Rollins College
Rollins Scholarship Online

Executive Committee Minutes | College of Liberal Arts Minutes and Reports

10-19-2017

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, October 19, 2017

College of Liberal Arts Executive Committe

Follow this and additional works at: http://scholarship.rollins.edu/as_ec

Recommended Citation
College of Liberal Arts Executive Committe, "Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, October 19, 2017" (2017). *Executive Committee Minutes*. 180.
http://scholarship.rollins.edu/as_ec/180

This Minutes is brought to you for free and open access by the College of Liberal Arts Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact rwalton@rollins.edu.

EXECUTIVE COMMITTEE MEETING
October 19, 2017
Agenda

12:30 in CSS 167
Lunch will be served

I. Approval of Minutes from 9/28/17 EC Meeting

II. Announcements
   a. Faculty Meeting Agenda
   b. Phi Beta Kappa

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

IV. New Business
   a. rFLA revisions (Attachment #3)
   b. Rollins Improv Institute (Attachment #4)
   c. Social Innovation major (Attachment #5)

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

EXECUTIVE COMMITTEE MEETING
October 19, 2017
Minutes

PRESENT

Ashley Kistler, Laurel Habgood, Jana Mathews, Marc Fetscherin, Christopher Fuse, Robert Vander Poppen, , Amy Armenia, Jennifer Cavenaugh, Joshua Almond, Meribeth Huebner, Lexi Tomkunas, Grant Cornwell, Susan Singer, Emily Russell, Richard Lewin. Guests: Tonia Warnecke, David Charles, Barry Allen, Daniel Chong.

CALL TO ORDER

Ashley Kistler called the meeting to order at 12:35 PM.

APPROVAL OF MINUTES FROM 9/28/17

Fuse made a motion to approve the minutes from 9/28/2017. Armenia seconded the motion. EC unanimously approved the minutes from the 9/28/2017 meeting.

ANNOUNCEMENTS

Faculty Meeting Agenda

Ashley Kistler

The agenda for the 10/26/2017 faculty meeting will include discussions of the proposed changes to rFLA and the draft philosophy of compensation, endorsement of the Rollins Improv Institute proposal, approval of the Social Innovation major, and committee reports if time permits.

Phi Beta Kappa

Ashley Kistler

Kistler said we are exploring the possibility of applying for a Phi Beta Kappa chapter at Rollins. She will make an announcement at the faculty meeting. Habgood asked if it's true that an institution can only apply three times. Since this would be our third attempt, Kistler will investigate to find the answer to that question.

OLD BUSINESS

Visiting Faculty Position Requests
Attachment #1
Jennifer Cavenaugh

EC reviewed the visiting faculty positions from Political Science, English, and Social Entrepreneurship.

Mathews made a motion to approve the 1-year visitor request for Political Science to cover a retirement in that department. Fuse seconded the motion. Motion passed unanimously.

Almond made a motion to approve the 2-year visitor position in English to cover the position vacated when Russell moved to the Dean of Faculty Office. Fetscherin seconded the motion. Motion passed unanimously.

Fetscherin made a motion to approve the 1-year visitor position in Social Entrepreneurship to cover an unexpected departure. Fuse seconded the motion. Motion passed unanimously.

Vander Poppen noted that we received these requests late in the cycle and suggests in future years we consider all visitor requests in the fall. Almond said that this scenario will not be repeated and next time all requests will be reviewed by the end of October. Kistler asked if it makes sense to move the deadline to spring. Singer said budgetarily, that does not work. Habgood asked if there is any leeway in deadlines for declaring sabbatical or retirement? Cavenaugh is open to a conversation regarding those deadlines.

Salary and Compensation Philosophy Update
(Attachment #2)
Christopher Fuse

The draft salary and compensation philosophy will be presented at the next faculty meeting. Fuse noted in past discussions faculty have expressed concern about pay based on market and anticipates most of the discussion from faculty will be in this area.

Cornwell said the task force has made huge progress in developing this draft. He asks why the document is silent on the topic of merit. Fuse said the faculty do not seem open to a merit system since forms of merit already exist in the tenure and promotion process. Eventually we need to address what we view as merit and come to some form of agreement.

Fetscherin asked why salary is adjusted based on inflation and not cost of living, why we are focusing on median salary rather than mean, and asks what is meant by “to the

degree possible" in the final point which states, "…market conditions should be restrained to the degree possible without compromising institutional quality and qualification standards."

Fuse said the task force had many discussions regarding cost of living and have several reasons for trying to get to the heart of what we mean by cost of living without using that term. Fetscherin noted that inflation is driven by banks and cost of living is local. For instance, the cost of rent is significantly higher in Florida than inflation accounts for. Habgood said that inflation seems more standardized where cost of living differs depending on how close you live to campus. Fuse also noted they used median as opposed to mean because of outliers. Given the differences in salaries between departments, they are trying to minimize inequity as much as possible.

Almond asked if this philosophy must go to the BOT for approval and will they ask about the lack of merit discussion? Cornwell replied that he will bring it forward as the will of the faculty and what's best for Rollins right now. He does not know if they will strongly push back, but believes this is a teachable moment for the BOT where we help them understand faculty culture.

Kistler said, since Singer will be out of town, Fuse will read a brief statement from her on basic salary data and include scatterplot data from this year and last year to clarify the nature of the distribution from last year.

Social Entrepreneurship (SE) Major Proposal
Tonia Warnecke

Vander Poppen moved to table the discussion until the proposal goes through the Curriculum Committee. Fuse seconded the motion. Motion to table passed unanimously.

FEC proposals
Ashley Kistler

Due to time constraints, Almond made a motion to table the FEC proposal. Habgood seconded the motion. Motion passed unanimously.

NEW BUSINESS

rFLA Revisions
(Attachment #3)
Emily Russell

EC discussed the recommended changes to the rFLA program that state one divisional requirement may be taken outside of the neighborhood system, and that the Ethics

competency can be met by earning a C- or better in any Rollins course that carries the Ethics (E) competency designation OR earning a C- or better in an approved Rollins transfer course. Russell said we are waiting for the completion of the external review before discussing the number of neighborhoods. She also stated that we do not have the numbers of faculty to staff the curriculum on load.

