

10-16-2014

Minutes, Arts & Sciences Executive Committee Meeting, Thursday, October 16, 2014

Arts & Sciences Executive Committee

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ROLLINS
EXECUTIVE COMMITTEE MEETING
October 16, 2014
Agenda

12:30 in CSS 167
Lunch will be served

- I. Call to order**
Carol Lauer

- II. Approval of minutes from 9/11/14**
Thomas Ouellette

- III. Reports**

- IV. Old Business**
 - a. Statement on Office Hours (PSC)
(see attachment 1)
 - b. Updated SHIP form (SLC)
(see attachment 2)

- V. New Business**
 - a. Request for a salary study (F&S)
 - b. INB/BSE (AAC)
(see attachments 3, 4, 5, and 6)

- VI. Adjournment**
- VII. Carol Lauer



ROLLINS
EXECUTIVE COMMITTEE MEETING
October 16, 2014
Minutes
Approved

PRESENT

Carol Lauer; Thomas Ouellette; Craig McAllaster; Carol Bresnahan; Bob Smither; Jill Jones; Don Davison; Fiona Harper (excused); Derrick Paladino; Elise Ablin; Anne Murdaugh (standing in for Fiona Harper – PSC). Guests: Kenna Taylor; Barry Allen; Lee Lines; Eric Smaw; Jonathan Walz

CALL TO ORDER

Carol Lauer called the meeting to order at 12:33 PM.

APPROVAL OF MINUTES FROM /14

EC unanimously approved the minutes from the 9/11 /14 meeting with one minor correction.

REPORTS

PRESIDENT OF A&S

Carol Lauer

Ouellette reported that the faculty meeting with the Board of Trustees was very successful—about 24 people attended. The next meeting is scheduled for 10/17/14 with three confirmed Trustees attending. He will report to the full faculty after the three meetings are complete.

Lauer said that faculty want a discussion board associated with our faculty meeting agenda. Schoknecht will create a Blackboard course for the meetings. Newer faculty have said that discussions often have long histories that they weren't here to witness, so following the discussion is difficult. Recommendation to speed up voting in meetings by using clickers. Smither said there are apps available to do this with cell phones. Schoknecht is investigating the issue.

AAC

Jill Jones

Richards will attend the next AAC meeting to discuss online learning and how it will be impacted by the move to 128 credit hours.

AAC is not comfortable with the move to non-credit PE courses in January. As a compromise, AAC proposes that this be implemented in fall so students will have an opportunity to plan their schedules. Motion was made and seconded to push this back to fall. The motion passed unanimously and EC will present the issue to the full faculty.

F&SDonald Davison

The Finance and Service Committee met October 7, 2014.

The Committee acted on the following items from old business:

- a. Pat Schoknecht will join us at our November 4 meeting to discuss student dissatisfaction with the campus food plan. The student representatives were encouraged to meet with Pat separately in order to make the most efficient use of our time on November 4.
- b. The Committee unanimously endorsed a resolution calling for a comprehensive salary study that follows the same parameters, methodology, and uses comparable data as used in the study conducted by Toni Holbrooke. That study was complete about 6-7 years ago. Using the same data sources, variables, and method allows comparison and an assessment of whether progress was made over time.

The membership of F&S began work on the following new initiatives:

- a. Per the directive of the faculty at the last A&S meeting, the committee began discussion of a resolution requesting faculty representation on the Finance and Education committees of the Board of Trustees. A draft resolution will be distributed and discussed via email among the members of F&S.
- b. We discussed the desirability of holding an open forum to answer questions about the Transamerica conversion. It was felt that attendees will be more comfortable if only the Rollins members of the Transamerica committee give the presentation. The members also concluded that it would be beneficial to hold an open forum on the retirement plan once each year, probably in the early spring.
- c. Jeff Eisenbarth and Bill Short will conduct a budget update presentation for faculty and staff in the fall semester but after the October meeting of the Board of Trustees.

PSCAnne Murdaugh

PSC met last week to review Critchfield, Ashforth, Individual Development, and FYRST grant proposals from faculty planning a sabbatical in 2015-16. The budget was cut this year but the Dean was able to bring it back up to \$75K. PSC awarded \$19K of the \$45K requested. All faculty with denied proposals were encouraged to resubmit in January with required IRB approvals and/or more clearly stated project objectives and outcomes.

Fuse met with PSC to talk about the Student Faculty-Collaborative Scholarship process, and Kistler reported that the Internationalization Committee is in the process of revising the grant purpose and application to make the process more transparent.

SLCDerrick Paladino

Micki Meyer will attend the next meeting to discuss ways for SLC to partner with the Diversity Advisory Committee to review the Campus Climate Survey.

SGAElise Albin

SGA met on October 15, 2014, and the primary focus of the meeting was campus safety. Students are attempting to organize a student safe ride program that would provide rides to campus from nearby off-campus locations. The idea is to solicit student volunteers to take a golf cart to pick up students from off-campus locations that are within a reasonable distance. Bresnahan noted that drivers must be licensed to drive carts off campus. In the past, Campus Safety has refused to pick up students from off campus locations. SGA is working with them to design a protocol for dealing with students in a more compassionate manner.

OLD BUSINESS

Statement on Office Hours (PSC)

Anne Murdaugh

PSC developed a statement for faculty office hours by surveying policies of similar institutions (see attachment 1). PSC recommends the policy go into the Faculty Handbook under Policies and Procedures, Section IV. The motion passed unanimously to accept the policy and it will be presented at the next full faculty meeting. If many faculty oppose the policy it can be brought up for vote. The CPS EC has already approved the policy and will present it to their faculty in early November.

Updated SHIP form (SLC)

Derrick Paladino

Paladino made the suggested changes to the application with no opposition from SLC. The motion passed unanimously to approve the application as presented (see attachment 2).

NEW BUSINESS

Request for a salary study (F&S)

Donald Davidson

The last comprehensive salary study was completed 6-7 years ago when Toni Holbrook was in the Dean's Office. The study looked at issues of gender equity, market impacts, compression/conversion, and compared salaries by discipline to CUPA data. Many faculty would like a comparable study completed again and results shared. F&S asked the President to direct Holbrook and Smither to conduct a study for the A&S faculty. CPS expresses the same desire for a new study.

F&S believes it is important that we conduct salary studies on a regular basis and the information disseminated so if there is a problem then it can compete among budget priorities of the institution. Bresnahan met with Hawks and Martinez to discuss the issue and said it was found that in every department but one, Rollins was at 90% of the average salaries or better.

INB/BSE (AAC)

Jill Jones

(see Attachments 3, 4, 5, and 6 below)

Jones discussed concerns about the report from the AACSB consultants. Jones is concerned there are enough errors on page 4 to discredit the entire report. The idea that strong personalities should be restrained and not allowed is ludicrous. The final paragraph on page 4 contains multiple errors and misinformation. Jones asked if administration plans to use the information in the report and whether or not it will be circulated to the full faculty.

McAllaster stated he knows the consultants but was not involved in selecting them and was not on campus during their visit. The consultants spoke with students, stakeholders, and faculty, but if the report is creating this much of a problem then we will throw it out of consideration. The report was supposed to be a third party look at our programs and if we don't feel it fits, then we will not use it. It is not his intention to eliminate either major. Both majors are very popular so it makes no sense to eliminate either one.

