Minutes, College of Liberal Arts Faculty Meeting, Thursday, March 22, 2018

College of Liberal Arts Faculty, Rollins College

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In Attendance

Announcements

Governance Elections (Kistler)

Please vote in your divisional elections. Ballots were distributed by Troy Thomason on Monday. Voting is open until 5pm tomorrow (3/23). There will be a call for at-large positions coming next week.

Learning Management System Change and Pilot (Sugar and Thomason) – see attached

Blackboard is phasing out and we are in need of piloting a new system. Blackboard is moving to a new system, Ultra, but we want to evaluate this as a faculty-driven process. This is not a budget-driven process, but because our current system is being phased out. The comparison will be between the new Blackboard product as well as Canvas. Plan to do a fall pilot and then to make a decision in the Spring. There will be faculty driven-decision, along with Holt and IT input.

Jackson: When would faculty get trained on the new system?

Sugar: The first faculty beyond the pilot could train in Summer 2019.

Provost’s Report (Singer)

The new Faculty Compensation Philosophy is in action. In keeping with its insistence on transparency in naming endowed chairs, FAC is putting together advice on a process for filling
chairs. We are inviting nominations and self-nominations to Susan Singer by 5pm on April 16. The nomination should make the case in 500 words for all three areas of faculty excellence. An email will come out this afternoon with the specifics on all of the open chairs.

**Approval of January 25, 2018 Faculty Meeting Minutes**

**Motion to Approve Minutes from 03/01/2018**

Motion: Rubarth  
Second: Fetscherin  
Minutes approved: Approved by voice.

**Old Business**

*Global Initiatives Committee Proposal (See Attached)*

Motion to approve creation of Global Initiatives Committee  
Moved (3/1): McLaren  
Second (3/1): Voicu

**Vidovic:** Idea is to have a committee led by Director of Global Initiatives and Faculty Coordinator of Global Initiatives with 7 Faculty Representatives.

Proposed amendments are to eliminate Holt representative, because Holt is represented already due to CLA faculty being Holt faculty. This drops the number of staff representatives to 3 rather than 4. There is still one student representative, who would have all students as their constituencies and have the responsibility to reach out to other students. Also, to make sure that RIG grants are considered in accordance with a consistent process, the amendments modify the document to ensure that there is a representative of FAC for consideration of the RIG Grants. The final amendment would ensure explicitly

**Amendment #1:**

**Motion:** To Amend Global Initiatives Committee Proposal, Functions of the Global Initiatives Committee bullet point 5 to include “A representative from the College of Liberal Arts Faculty Affairs Committee must participate in the review process for the RIG grants.”

Moved: Vitray  
Second: Boniface

Vote on Amendment #1: Approved by voice vote.
Amendment #2
Motion: To amend Global Initiatives Committee Proposal, committee structure to eliminate Holt Staff Representative.

Moved: Boniface
Second: Montgomery

Wellman: Is there any way we can make sure that there is a Holt Faculty member amongst the divisional representatives.

Kistler: SAA departments all have Holt programs as do many departments in other divisions. We feel this is sufficient to ensure the Holt voice is present among the committee membership.

Harwell: A clarification, the library is in SSA. We do not teach in Holt.

Vote on Amendment #2: Approved by voice vote

Amendment #3
Motion: To add an 8th bullet point to the committee charge that states: “All curricular changes recommended by the Global Initiatives committee must go through the appropriate faculty governance process for the College of Liberal Arts or Crummer Graduate School of Business.”

Moved: Rogers
Second: Boniface
Approved by Voice vote.

Gunter – How is the faculty coordinator chosen? I’m concerned that the committee itself would select the chair rather than the Provost. It is a more open process if the Director is chosen by the Provost. I don’t believe that the committee should select the director.

Vidovic: We believe that the members of the committee are positioned to make informed decisions about this and the committee would make a recommendation to the Provost.

Kistler: This is the same process as other governance committees, where committee members make the choice of their committee chairs.

Gunter: On this committee the faculty rotate, but the staff don’t. I’m worried about folks getting shut out.

Singer: We have a new endowed chair and this individual will hold the new endowed chair.
Gunter: I’m concerned that the committee chooses a slate.

Vidovic: The committee is elected by a general election. Only the chair is selected by the committee.

Gunter: Options for chair are pre-selected here from amongst those elected, though.

**Amendment #4**

Motion: I propose an amendment that faculty self-nominate to the Provost, and members of the committee do not select the individual internally.

Motion: Gunter  
Second: Sardy

Singer: This is in keeping with what we’d like to do with the endowed chair.

Warnecke: I sympathize, because I saw the same thing with the Social Innovation and Entrepreneurship hub director. This proposal advocates a different process. We should be consistent across how we choose those who lead the centers associated with the mission of the college.