Vander Poppen asked if there is a limit on the number of courses that a department can offer on exception. Russell said there is not a limit.

Cornwell asked how courses are approved for the E competency. Russell replied that they are working in consultation with faculty on campus to determine learning outcomes for that course. Faculty will submit a proposal that speaks to those issues. They are also talking about adding a training program.

Tomkunas asked if the E-comp is an additional class students must take. No, students stay with the curriculum in effect during the year they entered unless they opt in for the new curriculum.

Habgood asked if a student can double-dip and receive an H and an E in one course. Yes.

Rollins Improv Institute
(Attachment #4)
David Charles

David Charles explained his proposal for a residential, high-impact immersive for two weeks during the summer. This is not a new program, but the three courses would be bundled. He has identified a unique pocket in the academic calendar where there is a gap in scheduling and availability in housing. He will encourage students to be residential so that learning can happen in- and outside the classroom.

Vander Poppen asked how we would deal with minors on campus who enroll in this institute. Charles replied that Human Resources has review the proposal and have settled on 17 as the minimum age allowed to enroll in the courses.

Cavenaugh asked if Holt students will be encouraged to reside on campus during the two-week session. Charles said he is investigating with Holt two different rates for the institute so that those students don't have to stay on campus.

Almond asked if the proposal needs to go to the full faculty for approval. Kistler said in the past we have taken similar proposals to the full faculty to legitimize the program. Fetscherin suggested instead of voting, perhaps ask the faculty for their endorsement.

Vander Poppen made a motion to endorse the creation of the Rollins Improv Institute. Almond seconded the motion. Motion passed unanimously.

Social Innovation Major
(Attachment #5)
Dan Chong and Barry Allen

Almond noted that the CC unanimously endorsed the creation of the Social Innovation major.

Habgood expressed concern that when trying to impact social change, numbers are a persuasive argument on multiple fronts and that a student can get through this program without that background. Chong said they tried to select core skills courses that were most transferrable between disciplines. Quantitative Reasoning came up, but the committee felt it should be covered in the general education program.

Cornwell asked how a student would determine whether they should major in SE or SI? Chong replied they envision that happening when a student completes the core course, SI200. They have built it into the curriculum so that discussion happens with their advisor. Singer asked what if a student does not find their way into the SI200 course? Warnecke said that the major maps for SE and SI are completely different. Students will see the difference by looking at both maps.

Fetscherin asked about the rationale for not having common required courses in SE and SI. Vander Poppen is concerned that the skills electives contain so many rFLA courses and noted we don't offer them with any kind of regularity. How will we provide a consistent path through the major? Chong replied that they have tried to build in enough flexibility that this won't be a problem.

Russell asked if there is a mechanism by which a student can look at the schedule for the coming semester and ask whether a course on the list could be added? Chong said that is something the program director could approve.

Fetscherin recommended a requirement that states where a student can take more than one 100-level course, that they must take a 100-level and a 200-level.

Vander Poppen asked about the lack of a substantial core of classes for the major and the implications for student unity as a cohort. Chong replied that SI will have to work beyond the classroom to create a community.

Almond made a motion to approve the Social Innovation major. Fetscherin seconded the motion. Motion passed with one abstention.

ADJOURNMENT
Ashley Kistler

Fuse made a motion to adjourn. Almond seconded the motion. The meeting adjourned at 1:49 PM.

ATTACHMENT 1

From: noreply@qemailserver.com
Subject: Faculty Position Request Form for Academic Year 2018-2019
Date: September 25, 2017 at 5:41 PM
To: JXSMITH@Rollins.edu

Recipient Data:
Time Finished: 2017-09-25 17:41:05 EDT
IP: 66.195.118.4
ResponseID: R_27TkXSMnOFkf4rX
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_27TkXSMnOFkf4rX&token=0zNNhD%2FYznIdiJII2%2BREISqD2zmAcWh7rbJhVC%2FeEhc%3D

Response Summary:

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

Person filling out this form
first name Mike
last name Gunter

Please select your department from the drop down list:
Political Science

Title of the requested position
Visiting Assistant Professor

Does your faculty teach in an interdisciplinary major or minor?
Yes

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

Does your department offer a major or minor in Holt?
No

Please select the interdisciplinary major(s) below in which faculty from your department teach.
American Studies
Asian Studies
International Relations
Latin American & Caribbean Studies
Public Policy & Political Economics

Select your department below to see the number of Honors, RCC, and rFLA courses offered in servic...
Political Science

Political Science Department Service courses in POL 2015-16 2016-17 2017-18 RCC 3 2 1 rFLA 3 4 1(...
Please provide the number of rFLA courses your department will teach during the Spring 2018 semester 2?

Does your department offer graduate courses?
No

Does your department offer Holt courses?
No

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

Type of position:
Retirement replacement

Please provide the name of the person retiring from the Department
Rick Foglesong

Anticipated courses this person will teach in the major:
Course POL 160
Course POL 161
Course POL 361
Course POL 364
Course POL 381
Course POL 341
Course POL 327

Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA...
We do not anticipate an RCC, rFLA, or Honors commitment from this one year visitor.

How will the addition of this position advance the Mission of the College?
Position is deeply tied to responsible leadership tenet of our Mission.

How might this position benefit other departments?
Candidate would contribute to some combination of public policy, American studies, sustainable development, Latin American studies, or SWAG.

Make a case for why your department needs this position now (for example - to cover major courses...
Rick made his retirement official over the summer, with his last teaching commitment in Spring 2018. We also have two faculty contributing to the likely new major in social innovation, meaning we will be down an additional three courses next year for that program. In particular, we see a need to fill intro level American politics needs for not only our current students on campus but those to enroll next year.

How do you envision this new faculty position enhancing the diversity of your department's member...
Several potential subfields within our discipline as well as programs across campus are attractive to diverse candidates. We believe this candidate may enhance both curriculum diversity and co-curricular diversity.