Taylor stated the concern is not just an INB issue. The issue is governance at the College has changed. He asked when the decisions regarding INB/BSE will be made. There is concern that we're rushing to judgment before we have all of the facts. McAllaster said he wants to give the two groups the opportunity to come up with their own solution. He hopes to have the decision formalized before we break for the holidays. Next year is our self-study year for A&S programs in which the business programs have to complete all of their documentation for their report in time for the January 17 site visit. We must make this decision this year so that next year a solution is in place for issues of accreditation. Secondly, there is a fear that if we delay for another year the new president will have to deal with the fallout of the decision. It's best that we have the dialogue this term so a decision can be made and a new president can come in and move the institution forward.

Ablin asked why both majors can't be accredited. Students are happy having both majors, but they are also very aware of the rift between the faculty. It's disappointing from a student perspective that they cannot get together and work it out. McAllaster responded that both programs can be accredited but they cannot be in two different schools.

Taylor stated that one basis on which you can eliminate a set of faculty is by eliminating a department. McAllaster said we are not going to eliminate, but we may consolidate. When the decision is made, the faculty will have the option to go into the consolidated group or find a new home in another department. Davison said it would be beneficial if this information would be communicated at the next faculty meeting. Repeatedly disseminating information on very controversial issues helps maintain calm.

Smither met with both departments but the meeting did not go well. There is a belief that all of this is being handled in secret when in fact we talk about this almost every day with some group. Issue is being discussed often but probably needs to be in a different forum. Davison said it's symbolic of a larger set of issues dealing with trust, liberal arts, and sharing of information.

Ouellette suggested the administration needs to facilitate a discussion with the faculty to find a resolution to the BSE/INB situation. McAllaster stated that after meeting with assistant professors last week he is considering having a meeting with untenured faculty in both departments. He was shocked to discover that they are afraid to speak up because they believe their comments will be used against them in tenure decisions. He would then have a separate meeting with all of the tenured faculty in both departments to give them an opportunity to be

creative in coming up with a solution. McAllaster will present this idea at the next A&S faculty meeting.

ADJOURNMENT

Carol Lauer

Lauer adjourned the meeting at 1:47 PM.

ATTACHMENT 1

OFFICE HOURS POLICY

The language developed and approved by PSC, for consideration by A & S EC and A & S Faculty follows. CPS EC has already approved and will present to their full faculty in early November, 2014.

All full-time faculty are required to post and keep reasonable and regular office hours (a minimum of 3 hours per week is suggested, in addition to appointments).

Office hours should be (1) held on campus, preferably in faculty offices for confidential discussions; (2) clearly stated in the syllabus and posted outside the faculty member's office, where possible; (3) during business hours appropriate for the particular school/college. Faculty teaching in the Holt school are asked to offer office hours in the hour before Holt classes, where possible.

College	Office Hours Policy	Location of Policy
Centre College	<p>B. GENERAL ACADEMIC POLICIES 1. Office Hours</p> <p>It is especially important in a small school like Centre that members of the Faculty be readily available to students for counseling and assistance outside the classroom during the working hours of the five academic days of the week. Faculty members are expected to be available for appointments with students and to post and keep reasonable and regular office hours. Although there is no specific requirement, it is recommended that full-time members of the Faculty maintain a schedule of at least five occasions each week when they will regularly be available to students for consultation. When it is not possible to keep their scheduled office hours, instructors should post a note to that effect on their office door.</p>	Faculty Handbook - Section V, subsection B, part 1. Office Hours.
Colorado College	NONE	
Davidson College	NONE	
Elon University	NONE	

Furman University	Under section 121.1 "Conference Hours for Faculty Members" : "Faculty should make clear to their classes that they are available to discuss students' work in the course and indicate a procedure for students to arrange to see them. Office hours and class schedule should be posted in locations readily accessible to students."	
Gettysburg College	"When adverse weather conditions lead to a delayed opening and/or cancellation of classes and office hours at Gettysburg College, information will be provided through a variety of sources."	Faculty Handbook - Inclement Weather Notification
Lee University	<p>Office Hours Each teacher is expected to arrange a schedule of 8 office hours per week during which he/she is available for student consultation. The schedule should include hours each day during times which are generally convenient for students. If some special circumstances make it impossible to have office hours on each day from Monday through Friday, an explanation of the circumstances should be made to the department chair.</p> <p>Office hours must be posted on the office door and included in each course syllabus. Other Faculty Responsibilities</p>	Faculty Handbook and Constitution - Section 5-25 Responsibilities of the faculty
Southwestern University	All teaching faculty, including part-time faculty, participate in the student course evaluation system. All part-time faculty members must be regularly evaluated. They must have their students complete student evaluation forms in every class, consistent with University course evaluation procedures and with the advice and cooperation of their department chair. Committee work and academic advising are negotiated with the Provost or the Dean of the School of Fine Arts. Weekly presence on campus and office hours should be proportional to the fraction of full-time load that the position carries. Other specific responsibilities are determined by the department chair or Dean and the part-time faculty member, subject to the Provost's approval.	

Stetson University	Faculty members should maintain regular office hours or provide other means to promote student-faculty consultation. These office hours must be included in course syllabi and publicly posted each academic term. Alternative arrangements, including phone, email, social networking, etc., may be substituted for office hours.	
Trinity University	<p>Pp. 286-287 CHAPTER 6. INSTRUCTIONAL POLICIES, RESPONSIBILITIES, AND GUIDELINES</p> <p>XVII. FACULTY PRESENCE</p> <p>A. Office Hours</p> <p>It is the responsibility of each member of the faculty to be available for consultation with students on a regular and, insofar as possible, predictable bases (for full-time faculty members, a minimum of 10 hours each week is reasonable). Policies regarding consultations with students must be included in the syllabus for each course. Faculty members must provide students with a telephone number or numbers through which they may be contacted when they are not in their offices; normally this would be the departmental office telephone.</p>	Faculty and Contract Staff Handbook 2014-2015
University of the South (Sewanee)	Under section II titled Brief Overview: "Expectations and responsibilities for professors at all ranks" : "Conscientious instruction of students enrolled in all assigned courses—includes meeting regularly with classes as per schedule, preparing suitably for each class session, assigning and grading written or other student work, maintaining and posting regular office hours (typically a minimum of three hours each week) for student conferences, and submitting midterm and final grades within the time period prescribed by the Registrar"	Section II Faculty Handbook
Villanova University	NONE	

Scholarship for High-Impact Practices (SHIP)

Application Guidelines for Rollins Students

GENERAL INFORMATION

Student scholarships are awarded on a competitive basis. The Student Life Committee (SLC) will review only completed proposals. The committee will advise the Vice-President of Student Affairs to distribute funds in a manner that permits the support of as many competitive projects as possible. Funds are limited and rationed (see below). It is anticipated that the results funded by these grants will enhance the academic life of the student. The student agrees to fulfill the requirements of the grant as listed below. If the student fails to do so, the student will repay the college the amount of the grant awarded. Travel with other students is permitted but each student requesting funds should fill out an application. Class related experiences are normally not funded, with the exception of internships and study abroad. Applications should list a Rollins faculty member or staff sponsor.

