12-12-2018

Minutes, College of Liberal Arts Faculty Meeting, Wednesday, December 12, 2018

College of Liberal Arts Faculty, Rollins College

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College of Liberal Arts Faculty, Rollins College, "Minutes, College of Liberal Arts Faculty Meeting, Wednesday, December 12, 2018" (2018). The College of Liberal Arts Faculty Minutes. 139.

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Agenda: Meeting of the Faculty of the College of Liberal Arts
12/12/18

1. Announcement
   a. Cornell Distinguished Faculty Awards

2. Business
   a. Vice President of Student Affairs Semi-Annual Report
   b. Governance Reform Discussion and Straw Polls
Meeting of the Faculty of the College of Liberal Arts  
12/12/18

In Attendance

Agee; Almond; Anderson; Armenia; Balzac; Baranes; Boles; Boniface; Brandon; Brannock; Cannaday; J. Cavenaugh; Charles; Chong; Cornwell; Coyle; Cummings; D’Amato; DiQuattro; Douguet; Dunn; Ebin; Elva; Ewing; Fokidis; Forsythe; French; Fuse; Garcia; S. Gonzalez Guittar; Greenberg; Gunter; Habgood; Hammonds; Harper; Houndonougbo; Houston; Hudson; Johnson; Jones; Kiefer; Kincaid; Kistler; Kline; Kodzi; Kypraios; Lewin; Lines; Luchner; Mathews; McClure; Mesbah; Montgomery; Moore; Mosby; Musgrave; Myers; Namingit; Newcomb; Niles; Nodine; Norsworthy; Painter; Parrish; Parsloe; Patrone; Pett; Poole; Reich; Riley; Russell; Santiago Narvaez; Schoen; Simmons; Singer; P. Stephenson; Stone; Summet; Svitavsky; Tatari; Tillmann; Vitray; Voicu; Williams; Wilson; Wunderlich; Yankelevitz; Yao; Yellen; Yu; Zhang

Announcements

Meeting started at 12:33 pm.

Susan Singer: Cornell Distinguished Faculty Awards

Our first Cornell Distinguished Faculty Award winner is an exemplary teacher, productive scholar, and dedicated member of the Rollins community. Students describe this professor as: “This is one of the most dedicated professors I have ever had. ... makes me excited to come to class and excited about the subject matter.” “...an incredible professor -she’s passionate, her enthusiasm is contagious, she encourages questions and discussion, and is always, always willing to offer help outside of the classroom.”

This faculty member sees her own scholarship as an extension of her teaching, as witnessed by her regular collaboration with our students in the Summer Collaborative Research Program. Since joining our community in 2009, this faculty member has published five peer-reviewed journal articles in leading science journals with undergraduate student researchers.

Our community has noted this professor’s contributions to our campus on numerous occasions. This professor has won the Hugh F. McKean Award from the senior class for outstanding teaching skills, the Student Government Association Outstanding Faculty Award, as well as the Arthur Vining Davis Fellowship. Finally, this colleague exemplifies the broad array of interests we hope to inspire in our students through liberal education. When she is not in the lab, you can find this colleague using her skills in technical theater in Kunming, China, at the Minnesota Fringe Festival, the Vancouver International Puppet Festival, and the locally at the Orlando International Fringe Festival, where she won “Best Tech” award in 2016.
It gives me great pleasure to award the Cornell Distinguished Faculty Award to Dr. Susan Walsh.

Students consistently describe this Cornell Distinguished Faculty Award winner as “passionate” and “knowledgeable.” They applaud the professor’s ability to connect course work to real world events and to demonstrate the intersections between economics, politics, and culture. One of the best expressions of this commitment to the applied liberal arts is in this professor’s RCC community engagement course. A student in that class says: “We have been given the unique opportunity to share what we have learned by going to [our community partner] and working one on one with their students. It is helping them to make informed decisions about the future, while also allowing us to think about the prospects we have ahead of us here at Rollins.” Through in-class Fed simulations, analysis of the 2008 recession, and relating personal experiences of the changing post-Soviet economy, students learn how textbook concepts apply in real life.

