

9-28-2017

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

College of Liberal Arts Executive Committee

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EXECUTIVE COMMITTEE MEETING
September 28, 2017
Agenda

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



EXECUTIVE COMMITTEE MEETING
September 28, 2017
Minutes

PRESENT

Ashley Kistler, Laurel Habgood, Jana Mathews, Marc Fetscherin, Christopher Fuse, Robert Vander Poppen, Timothy Pett, James McLaughlin, Amy Armenia, Jennifer Cavanaugh, Joshua Almond, Meribeth Huebner, Lexi Tomkunas, Grant Cornwell, Emily Russell, Richard Lewin. Excused: Susan Singer. Guests: Tonia Warnecke, Raj Singaram, Michele Boulanger, Cecilia McInnis-Bowers.

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 Cavanaugh

Cavanaugh 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. Cavanaugh 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 three 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 AACSB. If SE moves out of the division, they will have more flexibility to make fundamental curriculum changes. AACSB 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 amending 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.

ATTACHMENT 1

New Faculty Position Request

1. I am requesting a faculty position for academic year: (select one)

- ☒ 2018-2019
☐ 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 Holt?

- ☒ Yes
☐ No

8. 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

☐ Film Studies

☒ None of the above

Jewish Studies

As of June 2017- per The Institutional Research Department, Faculty in the Education Department:

Tenured faculty = 3
Tenure track faculty = 2 Non tenure-track
faculty = 0 Lecturers = 1

EDU maj/min. As of June 2017 - per The Institutional Research Department

College of Liberal Arts (CLA):

Current CLA majors in and minors in **Elementary Education** = 49 Current CLA minors in **Education Certification** = 8

Current Holt majors in **Elementary Education** = 26 Current Holt minors in **Secondary Education cert** = 14

EDU service courses. Education Department

Service courses in EDU	2015-16	2015-16	2016-17
RCC	5	3	2
rFLA	3	7	2 (FA17)
Honors	0	0	0

Please provide the number of rFLA courses your department will teach during the Spring 2018 semester Please provide the

number of rFLA
courses taught through your department in

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 Holt courses? Yes

- How many Holt courses does your department offer on average per year? 17

11. Type of position:

New position ☒ Sabbatical Replacement ☐ Retirement Replacement ☐ Other

Please provide the name of the person or persons going on sabbatical
H. James Mc Laughlin (Fall 2018); Wendy Brandon (Spring 2019); Jie Yu (Spring 2019)

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

Courses

13. Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA, 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 280, a majority of the students are not Education majors. It is vital that we have someone who is well qualified to teach these courses, which help us on issues of diversity and social justice, and which enable students to gain a richer understanding of the history and politics of American public education. We believe those 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 280 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 3 faculty members taking semester-long sabbaticals in the same year, which means that their combined course load is 9 courses. We need a lecturer (4/4) 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: noreply@qemailserver.com
Subject: Faculty Position Request Form for Academic Year 2018-2019
Date: September 25, 2017 at 9:46 AM
To: JXSMITH@Rollins.edu



Recipient Data:

Time Finished: 2017-09-25 09:46:10 EDT

IP: 66.195.118.4

ResponseID: R_Rk63hSCpSrGSITD

Link to View Results: [Click Here](#)

URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Frollins.co1.qualtrics.com%2Fcp%2FReport.php%3FSID%3DSV_dpuX6fbW1FAv4JT%26R%3DR_Rk63hSCpSrGSITD&token=b9NEvcRbqVGo8Y1M623WwsG2M8qwe39fhk5TQpcNg74%3D

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 Holt?

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, RCC, and rFLA courses offered in servic...

Business

Business Department Service courses in BUS 2015-16 2016-17 2017-18 RCC 2 2 1 rFLA 0 2 2 (FA17) Ho...

Number of rFLA courses being taught in SP18 2

Does your department offer graduate courses?

No

Does your department offer Holt courses?

Yes

How many Holt 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 or persons going on sabbatical

Michele Boulanger (Yr 1) & Emmanuel Kodzi (Yr 2)

Anticipated courses this person will teach in the major:

Course BUS 236

Course INB 365

Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA...
None - but BUS 236 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 ethnica...
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 INB students (major and minors) question 8? Currently only the Business Management numbers
are presented.

From: noreply@qemailserver.com
Subject: Faculty Position Request Form for Academic Year 2018-2019
Date: September 25, 2017 at 9:36 AM
To: JXSMITH@Rollins.edu



Recipient Data:

Time Finished: 2017-09-25 09:36:51 EDT

IP: 66.195.118.4

ResponseID: R_3hEkFU9WqP92lcB

Link to View Results: [Click Here](#)

URL to View Results: https://proxy.qualtrics.com/proxy?url=https%3A%2F%2Frollins.co1.qualtrics.com%2FQCP%2FReport.php%3FSID%3D5V_dpuX8fbW1FAv4JT%26R%3DBR_3hEkFU9WqP92lcB&token=KvjvJLTiLZepDbZlvv4fGVjsG8lhDhDTIVfeTkQBYDoc%3D

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 Holt?