Overview of the application process

I. Review of Grant Proposals

Please remember that while your proposal will be reviewed in a spirit of collegiality, there is no discipline specific review. The Student Life Committee is composed of members of the general faculty, staff and students. Your objectives must be well conceived, clearly stated, and written in a language that can be understood by a general audience.

Applications must include the name of a Rollins faculty member or staff sponsor.

II. Deadlines

- A. The Student Life Committee will review proposals four times during the academic year. For the 2014-2015 academic year, proposals must be submitted to pstrater@rollins.edu no later than 5:00pm on the following dates: September 15, November 12, February 11, and April 8.
- B. Students who are planning travel should apply before the travel takes place. Proposals for travel already begun will not be considered. Funding for summer

experiences will be considered at the last SLC meeting of the academic year; proposals must be submitted by the final due date of the spring semester.

C. Students are normally notified of any decision within one week of the SLC meeting following review.

Application Guidelines

I. Eligibility

- A. Full-time undergraduate students in the College of Arts & Sciences or College of Professional Studies.
- B. Proposals will be judged on the completeness of the application, the quality of the project, the perceived value of the contribution to the Rollins community, and financial need.
- C. The committee will not fund proposals that have the following characteristics:
1. Lack clearly stated goals and methodology, and give back to the Rollins community.
 2. Lack a clear, detailed budget and rationale for all requested funds.
 3. Another funding source is already available for the grant.
- D. The committee will not review proposals:
1. With missing information, e.g., no trip waiver consent document, no budget, no sponsor information.
 2. With a financial request exceeding \$600 for domestic and 1,200 for international experiences.
 3. From applicants who have not met expectations of previously awarded grants.
 4. From applicants who have unresolved disciplinary issues.
 5. From applicants who are on academic probation
- E. All proposals deemed acceptable by the committee will be at least partially funded, funds permitting. If there is insufficient money to support fully all acceptable proposals, it will not necessarily be the case that each applicant will receive an equal percentage of the funds requested. Some proposals, for example, may receive 100 percent of what is requested, some at 75 percent and some at 50 percent. In order to successfully allocate partial funding, the committee must have a complete picture of the total expected budget. Please give a detailed accounting of allowed expenditures, even if this projected total exceeds the funding maximum.

II. Permitted Expenditures

Expenditures must be justified in terms of their relationship to the project. The budget parameters for current college rates for travel are available from the Finance Department (<http://r-net.rollins.edu/finance/pay/policies/travel-policy.html>). Applicants should consult the Office of International Programs for international travel.

Grants may be funded for a maximum of \$600 (domestic) or \$1,200 (int'l), if the budget and number of proposals permits.

Funding parameters include:

- A. Participation in academic conferences.
- B. Participation in co-curricular conferences.

C. Participation in non-Rollins study abroad- when an approved program that meets the same needs does not exist. Applicants must confirm support from the Office of International Programs.

D. Participation in internships. Applicants must confirm support from the Office of Career Services.

E. Participation in volunteer/service experiences. Applicants must confirm support from the Office of Community Engagement.

Scholarships for High-Impact Practices (SHIP) Student Application

Applicant Information

Student Name:
Year:

R-Number: Academic
Department: Phone:
Email:

Description of grand proposal

Proposal involves travel? Y/N If yes, please list travel start and end dates:
Objectives of grant project. Please list objectives that are clear, specific, and measurable.

1.

2.

3.

Describe the expected outcomes for this project.

Describe how this project relates to your current course of study at Rollins.

Describe the contribution of this project to your long-term learning goals.

Describe the contribution this project makes to the Rollins academic community.
Presentations to an academic honor society, volunteer opportunities for the wider campus, or writing a Sandspur article are examples of acceptable contributions.

RoLLINs

Proposed Budget

Be specific about what costs will be incurred for travel. Please provide sources for estimates where available, e.g. international proposals should reference the Office of International Programs. Your proposed budget should reflect your actual anticipated permitted expenditures, even if this amount exceeds the maximum SHIP aware of \$600 (domestic) or \$1,200 (int'l) per experience.

Item	Justification	Amount
Travel (Airfare, car rental, etc.)		\$
Registration fee		
Lodging		\$
Meals		\$
Other (Please specify)		\$
Total		\$
		\$
Total REQUESTED Funds		\$

Other Support for Current Proposal

1. Have you applied for or been granted any external or other internal sources of funding for this proposal? Y/ N

If yes, clearly identify all other requests that duplicate this proposal, indicating the periods and amounts of all support requested and/or received, along with the status of the support.

2. Please explain any extenuating circumstances the committee should consider when reviewing your proposal.

Sponsor Approval Name:

Date _____

(Name of faculty or department sponsor is required for all travel proposals.)

Student Name: _____ **Date** _____

By checking this box, you are authorizing the committee to review your financial, academic and disciplinary records for consideration of your proposal.

Include with this application (if needed):

Copy of completed Rollins College Trip/Event Informed Consent Form.
http://www.rollins.edu/hr/services/risk_management/documents/consent-form.pdf

Send completed application via email to Penelope Strater, pstrater@rollins.edu in the
Office of the
Vice-President of Student Affairs.


RoLLINS

Post-Grant Progress Report

Grant recipients are required to file a report on his or her accomplishments with the Student Life Committee. Your application and report are considered to be matters of public record. If you do not wish either to be made public, explain why in the application. Future funding for your travel is contingent on completion and transmission of a progress report to the Student Life Committee by the dates listed below. Please use this form for final synopsis reports, which is due two weeks after the project's conclusion. Students are also expected to submit a minimum of two journal entries for the SHIP blog on the Vice President of Student Affairs website within the same time frame.

Students who fail to meet these requirements will reimburse the college the amount of the travel award received.

Due Dates: Synopsis is due

Journal entry 1 submitted Journal entry 2 submitted Synopsis:

Please describe below in detail how the travel met your learning outcomes for the experience. Please discuss other skills and knowledge you gained from the experience. Also include the impact of the travel on your academic or professional goals.

ROLLINS

Budget Activity

Approved Budget:	\$
<hr/>	
Expenditure 1:	\$
Expenditure 2:	\$
Expenditure 3:	\$
Expenditure 4:	\$
Expenditure 5:	\$
Total expenditures:	\$

Student signature: _____ **Date** _____

Send this report electronically to Penelope Strater, Assistant to the Vice-President of Student Affairs, at pstrater@rollins.edu, preferably as a pdf.

ATTACHMENT 3

Mis-statements in the AACSB Consultant's Report

It seems to me that the items on page 4 alone warrant a discrediting of this document.

So let me begin there. The paragraph below has a number of factual errors which lead to a misunderstanding of the situation and the problem. Of particular concern are the misunderstandings of the power dynamic—they seem to assert that departments need to be able to control their own curriculums without understanding that INB left CPS precisely because they felt that the power to control their curriculum (and their leadership on a departmental and administrative level) was being usurped. How can we expect good advice from a group who gravely misunderstands this fundamental issue?

