place, and learn transferable tools for creating change across public, private, and non-profit sectors.

The Social Entrepreneurship (SE) major requires fifteen courses, including twelve core courses, three elective courses, an immersion experience, and a global experience. Engage with your local and global community, and work on projects with people leading change.

The major is compatible with the 3/2 program of the Crummer Graduate School of Business, in which students earn a B.A. and MBA in 5 years.

**Core Courses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 100</td>
<td>Social Entrepreneurship: Leading Change</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SE 220</td>
<td>Global Development Challenges &amp; Opportunities</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ECO 121</td>
<td>Economics of Contemporary Issues</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ECO 221</td>
<td>Statistics for Economics</td>
<td>ECO 121, SE 220</td>
<td></td>
</tr>
<tr>
<td>BUS 230</td>
<td>Financial &amp; Managerial Accounting</td>
<td>SE 100</td>
<td></td>
</tr>
<tr>
<td>BUS 245</td>
<td>International Organizational Behavior</td>
<td>SE 100</td>
<td></td>
</tr>
<tr>
<td>SE 300</td>
<td>Law &amp; Ethics of Social Innovation &amp; Entrepreneurship</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SE 305</td>
<td>Social Entrepreneurship Marketing</td>
<td>SE 100, ECO 121</td>
<td></td>
</tr>
<tr>
<td>Choose One:</td>
<td>SE 320 Strategies for Changemakers</td>
<td>SE 100 (for SE 320)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 331 Communication &amp; Social Change</td>
<td>SE 220, SE 300</td>
<td></td>
</tr>
<tr>
<td>SE 335</td>
<td>Ethical Sourcing, People &amp; the Planet</td>
<td>SE 100, MCMP competency</td>
<td></td>
</tr>
<tr>
<td>SE 345</td>
<td>Financing Social Entrepreneurship</td>
<td>SE 220, SE 320; seniors only</td>
<td></td>
</tr>
<tr>
<td>SE 340</td>
<td>Designing &amp; Planning for Social Entrepreneurship</td>
<td>SE 220, SE 320; seniors only</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Students must take at least three (3) of the following courses; at least two (2) must be at the 300-400 level.

<table>
<thead>
<tr>
<th>ANT 215 Human Ecology</th>
<th>EDU 271 School &amp; Society</th>
<th>PSY 211 Social Psychology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 277 Gender in the Middle East &amp; North Africa</td>
<td>EDU 280 Diversity in American Education</td>
<td>REL 228 Women &amp; Religion</td>
</tr>
<tr>
<td>CMC 310 Media, Peace, &amp; Justice</td>
<td>EDU 347 Global Perspectives in Education</td>
<td>REL 300 Women &amp; the Body*</td>
</tr>
<tr>
<td>CMC 320 Political Economy of Body &amp; Food</td>
<td>EDU 385 Teaching Students with Special Needs</td>
<td>SE 190 Special Topics</td>
</tr>
<tr>
<td>CMC 325 Incarceration &amp; Inequality</td>
<td>ENV 289 Nature in the City</td>
<td>SE 290 Special Topics</td>
</tr>
<tr>
<td>COM 325 Communication Campaigns</td>
<td>ENV 292 Political Economy of Environmental Issues</td>
<td>SE 302 Indigenous Entrepreneurship</td>
</tr>
<tr>
<td>COM 340 Health Policy &amp; Advocacy</td>
<td>ENV 302 Traditional Town Planning</td>
<td>SE 310 Human Centered Design Thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>ENV 348 Sustainable Development</td>
<td>SE 325 Globalization &amp; Gender</td>
</tr>
<tr>
<td>COM 355 Global Health Communication</td>
<td>ENV 353 National Parks &amp; Protected Areas</td>
<td>SE 335 Markets for the Poor</td>
</tr>
<tr>
<td>ECO 126 Economics &amp; Public Policy</td>
<td>ENV 365 Environment and Development in Central America</td>
<td>SE 390 Special Topics</td>
</tr>
<tr>
<td>ECO 202 Economics in Historical Perspective</td>
<td>HIS 370 Race &amp; Ethnicity in America</td>
<td>SOC 324 Women in Society*</td>
</tr>
<tr>
<td>ECO 239 Women and Work</td>
<td>PHI 290 Medical Ethics</td>
<td>SOC 345 Sociology of Gender*</td>
</tr>
<tr>
<td>ECO 351 Economic Development*</td>
<td>POL 302 Politics of Global Poverty*</td>
<td>SOC 346 Sexualities*</td>
</tr>
<tr>
<td>ECO 355 Environmental Economics*</td>
<td>POL 330 Peace &amp; Conflict Studies*</td>
<td>SOC 350 Class Inequalities*</td>
</tr>
<tr>
<td>ECO 370 Economics of Piracy*</td>
<td>POL 332 International Human Rights</td>
<td>SOC 355 Race &amp; Ethnic Relations*</td>
</tr>
<tr>
<td>ECO 385 Economics of Health*</td>
<td>POL 333 Case Studies in Sustainable Development*</td>
<td>SOC 356 The State of Black America*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWAG 205 Intro to Sexuality, Women's, and Gender Studies*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*additional prerequisite may be required</td>
</tr>
</tbody>
</table>
IMMERSION EXPERIENCE
All SE majors are required to participate in one Immersion Experience. This requirement may be satisfied by participating in (a) a Rollins Immersion program or (b) an international service learning experience approved by the SE director. Rollins Immersion exposes students to critical cultural, social, political, and structural issues in the community through weekend and weeklong projects of civic and community engagement throughout the academic year. Rollins Immersion is rooted in the academic mission of Rollins to educate students for global citizenship and responsible leadership. Through direct community engagement, leadership development, multicultural education, discussion, and pre/reflection activities students will be immersed in the big challenges and questions that face communities in the 21st century. International service learning experiences also focus on social responsibility and enable students to practice global citizenship while engaging in service in a different culture. Students should document their immersion experience, and may be required to provide supporting evidence or write an essay describing their experience.