Singer: There was a committee who selected the SI hub director.

**Vote on Amendment #4:** Passes (Yes – 55; No – 27; Abstain – 9)

Boniface: I want to speak in favor of the proposal. I don’t love every part of it, but I love enough of it to pass. I like that this consolidates two committees with similar functions to come down to one. This in keeping with the efficiency we wanted in governance reform.

Fetscherin: Given the importance of the committee, do we want to ask a committee to help with the selection rather than just the Provost herself?

**Vote on main motion:** Passes (Yes – 79; No – 10; Abstain – 4)

**New Business**

*Campus Safety Discussion (Rayburn and Miller)* - Timeline of events and SWOT analysis can be found in attachments.
We want to recap the events of March 5, 2018 involving an active shooter notification. We are in the middle of an assessment of the event. Campus safety has performed a SWOT analysis of what worked well and what the challenges were.

Reach out to us as individuals and departments if you need help or have questions.

**D’Amato**: I got the text. A colleague had an email and the title was active shooter. Can we distinguish between an active shooter and armed suspect. This caused a ton of unnecessary stress.

**Miller**: Certainly. We’ve corrected this. We’ve added a new message that reflects the situation we had with an armed individual and retitled that message appropriately. I will always share more, and be more severe than circumstances warrant, if it comes to safety, however. I’d rather err on the side of caution and be overprotective.

**Garcia**: I want to thank you and your team. It is a ton of work to coordinate this. I’ve had conversations with other faculty and want to advocate that we all need to be trained as faculty. We need to be emotionally prepared to be our students’ advocates. We need training to help us know how to manage our own selves. Please as a faculty get on board with this.

**Almond**: Our lightning system has an audible tone. Many were oblivious, moving across campus. Can we add a second tone that could be broadcast across campus. What do we do for folks outside buildings? Is there a shelter, if you aren’t in a building?

**Miller**: Yes, good points. There is only one tone for the lightning alert. We could do some things, but we need to evaluate what is appropriate. What about pop-ups on screens across campus? We need up to 7 different ways to get ahold of everyone. This still won’t get to everyone. We need to share information amongst each other as well during an emergency.

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**Temporary Teacher Certification (See Attached)**

**McLaughlin**: Most of you are aware of the critical teaching shortage in Florida. There are also critical teaching shortage areas, such as the Natural Sciences, English, and Mathematics. We are putting unprepared individuals into the classroom in many situations. We graduate a small number of students in our major and minor each year who are very well prepared. The nature of majors in other departments at Rollins is such that many students cannot fit the Secondary Education Minor into their curriculum. We have gained approval from the state of Florida to offer a new minor that can result in 3-year non-renewable certification, which gives students an entry to a job at a secondary institution. Our students will be more competitive than their peers, because there is some field experience and meaningful coursework about education.
Students will get 50 hours in a high school and 50 hours in a middle school via their internship. So today, we propose a Temporary Teacher Certification Minor. This is an opportunity for us at Rollins to intervene in a real problem in our state. We can work together across divisions to give students another option.

Motion to approve the Temporary Teacher Certification Minor.

Moved:  Garcia  
Second:  Sardy  

Henning:  What does this look like on the transcript to have a permanent mark on the transcript for a temporary credential.

McLaughlin:  I don’t know the language here. The state would tell us this. They still need to fulfill the three state tests to get full certification.

Henning:  Is this a certification or a minor? What about a student who takes this set of courses, but never fills out the paperwork to get the certification?

McLaughlin:  They are still eligible for the certification from the state.

Motion Passes  (Yes – 81; No – 3; Abstain – 2)

FEC Workload Recommendations

Motion to Amend Bylaws, Article VIII, Section E, Subsection 5d to reflect an October 15 deadline for CEC to forward letters to the Dean of Faculty for cases of Promotion to Professor:

ARTICLE VIII FACULTY APPOINTMENTS AND EVALUATIONS  
E. PROCEDURES FOR MID-COURSE, TENURE, AND PROMOTION REVIEWS  
Section 5. Promotion to Professor  
d. Evaluation by the Candidate Evaluation Committee  
Having reviewed the candidate’s file and deliberated, the CEC writes a report and recommendation, which makes a case for or against the candidate and sends it, along with the letters from the outside evaluators if applicable, to the FEC, with copies to the Dean of the Faculty and candidate, by October 15. The candidate may choose to write a response to the report and recommendation, and this response will be sent to the CEC, the Dean of the Faculty, and the FEC within one week. Should the CEC make a negative recommendation, the candidacy cannot go forward except on appeal.