* Relevant to our analysis is the College of Professional Studies (CPS) and the Holt College. Until recently, CPS has been the home of professional programs in education and communications. Subsequent to the last AACSB review that resulted in a 6th year review, the Department of International Business was moved into CPS. However, a subset of international business faculty did not accept this reorganization and left CPS to return to the College of Arts and Sciences. The remaining faculty in business/management remained in CPS and the Department of Business and Social Entrepreneurship was formed. BSE has since developed new degree programs, AB in Business with a concentration in Management and AB in Social Entrepreneurship. BSE has also engaged in a collaborative relationship with Holt to expand business offerings. Holt is Rollins' academic unit focused on adult, evening educational programming. Holt, as an outreach arm of Rollins and reflecting demand, has requested additional business/management degree offerings to which BSE has responded. Prior to the formation of BSE, the Department of International Business did not pursue expanded activities with Holt.

Until recently, CPS has been the home of professional programs in education and communications. Subsequent to the last AACSB review that resulted in a 6th year review, the Department of International Business was moved into CPS

Wrong.

- “Until recently” AACSB does not seem to understand that CPS was created recently.
- AACSB does not seem to know that CPS was never the home of just education and communications.

However, a subset of international business faculty did not accept this reorganization and left CPS to return to the College of Arts and Sciences.

Wrong. INB left when

- The administration split off BSE, creating the problem that we now have—two business departments and two business programs
- The search for the Dean of CPS was resolved and appeared to discount the votes—as I recall nearly half of the tenure/tenure track people in CPS voted Deb Wellman “unacceptable.” There was a candidate who was nearly unanimously approved

- The INB department was stripped of the right to vote for their own chair

The remaining faculty in business/management remained in CPS and the Department of Business and Social Entrepreneurship was formed.

Wrong.

- The INB folks left as a **result** of the Department of Business and Social Entrepreneurship being formed.

Need I go on? There are implied errors left in this very paragraph which I'm glad to discuss at the meeting. I believe that you can then see the mistakes that the Consultants make as a misunderstanding of the history of the problems. Indeed, they proceed on the basis that CPS will give the INB department more freedom when, in fact, they left because the freedom to choose their own chair, their own dean, and to control their own curriculum was being undermined.

I'm sure we'll also discuss the notion that "strong personalities" should be silenced. Now whether they mean the people who not only left A & S but then left INB because they could not get along with either, or whether they mean the people who are yet in INB, we all know that the AACU and any other academic organization protect the opinions of the difficult and strong personality in particular.

Below are some other concerns that have been expressed about the report by other people.

Inconsistencies in the AACSB Consultant's Report

From the report, on pg 3. "Complementing the success of the Crummer Graduate School of Business, high quality, distinctive undergraduate business/management education is a critical and important component of Rollins College's current and future success"

- Crummer was not in the scope of the engagement.

From the report, on pg 3. "Rollins College, located in Winter Park, Florida, is a private institution that has traditionally focused on strong programs in the liberal arts and social sciences. Successful professional programs have emerged as reflected by the success of the Crummer Graduate School of Business, the Department of International Business, and programming in education and communications."

- This indicates that the consultants incorrectly understood the development and history of these programs, and lack an understanding that the International Business program is rooted in liberal arts

From the report on pg. 3-4. "For prior reviews, Crummer and the Department of International Business, located in the College of Arts and Sciences at the time of the last review, were reviewed under AACSB's "institutional" scope of accreditation."

- INB was part of CPS at the time of the last review which occurred in 2011-2012 and 2012-2013.

From the report on pg. 4. "The last AACSB review at Rollins placed the school on a 6th year review (a probationary status) due to four significant concerns about the Department of International Business: faculty sufficiency and qualifications; the strategic planning process; financial strategies and resources; and curricula management issues. An important issue had to do with the Department's ability to effectively control its curricula and other resources. The organizational structure affected the ability of the Department to maintain alignment with AACSB standards since the Department was located in the College of Arts and Sciences."

- AACSB team visit and review occurred in 2011-2012 at which time INB was part of CPS (not A&S) with no apparent curricula control issues. Rollins was placed on a 6th year review mostly due to resources and faculty sufficiency in INB. The report from the team highlights those issues.

From the report on pg. 4. "Relevant to our analysis is the College of Professional Studies (CPS) and the Holt College. Until recently, CPS has been the home of professional programs in education and communications. Subsequent to the last AACSB review that resulted in a 6th year review, the Department of International Business was moved into CPS. However, a subset of international business faculty did not accept this reorganization and left CPS to return to the College of Arts and Sciences."

- The timeline described is not correct.
- CPS was never just "home of professional programs in education and communication". In the Fall of 2011, CPS started functioning as a unit with three departments: INB, Communications, and Education.
- INB was put on 6th year review while in CPS and not moved there as a consequence of a 6th year review as described.

From the report on pg. 4. "None of the core classes are shared".

- INB counts accounting, statistics, and economics offered by BSE.
- From the report on pg. 6. "INB has 30 students pursuing a minor in the Department. BSE has 105 students pursuing a minor in the Department."

- Not clear if numbers are comparable as INB does not have Holt students which may be counted in BSE numbers.

From the report on pg. 9. "Since the last AACSB review, the organizational changes to create BSE within CPS, the move of INB into CPS, and the subsequent return of a group of INB faculty back to the College of Arts and Sciences has produced a highly unstable environment for the development and delivery of high quality undergraduate business/management educational degrees."

- The only change that occurred since the last AACSB review is the move of INB to A&S.

From the report on pg. 10. "Recommendation: As soon as possible, the complexity of the current organizational structure for undergraduate business programs must be resolved with the formation of one academic unit being responsible for administering one undergraduate business administration degree program. Given the historical and emerging importance of professional programs at Rollins College, it is our opinion that all business programs, faculty, financial resources,

etc. should be consolidated into a single Department of Business Administration (alternate names may be selected based on institutional preferences) in the College of Professional Studies. All present degree programs should be consolidated into an AB in Business Administration degree with majors in International Business, Business (Management), and Social Entrepreneurship. All faculty supporting business courses for this degree program must be part of this single academic unit. Such a unit is essential to gain critical mass in faculty resources, formulate a single set of effective policies, procedures, and outcomes to align with AACSB standards, formulate a single strategic management plan, develop a common core of business courses, policies for faculty qualifications and management, curricula management, and to provide a single organizational unit for students, current and future alumni, employers, and other key stakeholders. Ideally, all INB faculty members must be part of this new unit in CPS; however, those faculty who led the efforts to move INB back to Arts and Sciences from CPS must not be part of this new organization and have no contact, involvement, etc. with the new organization, its degree programs, students, resources, etc. Given the strong personalities and historical and deep disagreements across the faculty, this action is the only solution to provide the opportunity to develop a strong, cohesive, and collegial faculty in support of the new department and its degree program. This action must be put in place as soon as possible in order to begin to prepare for the next AACSB review as well as an upcoming SACS review.”

- After the creation of BSE department in CPS in the Spring of 2013, all remaining faculty members of INB unanimously voted to ask to be moved back to A&S and were supported approx. 90 to 4 by the A&S faculty.

CONCERNS

Page 18: “Rollins does not offer its degree programs online. Even though we heard statements [me—see earlier student comments] about the personalized learning environment that is offered, expansion in the online area could possibly be considered. We would not rule out that discussion.”