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...
Retirement and sabbatical savings from Dr. Rick Foglesong

From: noreply@qemailserver.com
Subject: Faculty Position Request Form for Academic Year 2018-2019
Date: September 29, 2017 at 7:53 PM
To: JXSMITH@Rollins.edu

Recipient Data:
Time Finished: 2017-09-29 19:53:33 EDT
IP: 72.238.82.108
ResponseID: R_1ohjfM8Xxy0RGgJ
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_1ohjfM8Xxy0RGgJ&token=qUzqPcPGQYqAPc5TpFWv%2BP7sOq3ZitCovztcvp%2Ff9fU%3D

Response Summary:

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

Person filling out this form
first name Tonia
last name Wamecke

Please select your department from the drop down list:
Social Entrepreneurship & Business

Title of the requested position
Visiting Assistant Professor

Does your faculty teach in an interdisciplinary major or minor?
Yes

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

Does your department offer a major or minor in Holt?
No

Please select the interdisciplinary major(s) below in which faculty from your department teach.
Asian Studies

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?
No

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

Type of position:
Other

If you answered other to the previous question, please explain the type of replacement position h...
One social entrepreneurship faculty member will be leaving the college after the 2017-18 year, and we found out about this in the summer. We need 5 faculty members in order to cover the courses for our major; we also cannot contribute to neighborhoods or RCC without 5 members (by the end of spring 2018, all SE faculty will have taught RCC or rFla courses and we plan to continue that). We have already planned to offer two RCC courses in fall 2018 (Balzac and McInnis-Bowers). We cannot serve the SE major or campus needs with 4 faculty members. Furthermore, because of the uniqueness of the field of SE, there is not a pool of adjuncts in the area that we can use to cover our courses. We have on average 70-75 SE majors each year; with explorers removed from the tally, we currently have 55 listed SE majors. We also have 21 SE minors

currently have 55 listed SE majors. We also have 27 SE minors.

Anticipated courses this person will teach in the major:
Course Social Entrepreneurship: Leading Change
Course Designing & Planning for SE
Course Strategies for Changemakers

Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA...
I believe that visitors teach 4-4 now. So, this individual will offer at least one neighborhood course, and we will look for a hire who can also teach one course serving an interdisciplinary program.

How will the addition of this position advance the Mission of the College?
This position will allow the social entrepreneurship major to meet the students' needs in terms of required courses. We do not have a great deal of staffing flexibility and only 2 of the SE faculty have ever taught an elective course in the major. Therefore, the faculty have prioritized college-wide needs (RCC, rFla) over the ability to teach electives in their own fields. The fact that a visitor teaches 8 courses per year may make it possible for another SE faculty member to teach an elective for the first time, but in general it will enable us to continue serving college-wide needs.

How might this position benefit other departments?
This position can contribute to the proposed social innovation major, and as part of our work in SE to deepen connections with programs across campus, we would like the individual to contribute a cross-listed course to an interdisciplinary program (e.g. Africa & African American Studies, Asian Studies, Sexuality, Women's and Gender Studies, MENA, Global Health; Sustainable Development); the specific program would depend on the hire's background and skillset.

Make a case for why your department needs this position now (for example - to cover major courses...
SE can neither cover all required core courses nor teach service courses without this position. Five faculty comprise the critical mass needed. SE changed its curriculum last year and the current major map includes 4 new SE courses which we have developed and are teaching this year for the first time (previously, SE students took different BUS courses taught by other faculty).

How do you envision this new faculty position enhancing the diversity of your department's member...
SE faculty are already an extremely diverse group on campus, and we prioritize diversity in hiring. The SE faculty include 4 women and 1 man representing 3 countries and 1 U.S. territory, several racial/ethnic groups, and multiple different terminal degree program types. We believe that diversity takes many forms, and each form serves to complement our own and our students' understanding of themselves and their world. We will look to continue diversifying our faculty through this hire. This hire will also enable us to offer sufficient sections of our community engagement core course throughout the school year. Expertise in environmental sustainability would be a desired characteristic of this position, and would help our program interface more effectively with sustainable development and environmental studies. We also would like to hire someone with practical experience related to social entrepreneurship, to further diversify the types of employment paths our students consider and teaching lower and upper level SE courses will help this hire reach a broad array of our majors. Expertise related to Middle East/North Africa, Sub-Saharan Africa, or South America would also be desirable, to complement our existing faculty's expertise in other regions.

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...
The salary of the departing faculty member could be reallocated to this visitor position.

From: **Janette Smith** jxsmith@rollins.edu
Subject: Fwd: Faculty Position Request Form for Academic Year 2018-2019
Date: September 25, 2017 at 6:25 PM
To: Josh Almond JALMOND@Rollins.edu, Jennifer Cavenaugh jcavenaugh@rollins.edu

J

Here is the Position Request form for English

Janette Smith
Academic Support Coordinator
Coordinator of Special Events/Projects
Office of the Dean of the Faculty
jxsmith@rollins.edu
407.646.2175

Begin forwarded message:

From: <noreply@gemailserver.com>
Subject: **Faculty Position Request Form for Academic Year 2018-2019**
Date: September 25, 2017 at 3:18:55 PM EDT
To: <JXSMITH@Rollins.edu>
Reply-To: <trigger@gemailserver.com>

Recipient Data:
Time Finished: 2017-09-25 15:18:53 EDT
IP: 66.195.118.4
ResponseID: R_9AWw6BupMIBjEkx
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_9AWw6BupMIBjEkx&token=%2F7%2BzNdLNdXEBPziB%2BzZyGI6rKTNlajIBsTCJ4ZwkJtc%3D

Response Summary:

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

Person filling out this form
first name Paul
last name Reich

Please select your department from the drop down list:
English

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...
Comp Course Writing (CLA)
Comp Course Writing (Holt)
Comp Course Writing Reinforcement (Holt)
Comp Course Literature (Gen Ed Holt)

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.
Film Studies
Jewish Studies
Sexuality Women's & Gender Studies
African/Afri-American Studies

Select your department below to see the number of Honors, BCC, and rELA courses offered in servic

English

English Department Service courses in ENG 2015-2016 2016-2017 2017-18 RCC 2 3 6 rFLA 7 7 8 (FA1...
Please provide the number of rFLA courses being taught in SP18 5

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?
40

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

Type of position:
Other

If you answered other to the previous question, please explain the type of replacement position h...
This is a replacement position for Emily Russell, who was appointed as Associate Dean of Academics this summer. Because Emily kept two of her courses this year and we had an existing VAP already in place, we were able to cover the loss of her remaining four courses. We won't be able to cover that loss in AY 2018-2019 and 2019-2020 without a replacement position.