<p>| Mid-Course Evaluation | Tenure &amp; Promotion | Promotion to Professor |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>April 15</th>
<th>April 15</th>
<th>April 15</th>
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<tbody>
<tr>
<td>Dean notifies candidate re: eligibility</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Candidate notifies Dean re: intention, CEC formed</td>
<td>May 15</td>
<td>May 15</td>
<td>May 15</td>
</tr>
<tr>
<td>CEC Chair notifies Dean, candidate, and FEC of CEC make up</td>
<td>June 1</td>
<td>June 1</td>
<td>June 1</td>
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<tr>
<td>Candidate electronically submits materials to CEC members, Dean, and FEC members</td>
<td>December 15</td>
<td>July 1</td>
<td>July 1</td>
</tr>
<tr>
<td>CEC submits letter to candidate, Dean, and FEC Chair</td>
<td>February 15</td>
<td>October 1</td>
<td>October 15</td>
</tr>
<tr>
<td>Dean submits letter to candidate, CEC Chair, and FEC Chair</td>
<td>At least 1 week before candidate’s FEC meeting</td>
<td>At least 1 week before candidate’s FEC meeting</td>
<td>At least 1 week before candidate’s FEC meeting</td>
</tr>
<tr>
<td>FEC submits letter to candidate, CEC Chair, and Dean</td>
<td>May 15</td>
<td>December 15</td>
<td>April 1</td>
</tr>
<tr>
<td>FEC submits letter to Provost</td>
<td>N/A</td>
<td>December 15</td>
<td>April 1</td>
</tr>
<tr>
<td>Provost submits letter to candidate, President</td>
<td>N/A</td>
<td>January 15</td>
<td>April 15</td>
</tr>
</tbody>
</table>

**Motion:** Rogers

**Second:** McLaughlin

**Vitray:** What happens if you have a candidate and the department doesn’t meet the deadline?

**Kistler:** I don’t know; we’d follow the same procedure.

**Harper:** I’m thinking about a department where a candidate is up for both deadlines. This doesn’t sound big, but the two weeks matters from a departmental standpoint.

**Motion Passes** (Yes – 53; No – 21; Abstain – 8)
Motion: to Amend Bylaws, Article VIII, Section E, Subsection 2a to reflect the addition of an alternate member to FEC who would become an active member of the committee should the number of candidates to be evaluated in a given year exceed 18.

ARTICLE VIII FACULTY APPOINTMENTS AND EVALUATIONS
E. PROCEDURES FOR MID-COURSE, TENURE, AND PROMOTION REVIEWS
Section 2. Faculty Evaluation Committee Structure and Evaluation
a. Membership
This committee is constituted of six members and one alternate, all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one coursereleased time every year they serve on the Committee.

Moved: McLaughlin

Second: Habgood

Vitray: Would the alternate serve in any capacity if there were not 18 cases?

Kistler: No, not at all.

Motion Passes (Yes – 77; No – 3; Abstain – 4)

Meeting adjourned due to lack of quorum at 1:53pm.
1. Announcements
   a. Governance Elections
   b. Learning Management System Change and Pilot
   c. Provost’s Report

2. Approval of the Minutes from 3/1/18 CLA Faculty Meeting

3. Old Business
   a. Global Initiatives Committee Proposal (see attached)

4. New Business
   a. Campus Safety and Emergency Management Discussion
   b. Temporary Teacher Certification Proposal (see attached)
   c. FEC Workload Recommendations and Bylaws Changes to Article VIII, E.,
      Section 5d. and E. Section 2a. (see attached)

5. Committee Reports
   a. Curriculum Committee
   b. Faculty Affairs Committee
   c. Executive Committee
Learning Management System Comparison

**Spring 2018**
- Discuss with Department Heads
  - Completed
- Seek support from Curriculum Committee
  - Completed
- Seek support from Executive Committee
  - In-progress
- Identify faculty to participate in pilot with guidance from EC
- Schedule meeting with pilot faculty
- Set up pilot faculty with course(s) in new LMS

**Summer 2018**
- IDT provides remote or in person support for pilot faculty
- IDT assists with course cleanup if required

**Fall 2018**
- LMS pilot
- Campus demos by LMS vendors open to all
- Collect feedback from faculty, students, and staff

**Spring 2019**
- Decision is made by committee consisting of faculty and IT
- Make budget request if necessary

**Summer 2019**
- Start migration of courses to new LMS
Rollins College
Center for Global Initiatives Committee
Proposal

The proposed Center for Global Initiatives committee will be a standing college committee that will report to the Provost. It will replace the existing “International Programs Faculty Advisory Committee” and the “Internationalization Committee”.