- I am concerned about who is pushing this agenda?
- CPS is already engaged in some online learning, as I understand it (is this correct?) A & S has serious reservations and believes there should be discussion of even a summer pilot.
- My understanding is that one reason that BSE was created, was that when the Deans of Holt and CPS tried to create Holt courses that did not fit with the INB mission statement, the admin intervened to create a department that would create the kind of courses they wanted.

ATTACHMENT 4

To: The Executive Committee

From: Kenna Taylor

Attached: AACSB consultant report and a memo from Acting President McAllister that EC has been privy to earlier

Proposal for the Executive Committee: that the next A&S faculty meeting of October 30 be devoted to discussing the faculty's perception of the current administrative decision-making at Rollins College and to approve the recommendation that follows.

Recommendation to the Board of Trustees of Rollins College: that any proposed changes likely to significantly affect the involvement of educational programs in A&S in terms of students, faculty, and support not be implemented until they are thoughtfully addressed by all Rollins stakeholders, including the new Rollins College President.

The recent and rapidly developing changes taking place at Rollins have motivated the recommendation accompanying this document. I have attached an AACSB consultant report about the "Current state of undergraduate management/business educational programming at Rollins College." and a memo from Acting President Craig McAllister (key points in yellow). *I trust that the Executive Committee should use their discretion in making any of the points below part of the Proposal and Recommendation.*

I believe that this consultant report is not the typical consultant report that is considered, sometimes thoughtfully but then either ignored or marginally regarded. Rather, it may well set policy for the future of Rollins College since the Acting President, the Acting Dean of CPS, and the consultants who wrote the report evidently know each other well. Neither the Acting President nor the Dean of CPS, both of whom seem to agree with this report, have been educated in nor have they taught in an undergraduate liberal arts college, and yet they are making decisions that will affect it significantly. Have we gotten to the point where consultants, the Dean of one College (CPS), and an Acting President, and secret Trustee By-Laws set policy that affects the future of all of Rollins College – without a serious and open discussion among all stakeholders? And it *will be* the whole college affected as we may head rapidly away from any meaningful sense of the term "pragmatic liberal arts" toward a future of a large undergraduate business school with rapidly dwindling liberal arts programs and subsequent declining resources. We can do better than administration by cronyism, edicts, and secret By-Laws. I have bulleted some issues to consider below.

- The consultant report specifically recommends that colleagues formerly in INB who asked to go back to INB not be allowed to join the new single department of business in CPS. This effectively eliminates INB, leaving colleagues without a department which can be used to justify terminating them from employment, even if they have tenure. (permitted under

AAUP guidelines). This seems punitive at best and a distortion of history since they never asked to join CPS; they were forced to do so by the now departed President. This would be a loss of some outstanding faculty and would set a precedent for tenured faculty in other departments that will decline in the future, sooner than many believe. Departments may well be eliminated without a critical mass, as they have been at other colleges.

- AACSB no longer requires that if a graduate business program is accredited then any *undergraduate business programs* (defined as more than 25% of undergraduate business programs – eight 4 credit courses for Rollins) must also be accredited. Accrediting undergraduate business programs is expensive, CPS has already hired five new faculty, and no report has issued nor open conversations has taken place concerning indicated what the current and future costs will be, nor has any rationale for accrediting a single undergraduate business programs been offered. What happened to the Rollins budget crisis? The only information we have been provided (which many faculty remain unaware of) is that the Board of Trustees has decreed that there only be one business department for which there is not paper trail. The point may be moot, but while one can make a strong case that a graduate business program needs to be accredited, it is not clear that undergraduate business programs need to be accredited by AACSB at all. Many business schools have accredited graduate business programs but not accredited undergraduate business programs (the Business School can claim accreditation). This could be changing but at least, given the cost, this should be broadly discussed and an effective leader would do so.

- The politicization of the College has become worse than it has ever been in the 40+ years I have been here and it was quite bad when I first was here during the Critchfield administration. The last two major collegiate changes that were made in concerning business programs occurred in the early years of the Seymour Presidency (eliminating the undergraduate business program and working toward the accreditation of a newly created Crummer MBA program) and the reinstatement of a new and all-college-vetted-and-approved INB program later in the Bornstein Presidency. What distinguishes those events is that the faculty of A&S were involved in an open discussion of these changes and voted to approve them. The result was support by most of the college, the students, alumni, and donors. In contrast the back room deals and administrative pronouncements that characterized the College during the recent Duncan Presidency and continue to this day threaten that support. Moreover, they negate key principles of the liberal arts: willingness to discuss issues openly to find solutions to issues and the joy in collegial engagement in addressing ideas and taking actions, including the direction of the college. Very few voices get listened to and the great majority of the faculty feel silenced. The result has been the alienation of many fine faculty -- to the great detriment of the college. And never in the past has the reasoning for changes been that they are requirements from the Board of Trustees (I hope the EC had better luck than I to find Article 1 Section 8 of the College By-Laws that Acting President McAllaster refers to).

- The absence of faculty-administration communication and faculty buy-in of administrative ideas has been and continues to be the opposite of effective leadership. We need administrators who seek out ideas and welcome dialogue, accept the power to act, and can openly motivate and persuade most faculty that the changes proposed need to be made, even if some disagree. We have not had that for a while. What we have gotten instead are decrees of college policy absent any meaningful discussion, ensconced in distorted narratives (such as the

story of how CPS was created and why -- in the Consultant Report).

- This issue of low faculty morale is real and the call for an open discussion of the Presidential search makes a step toward more openness and is to be applauded. However, recent pronouncements by the administrators who seem to be making these decisions bring into question whether or not the Presidential search is real. Is a candidate already chosen by some small group of administrators or Board members? I say this because what strong and attractive Presidential candidate would be interested in a position in which the room for choice about the future of the college has already been significantly narrowed by key decisions having already been made by an Acting President? Some faculty and administrators have intimated that these decisions come from the Board of Trustees and that they can do this based on the Trustees By-Laws of Rollins College. Should not the faculty and other stakeholders know what Trustee By-Laws negate the College By-Laws so that we do not waste faculty time? It is easy to find Trustee By-Laws from other colleges with a simple internet search. Try to find our Trustee By-Laws on the Rollins website or by internet search.

I am not political about education, but it is sad to see what is happening at Rollins. This is a time of rapid change in education as you know, and I doubt if any college without the enthusiastic support of its faculty and other stakeholders combined with a strong and collaborative leadership will be successful — and some will not survive at all. Interesting ideas and initiatives exist now for Rollins but who will discuss them openly and honestly and provide energetic support in the current atmosphere of fear and indifference. Marketing blather about leadership and entrepreneurship abounds on our campus but effective leadership and social entrepreneurship for the stakeholders of the college is seriously lacking.

**ROLLINS COLLEGE
CONSULTANTS' REPORT**

**Jerry E. Trapnell, Ph.D.
Dean Emeritus, Clemson University
(Immediate Past Executive Vice President/Chief Accreditation Officer,
AACSB International)**

**W. Randy Boxx, Ph.D.
Dean Emeritus, Shenandoah University and University of Mississippi**

October 2, 2014

INTRODUCTION

On September 15-16, 2014, a campus visit to the Rollins College was conducted as part of our engagement to advise the institutional leadership and faculty relative to our assessment of the following:

- Current state of undergraduate management/business educational programming at Rollins College.
- Based on our observations, analysis, and conclusions, we make recommendations regarding the future of undergraduate management/business education at Rollins College, including a proposed organizational structure for administering these programs.
- In addition, we also make recommendations regarding alignment with AACSB business accreditation standards and actions to address our concerns.