This professor’s scholarly work helps us to understand how to navigate a world in transition. Her co-authored book, *Trade, Development, and Structural Change: Central and Eastern Europe*, begins with the fall of the Iron Curtain in 1989 to study the move from centrally planned to market-driven economies. Out this year, this book caps a decade of work understanding trade in the context of economic and political change in Europe.

She gracefully and tirelessly served the college as a member of EC+ during a year of governance reform. And for the past two years she has chaired the economics department through a period of retirements and searches for new colleagues.

It gives me great pleasure to award the Cornell Distinguished Faculty Award to Dr. Anca Voicu.

New Business

**Discussion:** *Vice President of Student Affairs Semi-Annual Report*

**Debate:** Mamta Accapadi

**Ashley Kistler:** Notes that the Bylaws call for once a semester report to the faculty from the Vice-President of Student Affairs and Mamta joins us today. Asks for questions to be held until the end of the presentation.

The presentation slides are at the end of the minutes.

**Mamta Accapadi:** Welcomes everyone and notes she is willing to come back and speak more in depth on any topic as requested. Student life is integrated and focuses on work grounded in the three strategic themes from our strategic planning process. Some of the information has already been shared in different venues but is presented again to ensure everyone has access.

- The Mills project, often referred to as Mills in motion, is so much more than a building. It is the realization of the community recognizing the need for a mission center which is a co-location of global initiatives, civic leadership, and career and life planning creating a learning environment which maximizes collaboration. The goal is for students to articulate their
experiences at Rollins in terms of their strong transferable skills.

- The lakeside residential village plan to facilitate more students living on campus is underway. The anticipated dedicated housing for juniors and seniors (500 beds) recognizes their developmental stage in college. The apartment style living is designed to balance privacy with community and encourage and elevate the well-being of students in multiple dimensions.

- Highlighting two areas of student engagement with the mission in terms of community outside the college: (1) our longstanding achievement and awards of student, faculty, and staff with Florida Campus Compact and (2) the partnering of faculty and student affairs with student media groups, especially the Sandspur, to share intellect, skills, experience in the community.

- Partnership of Career and Life Planning with Emily Russell has led to academic integration of career discernment in the classroom, career courses, pragmatic experiences in the liberal arts education, and a developmental approach to RCC and rFLA 100 career engagement.

- Student surveys indicate they are struggling with the financial dimension of wellness and in response we have added a course for financial well-being and health and wellness has components for occupational wellness. This spring is the inaugural class of peer educators for rFLA 100 courses based to leverage academic support and curriculum and career and life planning.

- Career and Life Planning has started the career champions program with alumnae integration in terms of mentoring, sixteen market your experience guides to help students crafting resumes articulate transferable skills, as well as other coaching tools for interview and conversation. The career center has initiated a career studio daily from 10:00 am to 2:00 pm for peer and professional advice with no appointment necessary.

- The role of the Dean of Students is that of a convener of high stakes processes that integrate student support. They are facilitator with so many partners in our student care network. A student and family care office now exists which works from a case management perspective. We have evolved and grown the care team to now a Deans review team for moderate to high level cases and a beta team for campus threats.

- There are increased contributions of best practices from the Wellness Center including positive physical and mental health, the wellness fair and dimensions of wellness for students, a commitment to public health, and wellness ambassadors for peer to peer education. Connie Briscoe and Andrew Luchner are recognized for their work in obtaining funding for campus initiatives around substance abuse and suicide prevention.

- This fall there is an exceptional increase in student concerns across the board as student affairs works at integrating academic, spiritual, and physical student concerns in care with faculty, residential life, campus safety, the wellness center, recognize that support aligns with mission,

- Notes there are changes on the horizon with regards to Title IX.