Anticipated courses this person will teach in the major:
Course ENG 190
Course ENG 234
Course ENG 229/329/429
Course ENG 344
Course ENG 241
Course ENG 328/428

Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA...
We expect that this person will teach humanities courses in rFLA, the writing competencies in CLA and Holt, the writing reinforcement requirement in Holt, and the literature general education requirement in Holt.

How will the addition of this position advance the Mission of the College?
In teaching within our major curriculum, this faculty member will provide instruction in critical thinking and analytical writing with an eye towards encouraging information literacy. Each of these instructional goals will provide students with the opportunity to become informed, responsible leaders. Our curriculum encourages faculty to include diverse points of view, which we believe helps strengthen the college's mission in global citizenship. As this faculty member will also be teaching service courses outside the department, she/he will also be advance the mission of the college through the specific goals and pedagogies of rFLA, the writing competencies, etc.

How might this position benefit other departments?
As the largest department in the Humanities division, the more rFLA courses we can cover, the more opportunities our colleagues in other Humanities' departments have to concentrate their energies on their own majors/minors. Depending on course content, this faculty member might also teach electives in AAAS, AMST, SWAG, Film, etc.

Make a case for why your department needs this position now (for example - to cover major courses...
As I stated earlier, this position is to cover the loss of Emily Russell, who is, frankly, one of our strongest teachers and recruiters in the major. We need this position to help cover major courses, certainly, but we also need it to help cover our service obligations which are quite extensive.

Our department is responsible for covering writing competencies in CLA and Holt, the writing reinforcement and literature requirements in Holt, and Humanities rFLA courses. This position would help us fulfill all of those obligations.

How do you envision this new faculty position enhancing the diversity of your department's member...
As this is a temporary position replacing Emily's courses, our hope is that it will make up for the diverse and contemporary literature and popular culture classes she typically provides.

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...
Alan Nordstrom is currently on medical leave and is retiring at the end of this academic year; we are not seeking a TT replacement position for him. We moved from 5 full-time lecturers last year to 4 full-time lecturers this year and are not seeking an

additional lecturer line next year. Vidhu Aggarwal has a sabbatical next year and may be taking a full year (which would be at half pay).

ATTACHMENT 2

Draft Salary and Compensation Philosophy for the College of Liberal Arts
October 18, 2017

Draft Philosophy of Compensation
Rollins College's philosophy on faculty compensation supports and advances the institution's strategy, mission, and goals. A viable salary philosophy requires a strategic plan that ensures the continuous commitment of adequate resources. Rollins College values the work and contributions of all faculty members and is committed to their ongoing professional development. 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. The objectives of Rollins College's faculty compensation program are to attract, retain and reward highly qualified and talented faculty with the requisite education, experience and skills necessary to carry out the College's educational mission.

Principle of Equity

- Faculty salaries will reflect equity and comply with College policies and legal requirements prohibiting discrimination.

- The faculty salary structure will minimize compression and inversion.

- Generally, salaries within rank should not be less than one standard error of its predicted value.

Principle of Growth

- Fair and just salaries will be a budget priority, with the goal to expand the pool of resources allocated for all faculty salaries and compensation.

- Salary adjustments will reflect increases for inflation.

Principle of Competitive Salaries

- The median base salaries of faculty at Rollins College, based on rank and years in service, will align with the median base salaries of the faculty at the schools in our benchmark group, as identified by our approved methodology.

- To ensure that Rollins College attracts quality faculty, prior experience, qualifications, teaching, scholarship, and service may be used in negotiating starting salaries.

- Internal disparities attributable to external market conditions should be constrained to the degree possible without compromising institutional quality and qualification standards.

ATTACHMENT 3

rFLA 2.0

Divisional Exception (for discussion by CC)

One divisional requirement may be taken outside of the neighborhood system.

1) The course must be identified by departments and approved by the division
2) The exception can be used for any divisional requirement
3) Students must earn a grade of C- or better in the substituted course
4) Existing language: The Associate Dean of Academics may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit. Recommended addition: DIV courses must meet the standards for divisional ways of knowing as determined by each division.
5) AP or IB scores cannot count toward the fulfillment of this requirement.
6) No matter the level of the course taken, the exemption will be written for the rFLA 200 level course (assuming the current numbering system)
7) DIV courses taken outside of the neighborhood system would only have to meet the goals of disciplinary ways of knowing; LEAP outcomes will only be measured within the neighborhoods and each student will still have contact with each learning outcome twice
8) Students will only be able to take one course outside their neighborhood, either in another neighborhood or outside of the neighborhood system. (i.e. we are extending the current exemption to include approved courses outside the system, not just the neighborhood)

Ethical Reasoning (for discussion)

Options:

1) teach as competency (ECMP)
2) add a level back to neighborhoods (only preserves student choice if we drop number of neighborhoods)
3) require as learning outcome in majors

Useful background for ECMP model: these courses could be both outside and inside the neighborhood system; approx. 17-19 courses each semester would need to carry an ECMP; we typically carried that number of V courses under alphabet soup

Revised Calendar of Work:

10/6 neighborhood meetings: discuss reinvigorated 300, esp. interdisciplinarity
10/10 CC meeting: complete divisional exception and ethics recommendations and send to EC
10/19 EC meeting: review CC recommendations
10/26 CLA meeting: CC committee report will present divisional exception and ethics recommendation for comment and question
11/3 rFLA colloquium, 2-4pm
11/16 CLA meeting: Vote on above recommendations
Spring 2018: Resolve # of neighborhoods discussion (including insight from results of external review)

ATTACHMENT 4

Rollins Improv Institute

Freedom, Creativity, Connection

Dear Curriculum Committee,

The Rollins Improv Institute (RII) is intended to serve as a two-week summer intensive aimed at young adults who are committed to using improvisational theatre in their life, art, and career. RII supports goals of the Department of Theatre and Dance in the areas of student recruitment, community outreach and service, and alumni relations. We intend to offer RII training through the Hamilton Holt School with attendees receiving college credit for their involvement in this intensive residential training experience. The program capitalizes on the unique and acclaimed improvisational training pedagogies developed and deployed at Rollins College with Rollins Improv Players, and as presented in main stage productions such as *The Lost Comedies of William Shakespeare* and *Upton Abbey: An Improvised Comedy of English Manors*. The Rollins Improv Institute has support from the Department of Theatre and Dance, the Deans of CLA and Holt, and the Provost. Organizational elements have been discussed and initially troubleshot with HR and the Office of Scheduling and Events. Currently, we hope to offer this Institute every second summer beginning in June 2018.

