Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, September 28, 2017

College of Liberal Arts Executive Committee

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12:30 in CSS 167
Lunch will be served

I. Approval of Minutes from 9/14/17 EC Meeting

II. Announcements
   a. Board of Trustee Committee Meetings

III. Old Business
   a. Visiting Faculty Position Requests (Attachment #1)
   b. Salary and Compensation Philosophy Update (Attachment #2)
   c. FEC proposals (Attachment #3)
   d. Social Entrepreneurship Major Proposal (Attachment #4)

IV. New Business
   a. CSS Damage Claim Form
   b. Request to Review Dates of Convocation and Graduation

V. Reports
   a. President
   b. Provost
   c. Curriculum Committee
   d. Faculty Affairs Committee
   e. Student Government Association
PRESENT

CALL TO ORDER
Ashley Kistler called the meeting to order at 12:31 PM.

APPROVAL OF MINUTES FROM 9/14/17
EC unanimously approved the minutes from the 9/14/2017 meeting.

ANNOUNCEMENTS
Board of Trustee Committee Meetings
Ashley Kistler
Kistler asked if there is anything EC would like committee chairs to bring up with the BOT next week. Vander Poppen said salary and compensation are already on the list. McLaughlin would like an update on buildings and plans. Habgood said, with Grace leaving, she is concerned about the Office of Accessibility Services (OAS). Kistler said that is not a board issue but that EC can discuss it at the next meeting.

OLD BUSINESS
Visiting Faculty Position Requests
Attachment #1
Jennifer Cavenaugh
Cavenaugh reported that two departments had faculty who had not determined their sabbatical plans when position requests were due last spring. For 2018-19, Education has three faculty eligible for sabbatical. Business has two sabbaticals in 2018-19 and one in 2019-20. Both departments are requesting sabbatical replacement positions. Kistler said to avoid this problem in the future, we may consider reviewing tenure-track
faculty position requests in the spring and visiting lines in the fall. Cavenaugh noted the guidelines state we will allow one visiting line for every two sabbaticals.

EC discussed the proposal from the Department of Education. Almond said the CC supported this request. Habgood asked if this position is not approved, will Education students be able to get everything they need to meet state standards? McLaughlin replied that they could hire adjuncts, but supervision would be problematic as only full-time faculty supervise student teachers. Habgood moved to approve the visiting line request for Education. McLaughlin seconded the motion. EC unanimously approved the request.

The Business Department submitted a request for two visiting lines. Armenia noted that this violates the 2 for 1 guideline and asked why should we approve a 1 for 1 replacement? Pett responded that the courses are critical for INB majors, they are already using too many adjuncts, one of the sabbaticals will be a full year, and it would be difficult to find one visitor who is qualified to teach in two separate areas.

Almond said CC discussed satisfying statistics through other areas of the college. In the end, CC felt one position for the thee slots for two years would be sufficient. Armenia moved that we support CC’s feedback on the Business position requests and allow them to hire one visitor for two years. Vander Poppen noted that Business could hire one visitor the first year and then hire someone with a different specialty the second year. Motion passed, although it was not unanimous.

**Salary and Compensation Philosophy Update**

*(Attachment #2)*

Christopher Fuse

Fuse distributed the two draft philosophies of compensation and said the task force is close to having these completed and ready for EC to vote. They hope the colloquia will fill in any questions that remain. There are still some questions regarding how we assess merit. Fuse said they would like 20 minutes at the October faculty meeting to discuss the issue. Bill Short will attend the two scheduled colloquia to give a brief update on overall college finances.

**FEC proposals**

*(Attachment #3)*

Ashley Kistler

Due to time constraints, Fuse made a motion to table the FEC proposal discussion. McLaughlin seconded the motion. Motion passed unanimously.
Social Entrepreneurship (SE) Major Proposal
(Attachment #4)
Tonia Warnecke

Warnecke reported they have made curriculum changes to reduce the number of courses in the SE major and to distinguish it from the Business program. They have removed the business strategy course and are revising one upper level course into a capstone. Additionally, they will consolidate two lower-level courses into one course. Ultimately, this reduces SE from 17 courses to a 15-course major and reduces the number of business courses in the major from 6 to 5. SE faculty are having conversations about their vision for the program and have met with Economics and Sociology faculty to explore curricular collaboration. If implemented, they could further reduce the number of business courses in the SE major to 3 or 4.