We bring to this engagement our experience and observations reflecting more than 80 years of combined experience as faculty members, deans of business schools, and over 45 years of experience in a wide range of activities related to AACSB International accreditation, including serving as peer review team chairs and members, accreditation committee chairs and members, and serving as key officers on the Board of Directors, among other assignments. This report summarizes our work for Rollins College and our recommendations resulting from the visit and our prior review of related materials. In preparation for and during our campus visit, we reviewed the following:

- School documents including the website, catalogues, the degree program portfolio and structure, curricula planning sheets, recent AACSB International accreditation correspondence and documents including, among others, the Team Visit Report-2012 Maintenance of Accreditation Review, the Response to Issues Contained in the Letter from Maintenance of Accreditation Committee for Rollins

College, Team Visit Report-Sixth Year Review, and the Application for Continuous Improvement Review-Business, enrollment data and degrees conferred, faculty data and vitae, Single Unit Proposal-Collaborate to Offer Parallel and Distinctive Majors-Two Departments-Separate Colleges, committee structure, promotion-tenure policies;

- Strategic plans and related documents on scholarship, faculty development plans including criteria for faculty sufficiency and qualifications, faculty evaluation reporting, outcomes assessment systems, results, and actions, and other information for the Department of Business and Social Entrepreneurship (BSE) and the Department of International Business (INB);
- A conference call was held with Acting President Craig McAllister. In addition, campus meetings were held with Provost Carol Bresnahan, College of Professional Studies Dean Deb Wellman, College of Arts and Sciences Dean Bob Smither, Holt College Dean Dave Richard, undergraduate students from the International Business major and the Business (Management) and Social Entrepreneurship major, Department of International Business and Department of Business and Social Entrepreneurship faculty, professional staff supporting undergraduate business programs, including the Office of Development, Admissions, Information Technology, Student Affairs, and Career Services. Our discussions focused on learning the history and status of undergraduate management/business education at Rollins College as well as understanding the current context, degree programs, faculty, students, and other resources.

We appreciate the involvement and engagement of all during the two days of discussions. It is very obvious the institutional leadership, faculty members, professional staff, students, alumni, and business community leaders care about management/business education at Rollins and the institution at large. Furthermore, it is clear that all key stakeholders see management/business education as a key component of the institution's continued and future success.

Based on our review of prior materials, discussions conducted during our visit, and our follow-up analysis, the remainder of this report will first summarize our identification of facts and environmental contexts. The second section provides our perspectives on the current state of undergraduate management/business education at Rollins College and overall recommendations. In a separate section, we address specific recommendations regarding actions that need to be taken to prepare for the next AACSB Continuous Improvement Review.

In this report, we place emphasis on conveying our perspectives on those factors that support high quality business programs through a dual focus on *quality and continuous improvement* supported by innovation, impact, and engagement. We also stress a key focus on issues of accountability that face higher education from parents, prospective and current students, national, state, and local governments, and governing boards as well as from the business community. Finally, we approached our work with Rollins with three key fundamental perspectives:

- **Complementing the success of the Crummer Graduate School of Business, high quality, distinctive undergraduate business/management education is a critical and important component of Rollins College's current and future success;**
- **The overarching, long-term strategic directions for undergraduate business/management education at Rollins College must be to continue to (1) enhance academic excellence and (2) to enhance recognition and reputation; and**
- **Continuing to hold AACSB International accreditation is a critical success factor supporting the first two perspectives.**

The remainder of this document provides our observations, analysis, and recommendations.

BACKGROUND FACTS/PERSPECTIVES

This section provides a summary of relevant facts and environmental background information to establish a context for the remainder of the report.

- Rollins College, located in Winter Park, Florida, is a private institution that has traditionally focused on strong programs in the liberal arts and social sciences. Successful professional programs have emerged as reflected by the success of the Crummer Graduate School of Business, the Department of International Business, and programming in education and communications. Rollins is dependent on tuition revenue to support its operations and delivery of academic programs and other mission-related components. The College has a growing endowment. Philanthropic activities are largely centralized supporting College priorities.
- **The Crummer Graduate School of Business, offering the MBA and an Executive DBA degree, is AACSB accredited and has been approved to proceed into future AACSB reviews as an independent "separate business unit."** For prior reviews, Crummer and the Department of International Business, located in the College of Arts and Sciences at the time of the last review, were reviewed under AACSB's "institutional" scope of accreditation. **With the approval to grant Crummer "separate business unit" status, undergraduate business/management degree programs will also proceed into the next AACSB accreditation review as a "separate business unit."** Given this scenario, undergraduate business/management education programs will have to demonstrate alignment with AACSB standards independent of Crummer. It must be noted that this report is not focused on Crummer, but only on undergraduate business/management education at Rollins.
- The last AACSB review at Rollins placed the school on a 6th year review (a probationary status) due to four significant concerns about the Department of

International Business: faculty sufficiency and qualifications; the strategic planning process; financial strategies and resources; and curricula management issues. An important issue had to do with the Department's ability to effectively control its curricula and other resources. The organizational structure affected the ability of the Department to maintain alignment with AACSB standards since the Department was located in the College of Arts and Sciences.

- Relevant to our analysis is the College of Professional Studies (CPS) and the Holt College. Until recently, CPS has been the home of professional programs in education and communications. Subsequent to the last AACSB review that resulted in a 6th year review, the Department of International Business was moved into CPS. However, a subset of international business faculty did not accept this reorganization and left CPS to return to the College of Arts and Sciences. The remaining faculty in business/management remained in CPS and the Department of Business and Social Entrepreneurship was formed. BSE has since developed new degree programs, AB in Business with a concentration in Management and AB in Social Entrepreneurship. BSE has also engaged in a collaborative relationship with Holt to expand business offerings. Holt is Rollins' academic unit focused on adult, evening educational programming. Holt, as an outreach arm of Rollins and reflecting demand, has requested additional business/management degree offerings to which BSE has responded. Prior to the formation of BSE, the Department of International Business did not pursue expanded activities with Holt.
- The two departments, INB and BSE have developed separate strategic plans. Separate supporting faculty documents are developed or are in process related to promotion and tenure, faculty engagement/qualifications, curricula management, assurance of learning, etc.
- The Department of International Business offers the AB in International Business. As previously stated, the Department of Business and Social Entrepreneurship offers the AB in Business with a concentration in Management and the AB in Social Entrepreneurship. The BSE programs are also available through Holt College, but taught by BSE faculty. The degree programs supported by the two departments have unique, separate business core class menus taught by each unit (e.g., separate introductory accounting classes along with other core business classes being taught separately to each department's students). None of the core classes are shared. Also, in the current organizational structure, there must be two sets of committees, department chairs, administrative support, etc.
- All degree programs are offered on the Rollins' campus in Winter Park, Florida. The campus setting is a major asset for the college given its location in an area surrounded by lakes, a vibrant shopping and entertainment district near the campus, and an excellent community.