The three attached course proposals—THE 170 Rollins Improv Institute Level I, THE 270 Rollins Improv Institute Level II and THE 370 Rollins Improv Institute Level III—form the bedrock of this training program. Each course will meet concurrently over the two-week intensive residential period, with students being sorted into the appropriate stream of instruction during the opening day of the Institute. The Institute strives to attract:

- Rising high school seniors and recent graduates (at least 17 years old) who are in the process of selecting an undergraduate institution, or may already be committed to Rollins
- Non-Rollins undergraduate students from other institutions who are looking to augment their training with a robust and well-developed improvisational pedagogy (who may, in turn, become Rollins transfer students)
- Current Rollins students who have been unable to explore this training during the regular academic year (particularly Holt students) and who seek to use these tools to grow within their chosen field of study

- Recent graduates or performance-oriented students who are looking to explore the particular theatrical market of Central Florida as the next step of their career

Due to the tiered system, the Institute seeks to serve both students that are committed to the study of theatrical and improvisation performances (primarily Level II and III) and those that are novices within this field but want to develop interpersonal, collaboration and creativity skills (primarily Level I). This developmental sequence will also make it possible for students to return for additional training at the Institute in future summers.

THE 170, 270 and 370 each involve approximately 80-90 contact hours over the two-week residence, the majority of which will be spent with each course's instructor of record. Dr. David Charles will serve as the Institute Director, with intimate involvement in course creation and instruction, and will instruct one class level each summer, with the other two levels being offered by credentialed resident and guest/adjunct faculty members who are well-versed in the signature Rollins style of improvisation and pedagogy. Ideally, one section of each class (170, 270 and 370) will be offered each summer, but this is dependent upon enrolment numbers and the inherent skill level of students. Due to the intensive and experiential nature of the Institute, instructors will, by design, move between sections at times, allowing for close mentoring, cohesion and customization. In addition to regular class meetings, students will also experience roundtable discussions, master/break-out classes on pre-selected topics, field studies, and engage with guest speakers drawn from the local improvisational entertainment market (Disney, Universal, SAK Comedy Lab…). The Institute will also offer students multiple performance opportunities and culminate in an open performance that brings together all three classes. Our research has indicated that a robust, residential program offering college credit at an acclaimed institution located in such a dynamic entertainment hub is truly a first in the market.

Although these classes will not come online until the summer, we are seeking support from the Curriculum Committee in the fall so that we can begin in earnest the process of publicity and recruitment for this new endeavor if this is deemed an appropriate summer addition to the class schedule.

Please do not hesitate to contact me if you have any questions or need further contextualization for these new course proposals.

Sincerely,

Dr. David Charles

Chair/Professor, Department of Theatre and Dance

Producing Director, Annie Russell Theatre

Artistic Director, Rollins Improv Players

Associate Artistic Director, SAK Comedy Lab

Office of the Vice President for Academic Affairs and Provost

Cover Sheet for New Program Proposal or Substantive Change of an Existing Program

Program Name	Rollins Improv Institute (RII)
College	RII will be offered through the Holt School but also open to CLA Students looking for a summer opportunity
Department or Program	RII is an intended collaboration between the Department of Theatre and Dance, and the Holt School
Contact(s), E-mail, Phone	Dr. David Charles, DCharles@Rollins.edu, 406-646-2546
Type of Program	RII is designed to serve as an intensive residential 2-week summer course. Students will enroll in one of three tiered courses (THE 170, 270, or 370) based on their prior experience and training, and receive 4-credit hours through the Holt School.
Level	The Institute strives to attract: • Rising high school seniors and recent graduates (at least 17 years old) who are in the process of selecting an undergraduate institution, or may already be committed to Rollins • Non-Rollins undergraduate students from other institutions who are looking to augment their training with a robust and well-developed improvisational pedagogy (who may, in turn, become Rollins transfer students) • Current Rollins students who have been unable to explore this training during the regular academic year (particularly Holt students) and who seek to use these tools to grow within their chosen field of study • Recent graduates or performance-oriented students who are looking to explore the particular theatrical market of Central Florida as the next step of their career
Credit or Non-Credit	Courses embedded in this summer institute receive 4 credit hours
Total Credit Hours	Students can only enroll in one course per summer experience (THE 170, 270 or 370) but may elect to return to RII in subsequent years to enroll in the next level. We currently intend to offer the Institute every second summer starting in June 2018 pending approval.
Effective Date	June 2018 pending approval

Program Need & Fit to Mission	The art of improvisational theatre develops competencies in the areas of listening and observation, creative thinking, decision-making, and empathy. The pedagogy provides a platform for the embodied learning of skills pivotal to strong leadership, and for the practice of the nuanced communication necessary for participation in a complex global village. Students who have career aspirations in the expressive arts receive the added benefit of forums with professional actors, and the opportunity to engage with theatre-makers at premiere entertainment venues such as Walt Disney World, Universal Studios, and SAK Comedy Lab. Finally, the practice of improvisational theatre contributes to a meaningful life by improving confidence, encouraging adaptability, and providing a safe environment for the exploration of self. Our research has indicated that a robust, residential improvisational program offering college credit at an acclaimed institution located in such a dynamic entertainment hub is truly a first in the market.
Intended Audience	As noted above, the Institute is designed to meet the needs of rising high school juniors and seniors (aged 17 and above), non-Rollins college-aged students looking specifically for improvisational training, current CLA and Holt students from multiple majors/disciplines seeking enrichment and skill development, and performance-focused performers and recent graduates looking to explore this particular job market.
Projected Enrollment	Our target enrollment is 36 (3 class sections of approximately 12 students each) with our minimum enrollment to meet cost at around 24, and maximum capacity (without adding additional core instructors and classes) set at 48.
Location(s) of Instruction	The Institution will be primarily held in spaces overseen by the Department of Theatre and Dance—namely, the Annie Russell Theatre stage, the Fred Stone Theatre, and the Annie Russell Dance Studio. These spaces are generally unused during the month of June and can accommodate the experiential/ performance needs of instruction.
Admission Requirements	Students must meet Holt standards and criteria for admission. THE 170 is designed for novices, while THE 270 and THE 370 expect increasing levels of familiarity and comfort with the domain of improvisational performance. Students may register for one section but be moved to the appropriate level with consent during the first day of the retreat.