Mathews has concerns that students majoring in SE with its high course requirement will not have the time to experience other areas or even consider a minor.

McLaughlin said we have a chance for a group of faculty to redefine their work on campus and believes it supports the mission of the college. The Social Sciences – Applied (SSA) division unanimously supports having SE become a department in their division.

Cornwell asked if there is any qualitative difference between SE being housed in the Business division or SSA. Warnecke replied that students don’t usually think about divisions; however, SE faculty believe being in a different division will allow them to pursue collaborative work.

Kistler asked how this move would impact Business’ ability to staff seats on committees and where does Business stand on the issue of the split? Pett replied that both Management and International Business faculty support moving forward with the SE major and that committee service is not a concern since they hired several new full-time faculty in 2017-18.

Habgood questioned why SE’s flexibility would be limited by remaining in the Business Division. Warnecke said that separating the departments would make SE less likely to effect AACS B. If SE moves out of the division, they will have more flexibility to make fundamental curriculum changes. AACS B is a very constraining force on a program like SE which has a fundamentally different mission from Management and International Business. Further, remaining in Business could cause future representation issues on governance committees, and past contention has made it difficult to engage in cross-collaboration.

Fuse noted that when we came back as CLA some departments moved divisions and asked why SE did not make the change back then? Warnecke said SE did not have
enough faculty at that time. Fuse replied that if this is truly an interdisciplinary program, then there would not have been a staffing issue.

Vander Poppen said we are at a point where we can say the SE program looks like it will eventually be something that fits with SSA or we can say the major as presented still looks like a Business program. Kistler asked about the current overlap between the two majors. Warnecke said they currently have business-taught micro and macroeconomics courses. Kistler stated that in conversations with Singer she expressed that we cannot control what AACSB views as a business course. We can change the names of courses but they won’t necessarily view SE differently, even if we reduce the number of courses and move SE to a different division. Pett noted that we can tell AACSB which majors are being accredited. Warnecke said that none of the SE courses have ever been included in what’s gone before AACSB.

Kistler said we are considering the creation of the department and the division shift as a joint proposal because that is how they were presented. McLaughlin moved to approved the proposal. There was no second to the motion. Vander Poppen moved to split the question and Fetscherin seconded the motion. EC approved splitting the question.

A motion was made to approve the creation of the Department of Social Entrepreneurship. Motion was seconded and approved by EC. The vote will go to the full faculty in October to approve ammending the bylaws to include the Department of Social Entrepreneurship.

Vander Poppen moved that we table the division shift. Fuse seconded the motion. Motion to table passed.

**ADJOURNMENT**
Ashley Kistler
______________________________
Kistler adjourned the meeting at 1:45 PM.
New Faculty Position Request

1. I am requesting a faculty position for academic year: (select one)
   - 2019-2020
   - 2020-2021
   - 2021-2022

2. Person filling out this form
   
   first name: Harry James
   last name: McLaughlin

3. Please select your department from the drop down list:
   
   Education

4. Title of the requested position
   
   Lecturer

5. Does your faculty teach in an interdisciplinary major or minor?
   - ☐ Yes
   - ☐ No

6. Please list any competencies your department teaches (Foreign Language, Health and Wellness, Mathematical Thinking, Writing)
   
   Comp Course
   Comp Course
   Comp Course
   Comp Course
   Comp Course

7. Does your department offer a major or minor in Hitt?
   - ☐ Yes
   - ☐ No

   Please select the interdisciplinary minor(s) below in which faculty from your department teach.
   - ☐ African/Afri-American Studies
   - ☐ Middle Eastern & N African Studies
   - ☐ Area Studies
   - ☐ Sexuality Women's & Gender Studies
   - ☑ None of the above
Jewish Studies