IMMERSION EXPERIENCE: __________________________________________________________

GLOBAL EXPERIENCE
All SE majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience.

GLOBAL EXPERIENCE: __________________________________________________________

RESIDENCY AND DISTRIBUTION
SE majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); 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.

See the Rollins College catalog for a comprehensive listing of all requirements.
WHAT IS SOCIAL ENTREPRENEURSHIP?

A process by which citizens build or transform institutions to advance effective, innovative, and sustainable SOLUTIONS to social, economic, and environmental problems to improve the lives of many.

These solutions are generally market-based.

The solutions may use for-profit, non-profit, or hybrid models.
• Major & minor were founded in 2013
• On average: 70-75 majors & 25-30 minors each year
• Currently, with explorers removed, there are 56 majors and 21 minors

The major combines:

• Entrepreneurial thinking and action
• Human Centered Design Thinking
• Cutting-edge problem-solving methodologies
• Understanding of current economic, political, cultural, and environmental issues
• Best practices from business skill sets
Background information:

Evolution of SEB major since 2013

• Status:
  • Major map revisions were approved by Curriculum Committee; latest will be effective Fall 2018

• Goal:
  • Provide more consistent curricular experience for students
  • Respond to student feedback about course fit
  • Better achieve student learning outcomes

• Method:
  • Reduce # of BUS/MGT courses in major
  • Design/deliver more SE courses focusing on the program’s mission
  • Collaborate with Economics Department
  • Reduce # of courses in major (17 → 15)
  • Change major name to Social Entrepreneurship to match the name of the field (SEB → SE)
Background information:
Evolution of the SEB major’s core courses

2013
10 BUS courses; 4 SEB courses

2017
6 BUS/MGT courses; 8 SEB courses

2018 (approved by Curriculum Committee 10/2017)
2 BUS courses; 2 ECO courses; 8 SE courses
### Background information:
#### Social Entrepreneurship major requirements

15 courses (12 core, 3 electives); required immersion & global experience

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 100</td>
<td>Social Entrepreneurship: Leading Change</td>
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</tr>
</tbody>
</table>

SE major electives offered by 14 academic programs across campus
SE proposal for faculty vote

1. Become an independent Department of Social Entrepreneurship
   - Gain autonomy to meet student needs, given the different SE program mission
   - The major/minor already exist; curriculum revisions were approved and will be effective Fall 2018. We already have SE faculty lines, administrative assistance, and departmental resources. Our offices are physically in a different building than MGT and INB. We are asking for an administrative separation.

   **Endorsed by the Department of Business**

2. Move into the Division of Social Sciences Applied
   - Closer fit to pedagogy and mission of the SE program
   - Support college’s strategic plan; aligned with Center for Civic Engagement

   **Endorsed by the Divisions of Business & Social Sciences Applied**