**Ashley Kistler:** Asks for questions and seeing none reminds faculty to reach out to Mamta if questions arise.

**Discussion:** Governance Reform and Straw Polls

**Debate:** Ashley Kistler
Ashley Kistler: When our current governance structure was approved by the faculty in Spring 2016 it was as a three year period after which we would consider possible revisions based on our experiences with the model. Today we will remind everyone of the current structure and conduct straw polls to see what areas need to be examined in the spring. In early spring we will bring this to a faculty meeting for a formal vote, the emphasis today is on gathering information. The straw polls will be conducted first followed by a discussion. The two areas of emphasis are the divisional structure and the governance and all college advisory committees.

The following information was provided as a series of slides.

Overview. In Spring 2016, the CLA faculty endorsed the current governance structures for a three-year trial period. I will give a brief overview of the governance structures. We will take a straw poll on these structures. Following each straw poll, the floor will be open for discussion. This is NOT a formal vote. More discussion and a formal vote on these matters will occur during Spring 2019.

Guiding Principles: Governance Reform

• The system and structure of shared governance should be organized to advance our mission to educate students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.
• The system and structure of shared governance should be as simple and efficient as possible to provide for deliberation and decision making around issues and topics central to our mission.
• All existing programs/majors will remain.
• The scope of authority for any committee or office should be clear and explicit.
• The system and structure of shared governance should protect academic freedom and respect the authority of the disciplines to design and deliver their curriculum and pedagogy according to their best professional judgment while recognizing that all academic programs are accountable to the faculty as a whole.
• The system and structure of shared governance should accord respect to all members of the faculty irrespective of rank or discipline and provide mechanisms for the collegial airing of differences and adjudication of conflicts.

The Basic Recommendations

• Six Divisions - Expressive Arts, Humanities, Science, Social Sciences, Social Sciences-Applied, Business
• Four Standing Committees - Executive Committee, Curriculum Committee, Faculty Affairs Committee, Faculty Evaluation Committee

Criteria for Divisional Structure

• Self-Determination
• Divisional Coherence
• Numerical Balance

Departments by Division

• Expressive Arts (30) - ART/ARH (8), MUS (11), THE/DAN (11)
• Humanities (46) – CMC (3), ENG:18, MLL:15, PHI/REL:10
• Science (48) – BIO (10), CHM (7), ENV (5), MAT (10), PHY (6), PSY (10)
Committees and Membership (Voting Members)
Four Standing Committees - Executive Committee, Curriculum, Faculty Affairs, Faculty Evaluation

Advisory Committees
- Executive Committee - Division Heads (Expressive Arts, Humanities, Science, Social Sciences, Social Sciences-Applied, Business) and Committee Chairs (President of the Faculty, Curriculum, Faculty Affairs)
- Curriculum - 6 Division Representatives, 4 Faculty elected at-large, 1 Student (SGA)
- Faculty Affairs - 6 Division Representatives, 3 Faculty elected at-large
- Faculty Evaluation - Slate of 6 Full Professors (normally one from each division) ratified by faculty, plus an alternate

All-College Advisory Committees - Diversity Council, Global Initiatives Committee, Student Life

Ashley Kistler: For divisional structure self-determination was a factor but not all departments were consulted at the time to achieve balance of numbers and divisional coherence. The current numbers for each division are presented and in some divisions there were changes. Note that the membership of FEC was updated to reflect for the alternate added in years of high numbers of evaluations.

Straw Poll: I approve of the current divisional structure and would like to retain it as is.

Results of Clicker Poll (Agree – 61, Disagree – 8, Abstain - 4)

Emily Russell: Asked what the vote count was.

Ashley Kistler: Responds it was 73, which meets quorum, but not necessary as no formal votes are being taken today.

Jill Jones and Kathryn Norsworthy: Asked for confirmation that this is just about divisional structure at the moment.

Ashley Kistler: Yes

Josh Almond: Notes he likes the convenience of not having to change it.

Ashley Kistler: Seconds this but asks what are some issues to consider.

Susan Montgomery: Looking at the numbers disparity believes this should be considered but has no definite suggestions, just recommends it as something to think about.

Ashley Kistler: States that it is difficult to address social science and applied social science as there is not an easy answer.