As of June 2017, The Institutional Research Department, Faculty in the Education Department:
Tenured faculty = 3
Tenure-track faculty = 2
Non-tenure-track faculty = 1

EDU Maj/Min. As of June 2017 - per The Institutional Research Department
College of Liberal Arts (CLA):
Current CLA majors in Elementary Education = 49
Current CLA minors in Education Certification = 8
Current HEB majors in Elementary Education = 26
Current HEB minors in Secondary Education cert = 14

EDU Service courses: Education Department

<table>
<thead>
<tr>
<th>Service courses in EDU</th>
<th>2015-16</th>
<th>2016-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>iFLA</td>
<td>3</td>
<td>7</td>
<td>2 (FA17)</td>
</tr>
<tr>
<td>Honors</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please provide the number of iFLA courses your department will teach during the Spring 2018 semester. Please provide the number of iFLA courses taught through your department in SP18.

9. Does your department offer graduate courses?
   Yes No
   How many graduate courses does your department offer on average per year? 17

10. Does your department offer HEB courses? Yes
    • How many HEB courses does your department offer on average per year? 17

11. Type of position:
    New position Sabbath Replacement Retirement Replacement Other

    Please provide the name of the person or persons going on sabbatical:
    H. James McLaughlin (Fall 2016); Wendy Brandon (Spring 2015); Jie Yu (Spring 2019)

12. Anticipated courses this person will teach in the major: Course

    | Courses           |       |
    |-------------------|-------|
    | EDU 280 (1 section) |      |
    | EDU 271 (3 sections) |    |
    | EDU 324 (1 section) |      |
    | Supervision (3 sections) |  |
13. Describe the departmental expectation for this person to teach service courses (such as RCC, HPLA, Honors, courses required by other majors).

There will be no expectation for teaching in any of the programs named above.

14. How will the addition of this position advance the Mission of the College?

In EDU 271 and EDU 380, a majority of the students are not Education majors. It is vital that we have someone who is well qualified to teach in these areas, which, in turn, equips students with a better understanding of the history and politics of American public education. We believe these topics to be directly aligned with our mission to graduate “responsible leaders” who are knowledgeable about major public institutions in our country.

15. How might this position benefit other departments?

Because EDU 271 and EDU 380 are electives chosen by students in other departments, this position will benefit those students and thus their departments.

16. Make a case for why your department needs this position now (for example - to cover major courses, to cover service courses, department is currently missing a necessary area of expertise).

We have 2 faculty members taking semester-long sabbaticals in the same year, which means that their combined course load is 9 courses. We need a lecturer (yes) to teach courses and supervise our students in field experiences in order to cover our needs.

17. How do you envision this new faculty position enhancing the diversity of your department’s membership, curriculum, and/or co-curricular activities?

We will seek to hire someone from a diverse background, in terms of their personal characteristics and experiences.

18. Has your department considered how a more diverse and inclusive faculty might attract the ethnically diverse population of students that we know will be the next generation of college students?

Yes No

19. Has your department held open conversations about the ways in which these changing demographics can/will/should affect your decision-making, not only about hiring faculty, but also about the design and implementation of curriculum of your department?

Yes No

20. What financial resources could be used to fund this position? (for example - retirement, sabbatical savings, etc.)
From: no-reply@gmailenroll.com
Subject: Faculty Position Request Form for Academic Year 2018-2019
Date: September 25, 2017 at 9:46 AM
To: J.K.Smith@ufl.edu

Recipient Date:
Time Finished: 2017-09-25 09:46:10 EDT
IP: 66.115.114.4
Response ID: R_048868Scplgc7G8T0D
Link to View Results: Click Here

Response Summary:

I am requesting a faculty position for academic year (select one)
2018-2019

Person filling out this form
first name: Tim
last name: Pett

Please select your department from the drop down list:
Business

Title of the requested position
Visiting Assistant Professor

Does your faculty teach in an interdisciplinary major or minor?

No

Please list any competencies your department teaches (Foreign Language, Health and Wellness, Math, ...)