Functions of the Global Initiatives Committee:

1. Contribute to a strategy for internationalization and make decisions about programming including:
   a. Determining countries or regions of focus
   b. Determine policies and practices for the establishment, staffing, and funding of permanent centers related to internationalization, if any.
   c. Contribute to establishing institutional goals for strategic and appropriate targets for the number of international students on campus
   d. Setting institutional goals for a strategic amount and diverse types of global learning and engagement opportunities in- and out-of the classroom and on- and off-campus.
   e. Supporting efforts towards improved integration of international experiences into students’ curricular and co-curricular activities
2. Allocate substantial internal funding for internationalization efforts, outside of specific department/office budgets, in accordance with strategic goals and needs (see budget)
3. Align visiting scholars, speakers, events and programs with curricular and co-curricular goals and needs for internationalization.
4. Support efforts to assess and benchmark internationalization activities and programs
5. Review RIG group trip proposals and RIG grant applications
6. Consult on the development of new semester and summer study away programs, and review and select field study/summer programs for the following academic year.
7. Consult on academic policies involving or affecting study abroad/away or other internationalization programming and policies or processes that impact or involve faculty.

Committee Structure

1. Faculty Coordinator:
   o May be a Crummer or College of Liberal Arts Faculty member
   o Receives one course release or a stipend
   o Three year term
   o Open call to faculty for applications. Current committee members elect the Faculty Coordinator from the applicant pool.
   o Formal appointment is by the Provost.
2. Director of Global Initiatives
   o Standing appointment to committee
3. International Student and Scholar Services Representative
   o Standing appointment to committee
4. International Admissions Representative
   o Standing appointment to committee
5. Six Divisional Elected College of Liberal Arts Faculty Representatives
   o 2 year terms
6. Holt Representative
   o Appointed through the Hamilton Holt School (process TBD)
   o A staff member who works extensively with Holt students
   o 2 year term
7. Crummer Representative
   o Selected by the Crummer faculty
   o 2 year term
8. One At-Large Elected Staff Representative
   o Elected by staff through email ballot process
   o 2 year term
9. One Student Representative
   o 1 year term
   o Open to CLA, Holt, and Crummer (selection process TBD)

Faculty Coordinator of Global Initiatives– Position Description

1. Chair the Global Initiatives Committee
2. Deliver reports on behalf of the Global Initiatives committee to the Executive Committee of the Faculty of the College of Liberal Arts
3. Represent the Global Initiatives Committee as needed at College of Liberal Arts faculty meetings, Crummer faculty meetings, governance committee meetings and/or other campus committee meetings
4. With the Director of Global Initiatives
   i) Gather information and prepare documents as needed to guide committee discussions on strategy and programming (i.e. research on best practices, program proposal documents, research on program options, budget analyses, etc.)
   ii) Research potential connections and opportunities with the global communities of Central FL and support development of programming that supports the strategic goals of the center and the College mission
   iii) Support efforts towards improved integration of international experiences into students’ curricular and co-curricular activities including gathering information and documentation as needed, researching best practices, coordinating discussions with the faculty and campus community, developing proposal documents, etc.
   iv) Support assessment of the RIG grant program
   v) Provide leadership for innovative international programming such as virtual exchange, collaborative online international learning, and languages across the curriculum.

Director of Global Initiatives

1. Oversee Center for Global Initiatives budgets including ongoing and annual reconciliation. Allocate internal funding for internationalization efforts in accordance with strategic goals and needs and with committee approval for substantial expenditures
2. Work with Advancement on fundraising efforts that support the goals of the Center including creating budget proposals, white papers and other documents. Develop and submit grant proposals in accordance with strategic goals.

3. Assessment of Center for Global Initiatives administrative effectiveness and student learning outcomes related to co-curricular programming.

4. Support and expand involvement with the global communities of Central FL and publicize opportunities to make global connections in Central Florida.

5. Increase faculty and staff capacity for supporting students in integration of and reflection on global experience through intercultural competency development for faculty and staff.

6. Provide leadership and program oversight for Dual-Degree programs.

7. Manage local and global partnerships with universities and organizations.

8. With the Faculty Coordinator:
   vi) Gather information and prepare documents as needed to guide committee discussions on strategy and programming (i.e. research on best practices, program proposal documents, research on program options, budget analyses, etc.)
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**Center for Global Initiatives Budget**

A budget of approximately $315,000 for the Center for Global Initiatives was proposed by the internationalization strategic planning task force and a funding proposal has been incorporated into the Capital Campaign as one of the College strategic priorities. This budget would fund the continuation of the RIG grants for group and individual travel, student scholarships for study, service, research, and internships abroad, other internationalization initiatives and events, and allow for additional staffing to support this work. Some of the proposed functions of the Global Initiatives Committee, Faculty Coordinator, and Director of Global Initiatives are dependent on these additional funds. However, establishing this new structure does not require additional resources and some of the proposed work can and should begin now, in advance of any secured funding.
The proposed Center for Global Initiatives committee will be a standing college committee that will report to the Provost. It will replace the existing “International Programs Faculty Advisory Committee” and the “Internationalization Committee”.