Jill Jones: Notes business is a two department division which is very different than other division in terms of a vote and voice to one set of interests.
**Ashley Kistler:** There was a reason for concern then and the compromise was for AACSB accreditation and membership in CLA so not sure this can be addressed.

**Maridath Wilson:** Are there department currently not in a division?

**Ashley Kistler:** No.

**Josh Almond:** Comments that it might be unwise to attempt to balance the numbers as they are always shifting. There seems to be trust across divisions to keep a model of equal right and vote.

**Ashley Kistler:** Notes that this is an internal structure for governance and that it is time to move on to the next straw poll.

**Straw Poll:** *I approve of the current committees and committee structure and would like to retain them as they are.*

Results of Clicker Poll (Agree – 49, Disagree – 15, Abstain - 10)

**Ashley Kistler:** States the numbers and invites comments from the floor

**Fiona Harper:** Notes she is in favor of the structure but has concerns with the advisory committees that we don’t hear reports from and if service is valued for tenure and promotion what counts.

**Ashley Kistler:** Agrees that one of the challenges is because it is not codified in the bylaws so it is difficult to govern what advisory committees do. Increasing communication and outlined expectations would help.

**Wenxian Zhang:** Notes that minutes of the meetings of the Student Life Committee are in the archives and we can talk to others about this.

**Dexter Boniface:** When look at the three advisory committees, Student Life was a big change moving from a governance to an advisory committee and therefore the reporting mechanism through the Executive Committee was broken. Suggests that fixing advisory committees collectivity (better codification and reporting) is better than moving Student Life back to a governance committee.

**Kathryn Norsworthy:** Since we combined the Professional Standards and Finance and Service committees to Faculty Affairs, how is the workload for members as from the outside it seems daunting. Second, FEC has seen an extremely large number of cases so is the amount of time without compensation commensurate with workload. What are we doing to ourselves?

**Ashley Kistler:** Asks Chris Fuse to comment on the workload for FAC members.

**Jill Jones:** Does think FAC is overburdened as there is good work being done but can’t get to everything. Asks how executive committee is functioning as it seems larger and perhaps less nimble than before. Comments that it seems colleagues are less burdened by service obligations, but fewer people are aware/informed of decisions prior to faculty meetings. The Student Life committee is of great value so have doubt about it not having representation on the executive committee.
**Ashley Kistler:** Thinks EC works well. Although had initial concerns, all voices have been key. She notes she served on EC before and after the governance reform and we really got it right here.

**Chris Fuse:** EC works well, all voices are there and things that need to be discussed are. Noted he served on the curriculum committee prior to faculty affairs. The FAC workload is extreme given the heavy lifting of issues combined with grant evaluations. It is probably too much.

**Nolan Kline:** Points out the recently Dean Cavenaugh sent out the Diversity Council’s report summarizing a year’s worth of work with task forces and welcomes feedback.

**Ashley Kistler:** Alice Davidson will be presenting on the report in either the January or February meeting. Notes that there is an effort to improve communication of the advisory committees through faculty meeting announcements/reports in the spring.

**Fiona Harper:** Echoes Chris’ sentiments. As a former chair of professional standards had concerns about it being combined with finance and service given the work of reviewing grants combined with all other requests/materials. Suggests looking at their charge and once again revisiting the idea of a grants committee.

**Josh Almond:** Comments that as someone who has served on the Professional Standards Committee prior to chairing the Curriculum Committee the workload is reasonable as it waxes and wanes based on what departments send. There is not a way to parse out or divide it differently but those considering serving should have a heads up that it meet weekly and is a fair amount of work.

**Kathryn Norsworthy:** Asks to hear from someone on FEC.

**Ashley Kistler:** Calls on John Houston

**John Houston:** Says it has been really heavy year based on the number of cases even with the additional member. They meet two to three times a week and are surviving, but it is not sustainable.

**Lisa Tillmann:** It is my first semester on FEC and would echo John’s sentiments. She recognizes John for leadership and suggests just as we created a mechanism for an additional alternate member we need a mechanism for a second member.