Does your department offer a major or minor in HPL?

Yes

Please select the interdisciplinary major(s) below in which faculty from your department teach.
None of the above

Select your department below to see the number of Honors, ROP, and IFRA courses offered in service :
Business

Business Department Service courses in BUS 2015-16 2016-17 2017-18 ROP 2 2 1 (IFRA 0 2 2) (FA17) HPL...
Number of IFRA courses being taught in SP16: 2

Does your department offer graduate courses?

No

Does your department offer HOPL courses?

Yes

How many HOPL courses does your department offer on average per year?
45

For the Visiting Assistant Professor position, please indicate how many years you anticipate for:
two years

Type of position:
Sabbatical replacement

Please provide the name of the person(s) going on sabbatical
Michelle Bowlinger (YR1) & Emmanuel Kodo (YR2)

Anticipated courses this person will teach in the major:
Course: BMCR 3384

---

9
Course INF 395

Describe the departmental expectation for this person to teach service courses (such as RCG, rFLA...)
None - but BU/J 230 is a competency course

How will the addition of this position advance the Mission of the College?
Position is critical for all business majors - thus students complete majors in timely manner.

Make a case for why your department needs this position now (for example - to cover major courses...)
VAP will teach major required course for all majors.

How do you envision this new faculty position enhancing the diversity of your department's member...
VAP could work with currently faculty across campus as expert and conduct research with current business faculty.

Has your department considered how a more diverse and inclusive faculty might attract the ethnic...
Yes

Has your department held open conversations about the ways in which these changing demographics c...
Yes

What financial resources could be used to fund this position? (for example - retirement, sabbatic...
No resources needed - sabbatical savings.

Note - this request should include INFS students major and minor question. If only the Business Management numbers are presented.
Recipient Date: 2017-09-26 09:36:51 EDT
IP: 66.115.116.4
ResponseID: R_1HEK6U6PKF8zYk

Response Summary:
I am requesting a faculty position for academic year (select one):
3201-2019

Person filling out this form:
First name: Tim
Last name: Pett

Please select your department from the drop down list:
Business

Title of the requested position:
Visiting Assistant Professor

Does your faculty teach in an interdisciplinary major or minor?
No

Please list any competencies your department teaches: (Foreign Language, Health and Wellness, Math...)

Does your department offer a major or minor in HST?
Yes

Please select the interdisciplinary minor(s) below in which faculty from your department teach.
None of the above

Select your department below to see the number of Honors, RGC, and IFLA courses offered in service:
Business

Business Department:

Service courses in BUS 2015-216 2016-17 2017-18 RGC 22 1 IFLA 0 22 (FA17/18)

Number of IFLA courses being taught in SP 16-2

Does your department offer graduate courses?
No

Does your department offer Honors courses?
Yes

How many Honors courses does your department offer on average per year?
10

For the Visiting Assistant Professor position, please indicate how many years you anticipate for...
One year

Type of position:
Sabbatical replacement

Please provide the name of the person or persons going on sabbatical:
Max Feltchowin

Anticipated courses this person will teach in the major:
Course:
CR 296
Course BUS 390
Course BUS 330

Describe the departmental expectation for this person to teach service courses (such as RCC, RLA...)

None at this time

How will the addition of this position advance the Mission of the College?

VAP will ensure INB majors graduate on time as these are required courses for majors.

How might this position benefit other departments?

An experienced VAP may also be able to help junior faculty research and provide mentoring.

Make a case for why your department needs this position now (for example- to cover major courses...)

Cover required major courses for business programs.

How do you envision this new faculty position enhancing the diversity of your department’s member...

VAP

Has your department considered how a more diverse and inclusive faculty might attract the ethnic...

Yes

Has your department held open conversations about the ways in which these changing demographics c...

Yes

What financial resources could be used to fund this position? (for example - retirement, sabbatic...