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, RCC, and rFLA courses offered in servic...

Business

Business Department Service: courses in BUS 2015-16 2016-17 2017-18 RCC 2 2 1 rFLA 0 2 2 (FA17) Ho...

Number of rFLA courses being taught in SP18 2

Does your department offer graduate courses?

No

Does your department offer Holt courses?

Yes

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

45

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

Marc Fetscherin

Anticipated courses this person will teach in the major:

Course INR 337

Course INB 380
Course BUS 330

Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA...
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 ethnica...
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 includes Business Management majors & minors (question 8?).

ATTACHMENT 2

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, Lee 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 Warnecke

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 SEB 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).

Semester	Course	Title	Prerequisite
	SE 200	Social Entrepreneurship: Leading Change	None
	SE 220	Global Development Challenges & Opportunities	None
	Choose One:	SE 320 Strategies for Changemakers COM 331 Communication & Social Change	SE 200 (for SE 320)
	SE 340	Designing & Planning for Social Entrepreneurship	SE 220, SE 320
	SE 345	Financing Social Entrepreneurship	SE 200, MCMP competency
	Elective		

Social Entrepreneurship Electives

Students must take at least one of the following courses.

ANT 215 Human Ecology ANT 277 Gender in the Middle East & North Africa ANT 360 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 340 Health Policy & Advocacy Communication COM 355 Global Health Communication EDU 271 School & Society EDU 280 Diversity in American Education EDU 347 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 348 Sustainable Development ENV 353 National Parks and Protected Areas ENV 365 Environment and Development in Central America HIS 311 History of American Sexuality HIS 370 Race & Ethnicity in America PHI 290 Medical Ethics POL 302 Politics of Global Poverty* POL 330 Peace & Conflict Studies* POL 332 International Human Rights POL 333 Case Studies in Sustainable Development* PSY 211 Social Psychology* REL 228 Women & Religion*	REL 300 Women & the Body* SE 302 Indigenous Entrepreneurship SE 310 Human Centered Design Thinking SE 325 Globalization & Gender SE 335 Markets for the Poor SOC 111 Social Problems SOC 324 Women in Society* SOC 345 Sociology of Gender* SOC 346 Sexualities* SOC 350 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
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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 Crummer Graduate School of Business, in which students earn a B.A. and MBA in 5 years.

Core Courses

Semester	Course	Title	Prerequisite
	SE 101	Introduction to Social Innovation & Entrepreneurship	None
	SE 135	Law & Ethics of Social Innovation & Entrepreneurship	None
	SE 200	Social Entrepreneurship: Leading Change	None
	SE 220	Global Development Challenges & Opportunities	None
	BUS 230	Financial & Managerial Accounting	SE 101
	BUS 233	Micro & Macro Economics	SE 101
	BUS 236	Statistics for Business	SE 101
	BUS 245	International Organizational Behavior	SE 101
	SE 305	Social Entrepreneurship Marketing	SE 101, SE 200, BUS 233
	Choose One:	SE 320 Strategies for Changemakers COM 331 Communication & Social Change	SE 200 (for SE 320)
	SE 345	Financing Social Entrepreneurship	SE 200, MCMP 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	EDU 347 Global Perspectives in Education	PSY 211 Social Psychology*
ANT 277 Gender in the Middle East & North Africa	EDU 385 Teaching Students with Special Needs	REL 228 Women & Religion*
ANT 360 Anthropology and the Environment	ENV 289 Nature in the City	REL 300 Women & the Body*
CMC 310 Media, Peace, & Justice	ENV 292 Political Economy of Environmental Issues	SE 302 Indigenous Entrepreneurship
CMC 320 Political Economy of Body & Food	ENV 302 Traditional Town Planning	SE 310 Human Centered Design Thinking
CMC 325 Incarceration and Inequality	ENV 348 Sustainable Development	SE 325 Globalization & Gender
COM 325 Communication Campaigns	ENV 353 National Parks and Protected Areas	SE 335 Markets for the Poor
COM 340 Health Policy & Advocacy Communication	ENV 365 Environment and Development in Central America	SOC 111 Social Problems
COM 355 Global Health Communication	HIS 311 History of American Sexuality	SOC 324 Women in Society*
EDU 271 School & Society	HIS 370 Race & Ethnicity in America	SOC 345 Sociology of Gender*
EDU 280 Diversity in American Education	PHI 290 Medical Ethics	SOC 346 Sexualities*
	POL 302 Politics of Global Poverty*	SOC 350 Class Inequalities*
	POL 330 Peace & Conflict Studies*	SOC 355 Race & Ethnic Relations*
	POL 332 International Human Rights	SOC 356 The State of Black America*
	POL 333 Case Studies in Sustainable Development*	SOC 360 Poverty & Social Welfare*
		SWAG 205 Intro to Sexuality, Women's, and Gender Studies

*additional prerequisite may be required

Semester	Course	Elective Title	Prerequisite
			Check Catalogue
		300-400 level	Check Catalogue
		300-400 level	Check Catalogue

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.