**Ashley Kistler:** Last year we created a tenure and promotion working group, chaired by Dexter Boniface, which will deliver its report in the Spring. The concerns of FEC members and the task force report will be discussed and inform how we might move forward.

**Dexter Boniface:** Our working group will not help in domain of workload. An additional alternate is an easy way to fix the issue but the group suggests moving to model of appointing associate professors to the FEC. Based on a review of our peer group, we are the only ones that limit membership to full professors.

**Ashley Kistler:** Different models of FEC were discussed three years ago, including associate professor serving for midcourse and tenure/promotion cases. This is not something I personally favor. However, we might want to discuss other potential models to address workload issues and bylaw changes to be considered.
Kathryn Norsworthy: Having conversation about additional members at a trigger point is only part of the issue. For those serving the other aspects of their job are impacted. Is this year an anomaly or the start of a trend.

Ashley Kistler: Calls on Jenny Cavenaugh.

Jenny Cavenaugh: Notes that this is the beginning of a four year trend but then it should even out. Clarifies that every FEC member and the chairs of curriculum and faculty affairs do get a course release.

Ashley Kistler: Asked if there are any other questions. Seeing none asks for a motion to adjourn.

Motion to Adjourn

Moved: Ashley Kistler
Second: Paul Reich
Approved by Voice Vote at 1:47 pm.
An Overview of Student Life

Presentation to CLA Faculty
December 2018
Three Strategic Themes

Deepen student engagement with the College’s mission.

Deliver on our promise of student success.

Steward our strategic assets to strengthen our competitive advantage.
STEWARD OUR STRATEGIC ASSETS TO STRENGTHEN OUR COMPETITIVE ADVANTAGE
DEEPEN STUDENT ENGAGEMENT WITH THE MISSION

#MillsInMotion

- Better prepare our students to put their Rollins education to work in the world
- Create a mission-driven center of engaged learning and activity
- Strengthen experiential education programs
- Provide strong, transferable intellectual and practical skills
DEEPEN STUDENT ENGAGEMENT WITH THE MISSION & DELIVER ON OUR PROMISE OF STUDENT SUCCESS

‘Lakeside’ Residential Complex

Implement a phased ‘three-year’ on-campus residence policy; construct additional residence halls to meet requirement.

Have dedicated junior/senior housing that allows for more independent living options and experiences.
DEEPEN STUDENT ENGAGEMENT WITH THE MISSION
Rollins College was identified as one of The Best Colleges for Student Voting.

Rollins College ranked #1 in the country for highest percentage of students who participated in alternative breaks on campus. The Rollins Immersion program engaged a total of 328 participants (268 participants and 60 facilitators) through 22 unique Immersion experiences through weekend and weeklong domestic and international service experiences.

In 2018, Non-profit Opportunity, Community, Ability (OCA) gave Professor Marianne DiQuattro its Spirit Award Award, presented to an individual who has lifted up the Spirit of OCA, making it a daily goal to share the joy with members of their family and community.
• **Dr. Nolan Kline** received the Early Career Engaged Scholarship Faculty Award, which recognizes faculty for their commitment to community engagement early in their faculty career.

• Rollins College received the Annual Engaged Campus Award, the top award given to a college or university in the state of Florida.

• **Skylar Knight** was selected to be in the 2018 cohort of Newman Civic Fellows. The Newman Civic Fellowship is a one-year fellowship for community-committed college students from Campus Compact member institutions.
The Sandspur’s new advisor, Dr. Leslie Poole, brought enhanced journalism experience and education to the student run paper. Poole is a former reporter for the Orlando Sentinel, and has been joined by Dana Eagles, a former editor and current freelance journalist, to help advise students.
DELIVER ON OUR PROMISE OF STUDENT SUCCESS
Academic Integration of Career & Life Planning

Careers Courses
There are two faculty-led courses offered this Fall. In the Spring, there will be two more faculty-led courses, in addition to two new careers topics courses (one on financial well-being and one on accessibility), co-taught with Career Center staff and faculty.