- The INB and BSE undergraduate programs operate mainly in a daytime format serving full-time students. Holt College programs are delivered in the evening.
- INB and BSE are housed in separate facilities. BSE's physical surroundings are not in the main campus center and due to student demand are highly used. INB is more centrally located.
- Table 1 shows fall 2014 enrollment for each degree program.

Table 1: Fall 2014 Undergraduate Business/Management Degree Program Enrollment

Program	Fall 2014
BA, INB	264
BA, MGT	257
BA, SEB	44
Total	565

Note: BA, MGT includes 94 students pursuing a business degree through Holt College. BSE is responsible for these students.

- Based on data presented to us, the average number of majors in INB for the five years prior to the start of the 2014 academic year was 307 students. With the addition of the degree programs offered through BSE, total undergraduate business/management degree enrollment increased 84% over the prior five-year average. This significant increase indicates positive developments for Rollins in terms of attracting larger numbers of undergraduates to study business with all its attentive positives for the College.
- INB has 30 students pursuing a minor in the Department. BSE has 105 students pursuing a minor in the Department. Since BSE was recently formed, there are no statistics on graduates; however, fall 2014 student demand has exceeded expectations formulated in the planning documents for the BSE degree programs. The number of INB graduates in recent years were:
 2007-08: 67
 2008-09: 46
 2009-10: 55
 2010-11: 58
 2011-12: 40
 2012-13: 56
- Reflecting Rollins College focus on a personalized, high quality educational experience, average class sizes across all AB programs in business are very attractive and are set at 22 for day students and 25 for evening students.

- Management education at the collegiate level is a highly competitive enterprise. For reference and based on AACSB data, U.S.-based AACSB accredited business schools are 51.0% urban, 31.3% suburban, and 17.7% rural. As another reference point reflecting potential competitors, Table 2 lists the institutions located in Florida and contiguous states holding AACSB business accreditation.
- INB has 9 full-time faculty and uses different numbers of adjuncts depending on the demand for course offerings. Likewise, BSE has 9 full-time faculty members and uses varying numbers of adjuncts depending on course demand.
- Tenure-track, full-time faculty members normally teach 3 courses per semester (6 per academic year). All full-time faculty members have student advising responsibilities and other service roles. Higher teaching loads may be assigned and in some cases release time may be granted for special projects and/or administrative duties.

Table 2: AACSB Accredited Institutions in Florida and Contiguous States

Florida	Alabama	Georgia
Barry U	Auburn U	Berry College
Florida Atlantic U	Auburn U Montgomery	Clark Atlanta U
Florida Gulf Coast U	Jacksonville State U	Clayton State U
Florida International U	Stamford U	Columbus State U
Florida Southern U	Tuskegee U	Dalton State U
Florida State U	U of Alabama	Emory U
Jacksonville U	U of Alabama Birmingham	Georgia College & State U
Rollins College	U of Alabama Huntsville	Georgia Institute of Technology
Stetson U	U of Montevallo	Georgia Regents U
U of Central Florida	U of South Alabama	Georgia Southern U
U of Florida		Georgia Southwestern State U
U of Miami		Georgia State U
U of North Florida		Kennesaw State U
U of South Florida		Mercer U-Macon & Atlanta
U of South Florida St. Petersburg		Morehouse College
U of South Florida Manatee		Savannah State U
U of Tampa		U of Georgia
U of West Florida		U of North Georgia
		U of West Georgia
		Valdosta State U

- INB and BSE have Advisory Boards. They are strongly supportive of continued success in INB and the opportunities for the new programs offered by BSE.

ROLLINS STRENGTHS:

The following summarizes our opinion regarding key strengths and positive attributes demonstrated by Rollins College through its undergraduate management/business programs, students, faculty, staff, and external stakeholders.

- Based on a long history of academic success, Rollins College is highly regarded and draws undergraduates from across the United States and beyond.

Employers have a positive view of the graduates and student placement is strong. The reputation of the College has been very positive over the years.

- INB and BSE faculty are clearly committed to their students and their learning.
- Students are enthusiastic in their praise for INB and BSE faculty. Their enthusiasm, energy, and creativity coupled with strong levels of student engagement were noted. Overall, students were positive about the level of student-faculty interactions and faculty accessibility inside and outside of the classroom. The focus on students' success is clear and evident. It was noted that faculty regularly help students with their career planning. A high-touch environment is provided from the recruitment phase all the way to the graduation phase. In addition, students are appreciative of the reputation of Rollins College, small classes, diverse classmates, an intimate learning environment, its location, and the experience of the faculty.
- The professional staff members have a focus on assisting and serving students and being helpful.
- INB and BSE support a number of active and effective student organizations. While experiential learning is a part of the teaching pedagogy for many faculty members, students expressed their desire to have more hands-on work in all of their classes. A significant number of internships have been taken by students in the INB program. As stated by the students, some professors bring outside business leaders into the classroom, and they like this practice. Students expressed the desire, however, to have more faculty members make more of these leaders/executives available to them for classroom discussions.
- BSE programs are young so evidence is limited though students and external stakeholders were most positive about the degree programs and opportunities before them.
- Career services and advising is provided through a centralized organization, and INB and BSE staff and faculty are active participants in supporting students in cooperation with the centralized operation.

CONCERNS, CHALLENGES, AND RECOMMENDATIONS/OPPORTUNITES FOR IMPROVEMENT

This section is based on our perspectives on the attributes that are necessary to build and/or enhance a high quality business school and reflects our opinions of the status of these attributes as they apply to INB and BSE at Rollins College. We briefly describe each attribute and then provide our assessment for undergraduate business/management degree programs at Rollins College followed by our recommendations.

Stability: Demonstrated by a clear focus on strategic, long-term continuous improvement; presence and stability of sufficient financial, human, and physical resources; and a stable, supportive environment on which to pursue innovation, creativity, and new initiatives.

Assessment:

- Since the last AACSB review, the organizational changes to create BSE within CPS, the move of INB into CPS, and the subsequent return of a group of INB faculty back to the College of Arts and Sciences has produced a highly unstable environment for the development and delivery of high quality undergraduate business/management educational degrees. Faculty and other resources are splintered across two small departmental units with duplicative committees, core courses, and administrative support as well each having different, conflicting strategies, policies, plans, and processes. The situation is further complicated by deep seeded personality differences producing an environment that is not stable or supportive. **The two small departments are at best marginal in terms of having a sufficient critical mass of faculty for long-term success. Furthermore, this current situation, in our opinion, will not result in a positive outcome for the next AACSB Continuous Improvement Review. A second consecutive probationary outcome from the AACSB review process would be a serious concern that could lead to a more severe outcome, including a possible termination of AACSB accreditation.**
- Rollins will initiate a presidential search shortly. Acting President Craig McAllister is the former dean of the Crummer Graduate School of Business and a long-time member of the Rollins faculty. His institutional knowledge as well as his broad experience with AACSB accreditation and related activities provides a key resource for the College in this transitional period. Nevertheless, this transitional process in institutional leadership adds to the lack of stability. However, this situation is reduced by the strength of support of the Rollins College Board of Trustees for Acting President McAllister.
- Recent enrollment growth in undergraduate business programs for fall 2014 indicate a strong opportunity for growth and related success for Rollins subject to resolving key challenges noted in this report. This opportunity can only be maximized if a stable, collegial organizational structure can be implemented soon.
- **Recommendation:** **As soon as possible, the complexity of the current organizational structure for undergraduate business programs must be resolved with the formation of one academic unit being responsible for administering one undergraduate business administration degree program.** Given the historical and emerging importance of professional programs at Rollins College, it is our opinion that all business programs, faculty, financial resources, etc. should be consolidated into a single **Department of Business Administration** (alternate names may be selected based on institutional preferences) in the **College of Professional Studies**. All present degree programs should be consolidated into