Sabbatical savings

The number of INB students should also be included with this form - only include Business Management majors & minors (question 67).
Salary and Compensation Philosophy for the College of Liberal Arts
Sept. 5, 2017

Draft Philosophy of Compensation #1.
Rollins College values the work and contributions of all faculty members. Indeed, the administration recognizes that it would not be possible for the College to meet its mission of educating students to be global citizens and responsible leaders with meaningful lives and productive careers without the contributions of the faculty, particularly in the areas of teaching, scholarship, and service. To attract, retain, maintain, and support quality faculty the administration is committed to ensuring competitive salaries in accordance with the following principles and practices:

Principle of Equity
Faculty salaries will reflect equity across gender and within disciplines, and seek to eliminate compression and inversion.

Competitive Salaries
Faculty salaries at Rollins will meet the average base salaries of the faculty at our benchmark schools.

Hiring
To ensure that Rollins is able to attract quality faculty, prior experience, qualifications, teaching, scholarship, and service may be used in negotiating starting salaries.

COL Increases
Increases in average base salary will include adjustments for cost of living.

Principle of Fairness
All 9-month contracted tenure/tenure track faculty salaries will be based on the market to some extent but with a minimum average based salary so that no salaries are too low and additional constraints so that disparities between disciplines are not too great.
Draft Philosophy of Compensation #2
A faculty salary philosophy should reflect the values of Rollins College so as to attract, reward, and retain scholars and educators who are dedicated to advancing the mission of the institution for the well-being of its students. Any viable compensation philosophy necessarily depends upon a strategic plan which guarantees the continuous commitment of sufficient resources. Assuming such a plan and resources, the faculty compensation philosophy should reflect the following principles:

- Adjustments for changes in the annual cost of living should be automatic;
- A constructive compensation policy cannot benefit one category of faculty at the expense of other categories. Instead, the goal is to enlarge the total pool of resources allocated to everyone;
- Salaries should be connected to work incentives which advance the professional development of the faculty and the academic mission of the College;
- Salary decisions must reflect principles of equity;
- Market forces will influence hiring decisions and starting salaries. At the same time, no salary may be unconscionably low, and the range of salaries within each rank should be reasonable;
- To achieve the above goals, the College should develop a competitive compensation package that minimally meets the median level of our peer institutions, and exceeds the median by [insert date].
MEMORANDUM

Date: February 22, 2017

To: Dexter Boniface

From: Ad Hoc Committee on FEC Workload
       (Joan Davison, Loe Lines, and Kathryn Norsworthy)

Re: FEC Workload Issues

As requested, our committee met on February 22nd (2:30 - 5:30) to evaluate FEC scheduling and workload issues. We considered a wide range of issues and potential solutions (as directed by the Executive Committee) and after considerable discussion, we reached strong consensus on the following recommendations:

**FEC Calendar Revision**

1. **For promotion to Professor:** We recommend changing the date by which the CEC submits their evaluation letter to the Dean, FEC chair, and the candidate to October 1st.

   **Rationale:** This change provides additional time and flexibility to the Dean of CLA in preparing letters for candidates.

**Change in Composition of FEC Committees**

2. **For mid-course evaluations:** We recommend changing the composition of the FEC evaluation committee from five (5) to three (3) members.

   **Rationale:** This change provides additional flexibility for FEC in the scheduling of candidates for review. This change also reduces the workload for individual FEC members and further supports the Dean of CLA in the timing of candidate evaluation letters.

3. **Full FEC composition:** We recommend adding one additional member to FEC (for a total of 7 members).

   **Rationale:** This change will support FEC members in adhering to key deadlines, making the overall FEC workload more manageable. This change will also provide additional flexibility for CECs in scheduling meetings with FEC liaisons.

We are very happy to discuss the thinking behind these recommendations in greater detail with you and the Executive Committee, as well as the larger faculty.
Proposal – Department of Social Entrepreneurship

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

Since 2013, administrative decisions placed the Social Entrepreneurship major 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 as had been previously thought. 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, 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.