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   e. Supporting efforts towards improved integration of international experiences into students’ curricular and co-curricular activities

2. Allocate substantial internal funding for internationalization efforts, outside of specific department/office budgets, in accordance with strategic goals and needs (see budget)

3. Align visiting scholars, speakers, events and programs with curricular and co-curricular goals and needs for internationalization.

4. Support efforts to assess and benchmark internationalization activities and programs

5. Review RIG group trip proposals and RIG grant applications. A representative from the College of Liberal Arts Faculty Affairs Committee must participate in the review process for the RIG grants.

6. Consult on the development of new semester and summer study away programs, and review and select field study/summer programs for the following academic year.

7. Consult on academic policies involving or affecting study abroad/away or other internationalization programming and policies or processes that impact or involve faculty.

8. All curricular changes recommended by the Global Initiatives committee must go through the appropriate faculty governance process for the College of Liberal Arts or Crummer Graduate School of Business.

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5. Increase faculty and staff capacity for supporting students in integration of and reflection on global experience through intercultural competency development for faculty and staff.
6. Provide leadership and program oversight for Dual-Degree programs.
7. Manage local and global partnerships with universities and organizations.
8. With the Faculty Coordinator:
   vi) Gather information and prepare documents as needed to guide committee discussions on strategy and programming (i.e. research on best practices, program proposal documents, research on program options, budget analyses, etc.)
   vii) Research potential connections and opportunities with the global communities of Central FL and develop and provide ongoing management for programming that supports the strategic goals of the center and the College mission.
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Follow up to the Events of March 5, 2018

Rollins College Campus Safety
Unknown Time

Suspect Frank Taylor attempted an armed robbery at a Walmart in Casselberry, FL. The suspect attempted to seat televisions from the store and was confronted by a Security Officer. The suspect pointed a gun at the officer and left the area in a vehicle. At some point, the vehicle he was driving was no longer operable and he then stole a vehicle that was found running in a driveway of a personal residence. The suspect then drove in the direction of our campus with Casselberry and Winter Park Police in pursuit.
Timeline

3:22 PM

Campus Safety received a call from our Women’s Tennis Coach stating that she witnessed a black Lexus turn on to campus at Chase Ave., driving at a high rate of speed. She shared that the driver parked the car behind Knowles Memorial Chapel, jumped out of the vehicle, and ran in an easterly direction toward Lake Virginia. She also stated that she saw police in the area, but they continued on Fairbanks Ave. and did not turn into campus. Winter Park Police Dispatch announced over the radio that they were in pursuit of an armed suspect in the area.
Timeline

At this point, based upon the information provided by our Coach and the call that was put out by Winter Park Police, we believed that the suspect was on campus, had just committed a felony, and was armed with a firearm.
Timeline

3:27 PM

The following R-Alert message was sent to the campus community via text, phone, email, and Twitter:

“Rollins Alert 1: An armed person is on campus. Go into the nearest room and lock the door. Follow instructions from authorities.”

This is a “canned” message that we have pre-programmed into our system to aid dispatch staff in quickly getting a message out during a stressful and busy time period.
Timeline

3:32 PM

Campus Safety Supervisor, Ken Dixon, located the suspect behind the Cornell Fine Arts Museum and while keeping a safe distance, shared this information with Winter Park Police.

Winter Park Police, based upon our information, apprehended the suspect without incident.

No immediate “all clear” message was sent on campus as the police were confirming there were no additional suspects. Or threats to the campus community.
Timeline

3:35 PM

After confirming with Winter Park and Casselberry Police that there was only one suspect and that he was in custody, the following message was sent via text, phone, email, and Twitter:

“Rollins Alert: All clear. Please resume normal activities.”
3:47 PM

After receiving additional information from law enforcement and our Public Information Officer, the following message was sent out on R-Alert via text, phone, email, and Twitter to give the situation additional context:

“Rollins Alert: Suspect was involved in an auto theft. WPPD has apprehended the suspect, no injuries and no shots fired.”
Upon additional investigation by law enforcement, it was determined that the suspect had thrown his gun from the vehicle at some point between Casselberry and Rollins and he never had the weapon on our campus. Upon request from Winter Park Police, due to a high call volume at their dispatch center, a final message was sent to the campus community:

“Rollins Alert: Suspect was never armed on campus. Please resume normal activities and avoid the area of the Chapel to allow WPPD to do their investigation.”
Emergency Communication Metrics

• Through R-Alert, we were able to reach more than 4,900 users each time we sent a message in under 4 seconds.

• From initial notification of the emergency situation to notification being sent out to the campus community, 2 minutes.

• From initial notification until the suspect was apprehended by law enforcement, 10 minutes.