RCC Liaison Program
The Liaison program continues to be our strongest method for reaching first-years. We facilitated 6 RCC presentations this month and have reached 71% of the freshman class thus far.

Health & Wellness: Occupational Wellness
11 sections required students to visit the Career Center for a resume review and reflect upon the experience. Another 11 will do the same in Spring and students will also upload resume and reflection to Handshake.

Financial Literacy
In consultation with Ed Kania and co-taught by Finance staff member Jeremy DiGorio and CLP staff member Tricia Zelaya-Leon, the Career Center will offer a course focused on financial wellbeing in Spring 2019.

Health & Wellness: Financial Wellness
The Career Center is a partner in creating a module for all Health & Wellness students to participate in a facilitated class discussion about their spending practices and provides them with tools for successful budgeting.

Future Goals
We are continuing to find ways to engage Career Center staff with students in the classroom. Staff have industry-specific knowledge and expertise and are excited to share it with students in careers courses!
**Inaugural Class**

22 students have been selected to serve as academic guides for their first-year peers in rFLA 100 courses. Their Intersession training course curriculum is outlined below.

<table>
<thead>
<tr>
<th>Academic Support</th>
<th>Liberal Arts</th>
<th>Community</th>
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</thead>
<tbody>
<tr>
<td>Support Services</td>
<td>Curricular Basics</td>
<td>Sophomore Development</td>
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<tr>
<td>Study Skills</td>
<td>Major Exploration</td>
<td>Event Planning</td>
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<tr>
<td>Time Management</td>
<td>Academic Decision-Making</td>
<td>Sense of Belonging</td>
</tr>
<tr>
<td>Course Selection</td>
<td>Career &amp; Life Planning</td>
<td></td>
</tr>
</tbody>
</table>
“My mentor challenged me and helped me build my confidence about myself, my capabilities, and my goals.”

Mentee Philip Denizard ’18
Alumni Mentor Stacy Van Praagh ’93
President of the Americas, Alexander McQueen
Serves on Rollins’ Board of Trustees
Rollins Professional Fellows

Funded internship experience in partnership with the Academic Dean’s Office and supported by alumni donors.

The Media Enthusiast: Renee Sang ’21

Staff Reporter and Photographer Intern, Morocco World News/SIT Study Abroad

One word defines Renee Sang ’21’s experience while interning in Rabat at Morocco World News: perspective. The double major in studio art and critical media and cultural studies got to experience life through a different lens, learning about Moroccan history, cultural norms, the education system, and social issues at the Center for Cross Cultural Learning and then reporting on them for Morocco World News as a journalist and photographer.
DELIVER ON OUR PROMISE OF STUDENT SUCCESS
Dean of Students: Convener of High Stakes Processes

Facilitator of integrated student care efforts in partnership with
• Academic Dean’s Office
• Campus Safety
• Wellness Center
• Residential Life & Explorations
• Community Standards & Responsibility
• Fraternity & Sorority Life
• Office of International Student & Scholar Services
• Office of Title IX
• Accessibility Services
• Risk Management
<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>1 yr. change</th>
<th>3 yr. change</th>
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<tbody>
<tr>
<td>Undergraduate students</td>
<td>222</td>
<td>228</td>
<td>217</td>
<td>-5%</td>
<td>-2%</td>
</tr>
<tr>
<td>Graduate students</td>
<td>48</td>
<td>33</td>
<td>34</td>
<td>3%</td>
<td>-14%</td>
</tr>
<tr>
<td>Other students*</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>-27%</td>
<td>33%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>-14%</td>
<td>20%</td>
</tr>
<tr>
<td>OPT students**</td>
<td>40</td>
<td>41</td>
<td>37</td>
<td>-10%</td>
<td>-7%</td>
</tr>
<tr>
<td>Total</td>
<td>321</td>
<td>320</td>
<td>302</td>
<td>-6%</td>
<td>-6%</td>
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</table>
## Dean of Students