In conjunction with strategic planning initiatives around social entrepreneurship and changemaking, we (the five faculty listed above) are proposing an administrative change: to leave the Department of Business and become a new, independent Department of Social Entrepreneurship. We also propose to move 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. Finally, we propose to change the name of the Social Entrepreneurship & Business major to the Social Entrepreneurship major (which better reflects the goals stated above) and change all SEB course prefixes to SE.

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. The Social Entrepreneurship major now has four additional social entrepreneurship-specific courses in addition to the four original social entrepreneurship core classes (current major map attached). 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.

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.

In April 2017, the Business Department’s faculty engaged in a discussion about Social Entrepreneurship leaving the Department and Division of Business and moving to a new, independent department in the Division of Social Sciences Applied, and the department was supportive of this initiative. 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, and move from the Division of Business to the Division of Social Sciences Applied, and change the name of the Social Entrepreneurship & Business major to the Social Entrepreneurship major (thus changing all SSB course prefixes to SE).
Minor Map: Social Entrepreneurship

The Social Entrepreneurship minor may be combined with any major (except Social Entrepreneurship) to give the student a better understanding of the role of social entrepreneurship in today's world, current knowledge of social entrepreneurship, and career related skills.

SOCIAL ENTREPRENEURSHIP REQUIRED COURSES

Requirements for the Social Entrepreneurship minor are the five courses listed below plus one elective from the approved list (24 total credit hours).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 200</td>
<td>Global Development Challenges &amp; Opportunities</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SE 220</td>
<td>Social Entrepreneurship: Leading Change</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Choose</td>
<td>SE 320 Strategies for Changemakers</td>
<td>SE 200 (for SE 220)</td>
<td></td>
</tr>
<tr>
<td>Core:</td>
<td>COM 231 Communication &amp; Social Change</td>
<td>SE 220, SE 320</td>
<td></td>
</tr>
<tr>
<td>SE 340</td>
<td>Designing &amp; Planning for Social Entrepreneurship</td>
<td>SE 200, MOMP competency</td>
<td></td>
</tr>
<tr>
<td>SE 345</td>
<td>Financing Social Entrepreneurship</td>
<td>SE 200, MOMP competency</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
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</tbody>
</table>

Social Entrepreneurship Electives

Students must take at least one of the following courses:

- ANT 215 Human Ecology
- ANT 217 Gender in the Middle East & North Africa
- ANT 380 Anthropology and the Environment
- CMC 310 Media, Peace, & Justice
- CMC 320 Political Economy of Body & Food
- CMC 325 Incarceration and Inequality
- COM 325 Communication Campaigns
- COM 390 Health Policy & Advocacy Communication
- COM 565 Global Health Communication
- EGU 271 School & Society
- EGU 280 Diversity in American Education
- EGU 347 Global Perspectives in Education
- EGU 385 Teaching Students with Special Needs
- ENV 289 Nature in the City
- ENV 292 Political Economy of Environmental Issues
- ENV 302 Traditional Town Planning
- ENV 348 Sustainable Development
- ENV 393 National Parks and Protected Areas
- ENV 395 Environment and Development in Central America
- HIS 311 History of American Sexuality
- HIS 370 Race & Ethnicity in America
- PHI 290 Medical Ethics
- PCL 302 Policing of Global Poverty*
- PCL 330 Peace & Conflict Studies*
- PCL 332 International Human Rights
- PCL 333 Case Studies in Sustainable Development*
- PSY 211 Social Psychology*
- REL 228 Women & Religion*
- REL 300 Women & the Body*
- REL 302 Indigenous Entrepreneurship
- SE 210 Human-Centered Design Thinking
- SE 315 Globalization & Gender
- SE 335 Markets for the Poor
- SOC 111 Social Problems
- SOC 224 Women in Society*
- SOC 345 Sociology of Gender*
- SOC 346 Sexuality*
- SOC 390 Class Inequalities*
- SOC 395 Race & Ethnic Relations*
- SOC 396 The State of Black America*
- SOC 396 Poverty & Social Welfare*
- SWAG 205 Intro to Sexuality, Women's, and Gender Studies

*additional prerequisite may be required

See the Rollins Catalog for a comprehensive listing of all requirements.
Major Map: Social Entrepreneurship

The Social Entrepreneurship major highlights the business of changing the world. The Social Entrepreneurship major combines practical business knowledge, entrepreneurial skills, and understanding of current economic, political, cultural, and environmental issues. 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 seventeen courses (68 semester hours), including fourteen core courses (56 hours), three elective courses (12 hours), an immersion experience, and a global experience.