Faculty Required and Credentials	Dr. David Charles will serve as the Institute Director and oversee the development and implementation of all course pedagogy and instruction. He will also serve as the core faculty member of record for one of the three tiered classes. The other two levels will be offered by credentialed resident and guest/adjunct faculty members who are well-versed in the signature Rollins style of improvisation and pedagogy. Ideally, one section of each class (170, 270 and 370) will be offered each summer, but this is dependent upon enrollment numbers and the inherent skill level of students. Due to the intensive and experiential nature of the Institute, instructors will, by design, move between sections at times, allowing for close mentoring, cohesion and customization. In addition to regular class meetings, students will also experience roundtable discussions, master/break-out classes on pre-selected topics, field studies, and engage with guest speakers drawn from the local improvisational entertainment market (Disney, Universal, SAK Comedy Lab…).
Coursework Required	THE 170, 270 and 370 each involve approximately 80-90 contact hours over the two-week residence, the majority of which will be spent with each course's instructor of record. Classes are highly experiential and include roundtables, master classes on select topics, field studies, and numerous guest speakers. Course details can be found in the accompanying new course proposals.
Student Learning Outcomes	Learning outcomes are specific to each of the new courses and are elaborated upon in detail in the new course proposals. Overall: THE 170 introduces the core concepts and strategies that enable improvisational play and creation and is designed to unleash student abilities to collaborate and create; THE 270 assumes a basic understanding of improvisation practices and pushes the boundaries of what this mode of theatre can achieve, challenging students to find greater truth and empathy in their work, and more dynamic and honest connections to their scene partners and the audience; THE 370 is designed for improvisers with more confidence and experience, and provides new tools for the deepening of characterizations and relationships that can be sustained in a long-form setting.

Evaluation & Assessment	Students will be evaluated using the following methods (as outlined in the new course proposals): • written responses/embodied applications: students will display comprehension and competency in core improvisational concepts • participation in class discussions: students are expected to contribute to a meaningful dialogue about class concepts when invited • participation in class exercises: students are expected to engage fully with the material, pursue the focus of a given exercise, practice professional deportment, apply the skills of past explorations, and demonstrate growth throughout • performance review: students will provide an articulate critique of a professional improvisational theatre performance in order to reflect upon the techniques explored in the classroom • culminating performance: as with class participation, students are expected to employ class concepts in their work, engage fully, and demonstrate growth
Resource Requirements & Project Budget	The Institute will predominantly be supported by existing resources (classroom spaces) and those enabled through the tuition/board fee levied by the Holt School (faculty stipends, access to residence halls and meal plans, field study and master class expenses…). It is intended that the Institute will be self-funded through the tuition it gathers. Our initial budget estimates are as follows for three tiers of possible enrollment (minimum, optimal and maximum): Minimum (24 students): Revenue $56,000. Expenses: $49,066. Optimal (36 students): Revenue $84,000. Expenses: $56,518. Maximum (48 students): Revenue $112,000. Expenses: $63,970.
Department Approval	David Charles, Chair, Department of Theatre and Dance, 9/18/17
Faculty Governance Approval(s)	Required only for credit-bearing programs. Note all governance bodies and approval signature(s).
P&BC Approval	(If required.)
President's Staff Approval	(If required.)
President's Approval	(If required.)
Trustee's Approval	(If required.)

ATTACHMENT 5

Proposal for a Major in Social Innovation

Proposed by: Barry Allen, Amy Armenia, Josie Balzac, Julian Chambliss, Dan Chong (co-leader), Ted Gournelos, Nolan Kline, Cecilia McInnis-Bowers, Micki Meyer, Dan Meyers, Leslie Poole, Steve Schoen, Anne Stone, Eren Tatari, and Tonia Warnecke (co-leader).

Description

The Social Innovation (SI) major will prepare Rollins students with the interdisciplinary knowledge and skills to address social problems in creative, systematic, and sustainable ways. Upon completing the major, students will:

- Develop a critical understanding of social problems that affect marginalized populations;
- Apply interdisciplinary tools to create and evaluate solutions to social problems;
- Gain familiarity with different pathways to social innovation, such as public policy advocacy, nonprofit leadership, and community organizing;
- Integrate their knowledge and experiences from inside and outside the classroom.

Skills highlighted in the SI major include human-centered design thinking (HCDT); critical analysis of social problems; data collection and analysis; impact assessment; creative problem-solving; public communication; organizational skills; empathy and emotional resiliency.

Students complete ten courses from at least three different disciplines, including four core courses: an introductory course; a core skills course; a topics course examining a wide range of social problems; and an independent capstone experience. Students must complete at least one CE-designated course. The Social Innovation major also includes an extensive experiential learning requirement. Students participate in three activities, selected from a range of approved options that involve applied and immersive learning with communities external to Rollins.

The SI major is designed to allow students to build their curricular path around an area of passion, gaining the specific skills and knowledge that fit their interests. During the introductory course, all majors create their own curricular plan, identifying the core courses and electives that best address their substantive topic and career interests. Each plan is reviewed by the SI program director, then revised and approved in the junior year.

Students maintain an online portfolio throughout their major that provides evidence from their coursework and documents the completion of the experiential learning

requirements. The portfolio includes items such as the student's curricular plan; reflection papers that link the experiential learning component to their coursework; and the capstone project. The SI program director will review and approve the portfolio before graduation.