### Intervention Team Cases

<table>
<thead>
<tr>
<th>INTERVENTION TEAM CASES</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>3-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETA Team</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>CARE Team</td>
<td>64</td>
<td>156</td>
<td>100</td>
<td>56%</td>
</tr>
<tr>
<td>Student &amp; Family Care</td>
<td>426</td>
<td>1025</td>
<td>1131</td>
<td>165%</td>
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</table>
Wellness Center: Outreach and Education

<table>
<thead>
<tr>
<th>Fresh Check Day</th>
<th>STI Clinics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Fair</td>
<td>Body Image/Eating Disorder Prevention</td>
</tr>
<tr>
<td>Flu Prevention</td>
<td>Wellness Series</td>
</tr>
</tbody>
</table>
Wellness Center: Outreach and Education

Rollins has received a three-year Garrett Lee Smith (GLS) Campus Suicide Prevention grant, funded through the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS).

Rollins is one of 20 schools across the country that were awarded. This grant was written by Dr. Connie Briscoe, Director of the Wellness Center, and Dr. Andrew Luchner, faculty member in psychology, with guidance from Devon Massot in our grants/contracts team in academic affairs.

The funds, totaling $305,848 distributed over a three-year period, will support the development of necessary infrastructure, activities, and evidence-based strategies to build and sustain a foundation for prevention, early identification, and intervention for students, including those at risk for suicide, depression, serious mental illness, and/or substance-use disorders.

We have committed to deploying QPR (Question, Persuade, Refer) Gatekeeper Training to 15% of our community by the end of this academic year, and 25% by the end of next academic year.
Wellness Center

<table>
<thead>
<tr>
<th>Academic year totals</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>3 year AY change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Appointments</td>
<td>2711</td>
<td>3143</td>
<td>3858</td>
<td>42%</td>
</tr>
<tr>
<td>Health Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unique New Clients (CAPS)</td>
<td>365</td>
<td>345</td>
<td>373</td>
<td>2%</td>
</tr>
<tr>
<td>Unique Returning Clients (CAPS)</td>
<td>170</td>
<td>197</td>
<td>208</td>
<td>22%</td>
</tr>
<tr>
<td>Total Unique Clients (CAPS)</td>
<td>535</td>
<td>542</td>
<td>581</td>
<td>9%</td>
</tr>
<tr>
<td>Individual Appointments (CAPS)</td>
<td>3035</td>
<td>2923</td>
<td>3554</td>
<td>17%</td>
</tr>
<tr>
<td>Group/Couples Appointments (CAPS)</td>
<td>209</td>
<td>222</td>
<td>273</td>
<td>31%</td>
</tr>
<tr>
<td>Total Appointments (CAPS)</td>
<td>3244</td>
<td>3145</td>
<td>3827</td>
<td>18%</td>
</tr>
<tr>
<td>Psychiatric Appointments</td>
<td>188</td>
<td>198</td>
<td>292</td>
<td>55%</td>
</tr>
</tbody>
</table>
Increased amount, complexity, and intensity of student concern across multiple dimensions
### Student & Family Care Fall 2018

**Total Cases: 566**

<table>
<thead>
<tr>
<th>Type</th>
<th>Cases</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Mild</td>
<td>196</td>
<td>35%</td>
</tr>
<tr>
<td>Moderate</td>
<td>287</td>
<td>51%</td>
</tr>
<tr>
<td>Elevated</td>
<td>67</td>
<td>12%</td>
</tr>
<tr>
<td>Severe</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>Extreme</td>
<td>2</td>
<td>.5%</td>
</tr>
</tbody>
</table>

### Student Demographic Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year students</td>
<td>204</td>
<td>36%</td>
</tr>
<tr>
<td>Second year students</td>
<td>175</td>
<td>31%</td>
</tr>
<tr>
<td>Residential</td>
<td>334</td>
<td>59%</td>
</tr>
<tr>
<td>Commuter</td>
<td>232</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Referral Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>267</td>
<td>47%</td>
</tr>
<tr>
<td>Staff</td>
<td>154</td>
<td>27%</td>
</tr>
<tr>
<td>Student</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Self</td>
<td>81</td>
<td>14%</td>
</tr>
</tbody>
</table>
Addition of a Third Nurse Practitioner - In order to meet growing demand for physical health services, a third nurse practitioner was added to the Wellness staff. The addition of the nurse practitioner allowed the Wellness Center to increase the number of students seen, and drastically decrease the number of students who needed to be referred out due to insufficient appointment availability.