• From initial notification until the final message announcing the “All Clear”, 26 minutes.
Immediate Challenges

Training

• R-Alert – how to sign up/ numbers entered, static on some phone messages

• Sheltering in place process

• Annual or Semi-Annual drills in the classroom setting

• How best to reach a diverse faculty and share emergency preparedness information

• Clarify obligations of faculty to their class during emergency situations
Immediate Challenges

Physical

- Design of campus – open to WP community
- Interior locks on classroom doors – Fire Marshal direction
- Specific sheltering locations inside of certain buildings
- Access control limitations
- Bush Science Center and future designs
Strengths

• Strong, nationally recognized, Emergency Operations Plan
• Well trained Campus Safety team and PIO staff
• Strong working relationship with WPPD
• Ongoing training conducted by WPPD on our campus
• Interoperability with WPPD via our radio system
• Tested emergency communications system
• Tremendous amount of information available on the Campus Safety web pages
Steps Already Taken

• Survey of all classroom doors - locks
• Communicating with our emergency communications vendor to troubleshoot some of the challenges that were reported
• Individual departmental meetings to discuss EOP, sheltering, and emergency communications
• Identification of specific sheltering locations within certain buildings
• Gathering additional insight from law enforcement professionals on certain buildings that pose specific challenges
Long Term Goals

• Identify ways to successfully engage and educate faculty on the issue of emergency preparedness
• Ensure each classroom can be locked from the inside, has specific sheltering locations designated on each floor, or can have the exterior building envelope locked remotely
• Ensure all future renovation or constructions projects find the appropriate balance between esthetics and safety
• Evaluate RAVE as our emergency communications vendor
• Install two R-Card readers at the Northeast entrance of Bush Science Center to allow for electronic locking of all exterior doors
Questions?
<table>
<thead>
<tr>
<th>Program Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Education</td>
</tr>
<tr>
<td>Contact(s), E-mail, Phone</td>
<td>Scott Hewit <a href="mailto:shewit@rollins.edu">shewit@rollins.edu</a> 407 646 2300</td>
</tr>
<tr>
<td>Type of Program</td>
<td>Minor in Temporary Teacher Certification</td>
</tr>
<tr>
<td>Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Credit or Non-Credit</td>
<td>Credit</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>21</td>
</tr>
<tr>
<td>Effective Date</td>
<td>1/2018</td>
</tr>
<tr>
<td>Program Need and Fit to Mission</td>
<td>Critical teacher shortages exist in secondary math, sciences and possibly other fields as well; students in some majors cannot complete existing secondary education minor; program educates students for responsible leadership and empowers them to pursue meaningful lives and productive careers as secondary teachers</td>
</tr>
<tr>
<td>Intended Audience</td>
<td>Students majoring in math, biology, chemistry, physics and perhaps other critical shortage fields in teaching; faculty in these areas have confirmed that they could identify candidates for the program before their junior year</td>
</tr>
<tr>
<td>Projected Enrollment</td>
<td>Approximately 5 in first year, but growing to approximately 20 within five years</td>
</tr>
<tr>
<td>Location(s) of Instruction</td>
<td>Physical location of instruction is main Campus and area secondary schools. Means of delivery is face-to-face and blended coursework, along with internships in area secondary schools. Blended course components will comprise no more than 40% of course meetings and content. No plans for expansion to additional physical locations or additional means of delivery.</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>Students must officially declare the minor and meet with an advisor in the Department of Education before enrolling in a third course.</td>
</tr>
<tr>
<td>Faculty Required/Credentials</td>
<td>Because all required courses in this minor already exist in the department and are currently offered, existing faculty will staff the program. Teaching in the new program will only affect offerings of the department by increasing enrollments in the already existing courses.</td>
</tr>
<tr>
<td>Coursework Required</td>
<td>EDU 272 Educational Psychology, EDU 324 Curriculum and Assessment with Diverse Learners, EDU 335 Teaching Reading in the Content Areas, EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools, EDU 417 Teaching (Particular Subject) in Secondary Schools, and EDU 417L Teaching (Particular Subject) in Middle and Secondary School Lab</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Upon successful completion of the program, students will, upon graduation, be eligible for temporary teacher certification in Florida, and be able to accept teaching positions in Florida middle and high schools.</td>
</tr>
<tr>
<td>Evaluation &amp; Assessment</td>
<td>How will student learning outcomes be assessed and how will program efficacy be evaluated? Attach Demonstration of Learning plan.</td>
</tr>
<tr>
<td>Resource Requirements &amp; Project Budget</td>
<td>Because all required courses in the program are existing courses, the only additional resources required will be a small increase in the budget for supervision mileage during the pre-internships (@$100 per year). This increase will be managed through the department budget. No additional faculty, library materials, equipment and/or facilities will be needed for the program.</td>
</tr>
</tbody>
</table>