Rationale

In the past six years, results from three surveys have shown that Rollins students have a strong desire to become "changemakers," using the tools of social innovation to improve the world around them. The creation of the SEB major in 2014 partially responded to this demand, by teaching primarily market-based solutions to social problems. The SI major would fill a curricular gap for students interested in gaining interdisciplinary skills to solve social challenges, and would be a step toward careers in public policy, nonprofit leadership, and community organizing. Accordingly, the SI major is the next logical step in responding to student demand by offering a major focused on changemaking but primarily outside of a market-based context.

The SI major directly aligns with Rollins' mission for global citizenship and responsible leadership. The idea for such a major initially arose from the campus-wide SESI task force in 2012, and was reiterated in last year's strategic planning process on community engagement. The SI major helps us fulfill the specific commitments that Rollins made in the Ashoka U renewal process by expanding opportunities in the curriculum for students to learn changemaking skills. This proposal is the result of a multi-year, collaborative process, culminating in a multidisciplinary Think Tank last summer.

The SI major builds upon the existing strengths, resources, and passion of our faculty. It closely ties the curriculum to other offices (e.g., CLCE, International Programs) that have earned Rollins national recognition. It does not require any significant new resources. Faculty already teach classes that focus on social justice and the SI major integrates existing capacities across disciplines to result in a set of skills relevant to an individual student's needs. The SI major would therefore appeal to highly-motivated students, helping Rollins recruit and retain highly desirable students.

The SI major is thoroughly interdisciplinary, which is a key feature of a liberal arts education. The major exemplifies the rigor of a Rollins education; it allows students to dive deeply into an issue that they are passionate about, gaining skills from a wide range of disciplines and developing the challenging intellectual skill of synthesis. The experiential learning requirement is extensive and, combined with required reflection assignments, deepens the synergy between in-class and out-of-class learning.

Assessment

The assessment plan for the SI major will include both formative and summative components. The primary learning outcomes of interest in the first few cohorts are that:

- Students will develop a critical understanding of social problems;
- Student will apply the tools from social innovation and related disciplines to develop and evaluate solutions;
- Students will gain familiarity with different pathways for social innovation;
- Students will integrate their knowledge and experiences from inside and outside the classroom.

These learning outcomes are central to the major, but also are aligned with the College mission in that they contribute to a student's development as a responsible leader and their ability to move into productive careers. Given President Cornwell's vision that programs should be able to articulate their alignment to the College mission, *but also assess how well they are delivering on the mission*, this assessment plan serves these ends.

Formative evaluation data will be collected in the Introductory course (SI 200), which will also serve as baseline data to use in the summative evaluation conducted at a student's completion of the major. The formative evaluation is especially important in the early years of a new program, when the program director and faculty can use early feedback on student progress. The instructor of SI 200 will embed an assignment that will serve as a "pre-test," measuring a student's understanding of a social problem and its causes and their ability to apply Human Centered Design Thinking (HCDT) to solve that problem. HCDT will be the primary tool taught in SI 200, which makes it the appropriate skill to use in this pre-test. These data will be useful as formative assessment to help the program director and the instructor of SI 200 examine 1) how well-prepared students are at this early stage to critically understand social problems, and 2) how well students are picking up HCDT in their first SI course. The Critical Thinking VALUE rubric from AAC&U is a useful rubric for evaluating the first outcome. For the second, the SI director/council and instructor may use an HCDT specific rubric to measure mastery, or the AAC&U Problem Solving rubric. Information from this formative evaluation may be used as feedback to the SI 200 instructor, as well as to the program director or advisors in helping direct students to courses where they will strengthen their critical understandings of social problems, or their skill set.

Summative evaluation will take place once a cohort of students reach the capstone experience. Their portfolios will provide a written narrative of their capstone project, including the background research, planning, execution of a prototype or pilot project, and their evaluation of their own work and its strengths and limitation. This portfolio will be scored using the same rubrics as the pre-test, to gauge Critical Thinking and Problem Solving. In addition, the Integrative Learning rubric from AAC&U measures a student's ability to integrate knowledge from curricular and co-

curricular experiences to solve problems, which is central to the capstone experience.

In addition, as part of Rollins College's re-certification as an Ashoka U Changemaker campus, the proposal indicated that the College would work on developing a rubric for Social Innovation. We expect that this assessment plan would make a good start on this process, and the program could serve as testing ground for this rubric.

Budget

The SI major is built almost entirely upon existing capacities and resources at Rollins. The following resource needs are anticipated:

SI Program Director:	$1,000
SI program budget:	$1,000
Adjunct faculty for Nonprofit course (1/yr):	$3,000
Total:	**$5,000**

Major Map: Social Innovation

Effective Fall 2018 (proposed)

Social innovation (SI) involves "the creation of new ideas that address social problems by reconceiving the status quo to create more sustainable and just systems that benefit marginalized groups and society as a whole" (Brown University). The Social Innovation major prepares Rollins students with the interdisciplinary knowledge and skills to solve social problems in innovative ways. It covers different vehicles of social change, such as non-profits, public policy advocacy, activism, public awareness, and community organizing. Skills highlighted in the SI major include human-centered design thinking (HCDT); critical analysis of social problems; data collection and analysis; impact assessment; creative problem-solving; public communication; organizational skills; empathy and emotional resiliency. The SI major prepares students to be global citizens and responsible leaders in the public, private, and non-profit sectors.

Students complete ten (10) courses from at least three different disciplines, at least five (5) of which must be at the 300-level or above. Students take four (4) core courses: SI 200; a core skills course; a core topics course examining a wide range of social problems; and an independent capstone experience. The capstone experience is a SI project that is pre-approved by a faculty sponsor and the SI program director. Students also select three (3) skills electives and three (3) topics electives. At least one of the courses that a student completes inside or outside of the major must be CE-designated. The Social Innovation major also includes an extensive experiential learning requirement. Students participate in three (3) activities, selected from a range of approved options that involve applied and immersive learning with communities external to Rollins.

This major is designed to allow students to build their curricular path around an area of passion, gaining the specific skills and knowledge that fit their interests. During the SI 200 course, all majors create their own curricular plan, identifying the core courses and electives that best address their substantive topic and career interests. Each plan is reviewed by the SI program director, then revised and approved in the junior year.