The major is compatible with the 3/2 program of the Crammer 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 101</td>
<td>Introduction to Social Innovation &amp; Entrepreneurship</td>
<td>None</td>
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<td>SE 135</td>
<td>Law &amp; Ethics of Social Innovation &amp; Entrepreneurship</td>
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<tr>
<td>SE 200</td>
<td>Social Entrepreneurship Leading Change</td>
<td>None</td>
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</tr>
<tr>
<td>SE 220</td>
<td>Global Development Challenges &amp; Opportunities</td>
<td>None</td>
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<tr>
<td>BUS 230</td>
<td>Financial &amp; Managerial Accounting</td>
<td>SE 101</td>
<td></td>
</tr>
<tr>
<td>BUS 233</td>
<td>Micro &amp; Macro Economics</td>
<td>SE 101</td>
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</tr>
<tr>
<td>BUS 235</td>
<td>Statistics for Business</td>
<td>SE 101</td>
<td></td>
</tr>
<tr>
<td>BUS 245</td>
<td>International Organizational Behavior</td>
<td>SE 101</td>
<td></td>
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<tr>
<td>SE 305</td>
<td>Social Entrepreneurship Marketing</td>
<td>SE 101, SE 200, BUS 230</td>
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Choose One:

- SE 320 Strategies for Changemakers
- COM 331 Communication & Social Change
- SE 200 (for SE 320)
- SE 300, NCHP competency

- MGT 350 Supply Chain Management
- BUS 230, BUS 233, BUS 236, BUS 245
- BUS 450 Global Business Strategy
- SE 305, SE 345, MGT 350
- SE 340 Designing & Planning for Social Entrepreneurship
- SE 220, SE 320

### Electives

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

- ANT 215 Human Ecology
- ANT 277 Gender in the Middle East & North Africa
- ANT 360 Anthropology and the Environment
- CMC 100 Media, Peace, & Justice
- CMC 300 Political Economy of Body & Food
- CMC 325 Incarceration and Inequality
- COM 285 Communication Campaigns
- COM 340 Health Policy & Advocacy Communication
- COM 355 Global Health Communication
- EDU 271 School & Society
- EDU 269 Diversity in American Education
- EDU 367 Global Perspectives in Education
- EDU 385 Teaching Students with Special Needs
- ENV 289 Nature in the City
- ENV 292 Political Economy of Environmental Issues
- ENV 302 Traditional Town Planning
- ENV 368 Sustainable Development
- ENV 369 National Parks and Protected Areas
- ENV 369 Environment and Development in Central America
- HIS 111 History of American Sexuality
- HIS 130 Race & Ethnicity in America
- PHN 200 Medical Ethics
- POL 302 Politics of Global Poverty
- POL 330 Peace & Conflict Studies
- POL 331 International Human Rights
- POL 353 Comparative Studies in Sustainable Development
- PSY 211 Social Psychology
- REL 258 Women & Religion
- REL 300 Women & the Body
- SE 302 Indigenous Entrepreneurship
- SE 310 Human Centered Design
- SOC 111 Social Problems
- SOC 200 Women in Society
- SOC 245 Sociology of Gender
- SOC 246 Sexuality
- SOC 300 Class Inequalities
- SOC 355 Race & Ethnic Relations
- SOC 356 The State of Black America
- SOC 360 Poverty & Social Welfare
- SWAG 205 Intro to Sexuality, Women’s, and Gender Studies

*additional prerequisite may be required
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Elective Title</th>
<th>Prerequisite</th>
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<td>300-400 level</td>
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<tr>
<td></td>
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<td>300-400 level</td>
<td>Check Catalogue</td>
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**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.