PLEASE SEE REVERSE FOR APPROVALS AND SIGNATURES
<table>
<thead>
<tr>
<th>Sponsoring Department</th>
<th>Signature: H. James McLaughlin</th>
<th>Date: 10/13/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIP or OISSS (if program involves international institutions)</td>
<td>N/A</td>
<td>Date:</td>
</tr>
<tr>
<td>Dean</td>
<td>Signature: [Signature]</td>
<td>10/2.5/17</td>
</tr>
<tr>
<td>VPAA/Provost</td>
<td>Signature: [Signature]</td>
<td>10-26-17</td>
</tr>
<tr>
<td>Faculty Governance (signatures from all governance entities)</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Administrative Council (if financial resources required; completed by VPAA/Provost)</td>
<td>N/A</td>
<td>Date</td>
</tr>
<tr>
<td>President (if required)</td>
<td>N/A</td>
<td>Date</td>
</tr>
<tr>
<td>Board of Trustees (if required)</td>
<td>N/A</td>
<td>Date</td>
</tr>
</tbody>
</table>
Rationale and Need for Program

The Florida Department of Education publishes a list annually of the teaching fields where the demand far exceeds the supply. For the 2016-2017 year, General Science (5-9) and Physical Science (6-12) (Chemistry and Physics) were tied for the top spot. Tied for 3rd place were English (6-12) and Math (6-12).

Paul Cottle, physics professor at Florida State University, wrote a column in the Orlando Sentinel on July 31, 2017 that focused on the struggle school districts face in addressing the shortage of math and science teachers. He reported that the FDOE identified 214 chemistry and physics vacancies in Florida’s public schools in 2016-2017. Those are teaching positions that went unfilled, in many cases resulting in fewer chemistry or physics classes being offered. At Jones High School in Orlando, there is no physics class offered. The FDOE reported that there were 447 math vacancies in 2016-2017, but teacher education programs in Florida graduated only 196 math candidates a year earlier. The shortage of English teachers, while surprising to some, also reflects a very large demand and a dwindling supply.

Because of this critical shortage statewide, alternative routes to certification have been created by FDOE. The Professional Training Option (PTO) is specified in Florida Rule 6A-5.066. As described in recent written correspondence between Scott Hewit, Director of Teacher Education at Rollins College and Eileen McDaniel, Chief, Bureau of Educator Recruitment, Development & Retention, Florida Department of Education, PTOs are designed for baccalaureate degree seekers or post-baccalaureate candidates who have met subject specialization requirements (a degree in Mathematics or one of the sciences, for example), and who are interested in becoming teachers without completing a traditional teacher preparation program.

Historically there have been no Physics, Chemistry or Biology majors who have completed Rollins’ Florida State approved programs in Secondary Education. The reason most often cited by students and faculty is that they cannot graduate in four years if they have to student teach for an entire semester, all day every day. While there have been a few Mathematics majors who have completed the Secondary Education Minor, the number has been small.

Faculty in the Mathematics and Sciences Division met with members of the Department of Education in the spring of 2017 to discuss the possibility of developing a new and different route to Teacher Certification for students in their majors. Several present indicated that they could identify students in their sophomore year who might be good candidates for a program
that would allow them to complete their major and complete coursework and fieldwork in Education as well.

The Temporary Teacher Certification minor would allow students majoring in critical shortage fields (Biology, Chemistry, Math, English and perhaps more) to complete a 21-credit minor and be eligible for Temporary Teacher Certification in Florida in grades 6-12, pending approval of the PTO proposal by FDOE. Instead of a full semester of student teaching, they would complete two 50 hour pre-internships, one in a middle school and the other in a high school.

**Curriculum Plan**

Courses required for completion of Temporary Teacher Certification Minor are offered as follows (all undergraduate courses are 4 credits unless otherwise noted).

EDU 272 Educational Psychology **Fall or Spring**

EDU 324 Curriculum and Assessment for Diverse Learners **Fall or Spring**

EDU 335 Content Area Reading in Secondary Schools (co-requisite to EDU 407) **Spring**

EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools (co-requisite to EDU 335) **Spring**

EDU 417 Teaching (Particular Subject) in Secondary Schools (co-requisite to EDU 417L) **Fall**

EDU 417L Field Experience in Secondary Education (co-requisite to EDU 417) **Fall (1 cr.)**

Total credits: 21

Thank you very much for your consideration of this proposal.

Scott Hewit
Director of Teacher Education
Rollins College
Temporary Teacher Certification Minor
Completion Requirements

The Temporary Teacher Certification minor allows students majoring in critical shortage fields (Biology, Chemistry, Physics, Math, English) to complete a 21-credit minor and be eligible for Temporary Teacher Certification in Florida in grades 6-12. Instead of a full semester of student teaching, students complete two 50 hour pre-internships, one in a middle school and the other in a high school.