Students maintain an online portfolio throughout their major that provides evidence from their coursework and documents the completion of the experiential learning requirements. The portfolio includes items such as the student's curricular plan; reflection papers that link the experiential learning component to their coursework; and the capstone project. The portfolio is reviewed and approved by the SI program director before graduation.

CORE COURSES

Four (4) courses required. Courses marked with an asterisk (*) have discipline-specific pre-requisites.

INTRODUCTORY COURSE: SI 200 Introduction to Social Innovation _____

Skills core course (choose one):

CMC 100	Digital Storytelling	COM 295	Research Methods
SI 310	Nonprofit Leadership and Innovation	SOC 301	Methodology*
		SE 320	Strategies for Changemakers*

SKILLS CORE COURSE: _____

Topics core course (choose one):

SOC 111 Social Problems
ANT 150 Global Cultures
SE 220 Global Development Challenges and Opportunities
POL 333 Case Studies in Sustainable Development*
ENV 335 Sustainable Development

TOPICS CORE COURSE: _____

Capstone experience (choose one, subject to approval by the program director; all major courses must be taken before or concurrent with the capstone):

SI 400 Independent study or project
Honors or Honors-in-the-Major thesis
Independent SI project within the capstone course of a double major (e.g., CMC, ENV)

CAPSTONE EXPERIENCE: _____

ELECTIVES

Skills electives (choose three; a skills course may not count for both a core and an elective):

ART [rFla] The Power of Print
ART [rFla] Contemporary Documentary Practice
ART [rFla] Memory and the Photograph
ART [rFla] Intro to Sculpture: Art as Activism
CMC 200 Researching Media & Culture with Lab
CMC 310 Media, Peace, and Justice
COM 325 Communication Campaigns
COM 331 Communication & Social Change
COM 355 Global Health Communication ECO 181 Engines of Economic Change
ENV 289 Nature in the City
ENV 302 Traditional Town Planning
HCM 335 Health Marketing
MAT 105 Mathematics of Democracy
MAT [rFla] Math for Social Justice
SE 302 Social Entrepreneurship Marketing*
SE 340 Designing & Planning for Social Entrepreneurship*
SE 345 Financing Social Entrepreneurship*
SOC 301 Methodology*
SOC 330 Social Movements
THE 336 THE for Social Change
THE [rFla] Performance Ethnography
THE [rFla] Peacebuilding through Theatre

Semester	Course	Elective Title	Prerequisite
			Check Catalogue
			Check Catalogue
			Check Catalogue

Topics electives (choose three):

CMC 155 Solidarity, Equality, Community
CMC 230 Media and Disability
CMC 270 Media, Gender and Sexualities
CMC 300 Critical Frameworks for Contemporary Culture
CMC 320 Political Economy of Body and Food
CMC 325 Incarceration and Inequality
CMC 330 Native American Media and Cultural Studies
CMC 335 Critical Disability Studies
ECO 351 Economic Development
ENV 340 Environmental Justice
ENV 350 Food, Culture, Environment
ENV 353 National Parks and Protected Areas
ENV 390 Culture and Landscape
FRN 381 Topics in Contemp France
GBH 101 Intro to Public Health
HIS 120 Decade of Decision: 1970s
HIS 120 Decade of Decision: 1780s
HIS 141 African American History
HIS 346 US Since 1945
REL [rFla] Extremes of Religion
SE 135 Law & Ethics of Social Innovation & Entrepreneurship
SE 302 Indigenous Entrepreneurship
SOC 302 Sociological Theory
SOC 331 Civil Rights Movement
SOC 345 Sociology of Gender
SOC 346 Sexualities
SOC 350 Class Inequality
SOC 355 Race and Ethnic Relations

EDU 280 Diversity in American Education
EDU 385 Teaching Students with Special Needs
ENV 323 Conservation of Biodiversity
HIS 347 History of Urban US
POL 302 Politics of Global Poverty
POL 330 Peace and Conflict
POL 332 International Human Rights
PSY 328 Developmental Psychology
SOC 356 State of Black America
SOC 360 Poverty and Social Welfare
THE [rFla] THE and Disability
THE [rFla] Refugees of the Middle East Performance Lab

Semester	Course	Elective Title	Prerequisite
			Check Catalogue
			Check Catalogue
			Check Catalogue

COMMUNITY ENGAGEMENT

SI majors must complete at least one Community Engagement (CE) designated course inside or outside the major before completing the capstone.

Community Engagement designated course:

_____

EXPERIENTIAL LEARNING

Choose experiences from three (3) different categories. When in doubt, SI-related projects must be approved by the SI program director. It is suggested that all three experiential learning requirements are completed before capstone, but at a minimum, two must be completed before the capstone.

____ Participation in one of the following field study or summer programs:

- CHM WaSH in the Dominican Republic
- EDU Rural Education in Rwanda
- ENV Environment and Development in Central America
- ENV Exploring the Everglades
- ENV Portland Oregon Field Study
- INB Live, Learn, Labor: Latin America
- POL Social Entrepreneurship in the Dominican Republic
- POL Health and Human Rights in South Africa
- POL Community Development in Tanzania
- REL India & the Infinite
- REL Jerusalem

____ Participation in any SIT study abroad program
____ Participation in any Rollins Immersion program
____ Participation in a SI-related competition (e.g., Ideas for Good challenge)
____ Participation in the Sullivan Foundation or Ashoka U Exchange conference
____ Participation in Leadership Ally program (working on an SI-related project)
____ Completion of a SI-related internship (interdisciplinary designation)
____ Participation in the Student-Faculty Collaborative Research program (SI-related project)
____ Completion of an Edyth Bush Institute certificate program

RESIDENCY AND DISTRIBUTION

SI majors must take at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the ***300-400 level***. Courses earning credit for the major must represent at least three different disciplines.

See the Rollins College catalog for a comprehensive listing of all requirements.

Courses for the major taken at the 300-400 level:
_____

Three different disciplines within the major:
_____

SOCIAL INNOVATION PORTFOLIO completion: _____