Increased Psychiatric Care – The Center has contracts with two local psychiatrists to provide eight hours per week of onsite psychiatric care to students.

Consulting Dietitian - We have contracted with a consulting dietitian to work with our students who have eating disorders. This work involves integrated treatment teams including a counselor, nurse practitioner, and psychiatrist.

Improved Suicide Risk Management - Implementation of the Collaborative Assessment and Management of Suicidality (CAMS) process. One of the unique features of this assessment is the philosophy of addressing suicidal drivers directly, and making suicide the primary focus of treatment until the client has stabilized.

<table>
<thead>
<tr>
<th></th>
<th>F'17</th>
<th>F'18</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis Intervention Apts</td>
<td>66</td>
<td>90</td>
<td>36% Increase</td>
</tr>
<tr>
<td>Crisis Intervention Hours</td>
<td>75.25</td>
<td>118.38</td>
<td>44 more hours</td>
</tr>
<tr>
<td>Psychiatric Apts</td>
<td>105</td>
<td>124</td>
<td>18% increase</td>
</tr>
<tr>
<td>Total Apts</td>
<td>1559</td>
<td>1713</td>
<td>10% increase</td>
</tr>
<tr>
<td>Intake Wait time</td>
<td>Ave 4.2 days</td>
<td>Ave 6.5 days</td>
<td></td>
</tr>
</tbody>
</table>

|                  |      |      |              |
| **Health Services** |      |      |              |
| Total Apts       | 1513 | 1608 | 6% increase  |
| CAPS referrals    | 29   | 116  | 300% increase |
On the Horizon: Changes in Title IX

New Definition of Sexual Harassment: Under the new proposed regulation, sexual harassment would be defined as “unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it denies a person access to the school’s education program or activity.”

Evidentiary Standard: The Obama-era guidance mandated that institutions use “preponderance of evidence”—a lower standard than “clear and convincing evidence.” The new proposed regulations would allow institutions to choose either standard as long as it is used for employee allegations of sexual harassment and other conduct violations.

Due Process, Cross Examination, and Access to Evidence: The proposed regulations mandate that the accused party have “a presumption of innocence” and the right to cross-examination during a live hearing—although the questioning would need to be handled by advisers or attorneys, rather than the accuser or accused. The students could also be physically separated during the examination (i.e. in separate rooms). In addition, both the victim and the accused would be allowed to request evidence from the other party during the course of the investigation.
On the horizon: Changes in Title IX

Expectation to Investigate: Two major changes involve new reporting requirements that affect when institutions must investigate incidents of sexual harassment. Under the new provisions, institutions must have “actual knowledge” of an allegation of sexual harassment. Previously, the Department expected schools to investigate if institutions “reasonably should” have known that sexual harassment occurred. Now, institutions are required to investigate only if an official with appropriate authority to “institute corrective measures” is aware of the incident, meaning that informing a professor or resident advisor is not alone sufficient. Additionally, colleges and universities must investigate an incident only if it occurred on campus or during an official function that the institution promoted or sponsored.

Mediation, Resolution, and Appeal: Institutions would be allowed to use mediation as a potential method to reach informal resolutions of cases, at the written consent of both the accuser and the accused. The proposed regulations stipulate that the individual who makes a final determination in a case cannot be the person charged with investigating it, to guard against bias. The regulations would also allow some flexibility to institutions in making schedule changes or housing reassignments as part of resolutions. Both parties would also be allowed the right to appeal decisions of campus judicial proceedings.
Questions?