Required Courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Pre-requisite</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 272 Educational Psychology</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 324 Curriculum and Educational Assessment for Diverse Learners</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 335 Content Area Reading in Secondary Schools</td>
<td>co-req EDU 407</td>
<td></td>
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<td></td>
<td>EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools</td>
<td>co-req EDU 335</td>
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<tr>
<td></td>
<td>EDU 417 Teaching (Particular Subject) in Secondary Schools</td>
<td>co-req EDU 417L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 417L Teaching (Particular Subject) in Secondary Schools Lab (1 credit)</td>
<td>co-req EDU 417</td>
<td></td>
</tr>
</tbody>
</table>

The following requirements apply:
- Completion of at least 140 credits
- Grade of “C” or better in ENG 140
- 16 credit hours outside General Education and Major Requirements

To be admitted to the Minor:
- Grade point average of 2.5 or higher
- 1-S Application form with 2-3 page essay

International Field Studies

Students are encouraged to participate in at least one international Field Study while at Rollins. The Department of Education offers four different summer experiences: The Netherlands and China trips during odd-numbered years, and Chile and Rwanda trips during even-numbered years. For more information, please contact the Office of International Programs or the Department of Education.

Name: ________________________________ Date: __________

Advisor: ________________________________ Date: __________
Curriculum Plan

Courses required for completion of Temporary Teacher Certification Minor are offered as follows (all undergraduate courses are 4 credits unless otherwise noted).

EDU 272 Educational Psychology Fall, Spring, or Summer

EDU 324 Curriculum and Assessment for Diverse Learners Fall or Spring

EDU 335 Content Area Reading in Secondary Schools (co-requisite to EDU 407) Spring

EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools (co-requisite to EDU 335) Spring

EDU 417 Teaching (Particular Subject) in Secondary Schools (co-requisite to EDU 417L) Fall
EDU 417L Field Experience in Secondary Education (co-requisite to EDU 417) Fall (1 cr.)

Total credits: 21
ARTICLE VIII FACULTY APPOINTMENTS AND EVALUATIONS

E. PROCEDURES FOR MID-COURSE, TENURE, AND PROMOTION REVIEWS

Section 5. Promotion to Professor

d. Evaluation by the Candidate Evaluation Committee
Having reviewed the candidate’s file and deliberated, the CEC writes a report and recommendation, which makes a case for or against the candidate and sends it, along with the letters from the outside evaluators if applicable, to the FEC, with copies to the Dean of the Faculty and candidate, by November 1October 15. The candidate may choose to write a response to the report and recommendation, and this response will be sent to the CEC, the Dean of the Faculty, and the FEC within one week. Should the CEC make a negative recommendation, the candidacy cannot go forward except on appeal.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Mid-Course Evaluation</th>
<th>Tenure &amp; Promotion</th>
<th>Promotion to Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean notifies candidate re: eligibility</td>
<td>April 15</td>
<td>April 15</td>
<td>April 15</td>
</tr>
<tr>
<td>Candidate notifies Dean re: intention, CEC formed</td>
<td>May 15</td>
<td>May 15</td>
<td>May 15</td>
</tr>
<tr>
<td>CEC Chair notifies Dean, candidate, and FEC of CEC make up</td>
<td>June 1</td>
<td>June 1</td>
<td>June 1</td>
</tr>
<tr>
<td>Candidate electronically submits materials to CEC members, Dean, and FEC members</td>
<td>December 15</td>
<td>July 1</td>
<td>July 1</td>
</tr>
<tr>
<td>CEC submits letter to candidate, Dean, and FEC Chair</td>
<td>February 15</td>
<td>October 1</td>
<td>November 1October 15</td>
</tr>
<tr>
<td>Dean submits letter to candidate, CEC Chair, and FEC Chair</td>
<td>At least 1 week before candidate’s FEC meeting</td>
<td>At least 1 week before candidate’s FEC meeting</td>
<td>At least 1 week before candidate’s FEC meeting</td>
</tr>
<tr>
<td>FEC submits letter to candidate, CEC Chair, and Dean</td>
<td>May 15</td>
<td>December 15</td>
<td>April 1</td>
</tr>
<tr>
<td>FEC submits letter to Provost</td>
<td>N/A</td>
<td>December 15</td>
<td>April 1</td>
</tr>
<tr>
<td>Provost submits letter to candidate, President</td>
<td>N/A</td>
<td>January 15</td>
<td>April 15</td>
</tr>
</tbody>
</table>
ARTICLE VIII FACULTY APPOINTMENTS AND EVALUATIONS

E. PROCEDURES FOR MID-COURSE, TENURE, AND PROMOTION REVIEWS

Section 2. Faculty Evaluation Committee Structure and Evaluation

a. Membership

This committee is constituted of six members and one alternate, all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.