an AB in Business Administration degree with majors in International Business, Business (Management), and Social Entrepreneurship. All faculty supporting business courses for this degree program must be part of this single academic unit. Such a unit is essential to gain critical mass in faculty resources, formulate a single set of effective policies, procedures, and outcomes to align with AACSB standards, formulate a single strategic management plan, develop a common core of business courses, policies for faculty qualifications and management, curricula management, and to provide a single organizational unit for students, current and future alumni, employers, and other key stakeholders. Ideally, all INB faculty members must be part of this new unit in CPS; however, those faculty who led the efforts to move INB back to Arts and Sciences from CPS must not be part of this new organization and have no contact, involvement, etc. with the new organization, its degree programs, students, resources, etc. Given the strong personalities and historical and deep disagreements across the faculty, this action is the only solution to provide the opportunity to develop a strong, cohesive, and collegial faculty in support of the new department and its degree program. This action must be put in place as soon as possible in order to begin to prepare for the next AACSB review as well as an upcoming SACS review. For both of these reviews, much work needs to be done now. Some base documents are in place to provide a foundation from which the new Department can proceed. The key is to support the new organization and provide a solid foundation on which a high quality undergraduate business/management degree program can be delivered that is innovative, market responsive, and present Rollins with new opportunities for growth, recognition, and success. The current environment is not conducive to these goals and is filled with too much disagreement and conflict that jeopardizes the future success of the INB and BSE programs. In our opinion, the current situation is not in the best interest of current and prospective students or Rollins College.

Collegiality: Demonstrated by strong collaborative engagement of students, faculty, professional staff, and external stakeholders; the presence of sufficient staff supported by a well-developed infrastructure; a positive, transparent, and collaborative operating environment; and responsibilities and accountability are shared between faculty and the administration in setting strategic directions, action plans, and assessing progress.

Assessment:

- Within the two separate units that currently exist, there appears to be a degree of collegiality but not across units; however, having two units stretches limited resources across two distinct and separate academic units that are not needed. A single unit as recommended earlier is key to maximizing success for Rollins College in support of undergraduate business/management education.
- External stakeholders are clearly passionate about the work of INB and BSE. In our reception, dinner, and time of discussion, we did not detect any of

the negatives found in discussions with faculty and academic leaders regarding the current or any future organizational structure. It is our opinion that an effective, single academic unit will be well received by all external stakeholders. The key is their continued involvement and support. The advisory boards need improved organization and structure. Increasing the size of a single board would be appropriate as well.

- Having two units that have budgetary allocations, duplicate core course requirements, policies, etc. for the number of undergraduate business students is not logical or wise. Financial and human resources are always limited and avoiding waste by reducing administrative burdens from two units should allow for more efficiencies and economies of scale for all involved.
- **Recommendation:** Implement the recommendation stated in the prior section. Revised policies, procedures, rewards, and opportunities for the faculty in the new unit must be clear, transparent, and supportive of collegial work and outcomes. A strong committee structure that engages all faculty members will be important. The focus must be on the *future* and not on the past.

Strategic Mindset: Demonstrated by clear mission and strategic plan that is articulated publicly that clearly articulates the distinctive attributes of the business school and its expected impact; incorporates broad stakeholder input into the plan; and implements and ensures the presence of systems to monitor progress and assess results.

Assessment:

- A single strategic plan must be developed with a limited number of clear strategic and action goals that can be translated into measurable action plans so that accountability measures can be tracked, reported, and addressed. Ideally, a “scorecard” outlining progress should become a routine report delivered to all key stakeholders with regular discussions being held on progress or lack thereof.
- In all cases, the day-to-day operations, decisions, and actions of the new department must be aligned with the strategic plan.
- **Recommendation:** A single strategic plan for the new unit must be developed as soon as possible. The plan must articulate a clear, distinctive mission and set of realistic goals that can be tracked. Impact must be considered and innovation across all of dimensions of activity should be clearly evident. Again, distinctive attributes must be identified and included in the plan.

Leadership: Demonstrated by unflagging support from executive and business school leadership to achieve the mission, deliver excellence in programs and operations, enable scholarship, and align with best practices; and a willingness to realign priorities in key areas to achieve the mission and goals of the strategic plans (e.g., faculty qualifications, faculty development and sufficiency, and assessment/accountability systems).

Assessment:

- The current situation with two departments, International Business and Business and Social Entrepreneurship, is not conducive to a clear, single mission and strategy for undergraduate business/management education at Rollins College. Duplication must be avoided, and it is not necessary. High quality and successful majors in International Business, Business (Management), and Social Entrepreneurship can be delivered. A new organization (department) must provide a platform for success, but also encourage collaboration, efficiencies, and innovative approaches for new opportunities.
- **Recommendation:** Strong, effective leadership is essential to support a highly successful new Department of Business Administration in CPS. This strong leadership must be evident, vocal, and demonstrated by material, rational support in terms of resources (especially new faculty and financial resources) to move forward to build on the historical success of INB and to encourage innovation and change to address new opportunities. In our opinion, the payoff for supporting and strengthening undergraduate business/management programs at Rollins is substantial and carries much less risk than in other areas of the campus.

Institutional Support: Demonstrated by leaders engaged in formulating mission and strategy; leaders rallying stakeholders to carry out the strategic plan; leaders marshaling collective support, directing improvements, and accepting accountability for outcomes; and leaders working well with internal and external constituencies.

Assessment:

- The current situation is not conducive to supporting advancement of undergraduate business/management programs at Rollins. The central administration at Rollins College, the present college deans, and new forthcoming departmental leadership must enthusiastically support the combined unit including enhanced policies, processes, improvement in scholarship/research outcomes, enhance faculty qualifications, etc. In the current environment, enthusiasm is curbed and can be possibly lost and, at best, the status quo may be sustained for a while but at some point quality will be affected.
- **Recommendation:** Effective leadership in the new Department augmented by continuing, strong effective support from the leadership within the central administration and the college deans is critical to the future success of Rollins College. Clear and compelling strategic goals supported by adequate, continuing resources are necessary to move the new unit forward. For those faculty members in INB who choose not to be part of the new Department, a new academic home must be found for them. They must not be involved in the new Department in any manner.

Organization: Demonstrated by business academic unit that operates efficiently; well organized for goal accomplishment and proper resource

deployment; responsibilities are assigned, outcomes assessed, clear lines of accountability are established for operations, and corrective actions taken when necessary; and, the overall organization supports academic and professional innovation and engagement.

Assessment:

- As noted earlier, the current organizational structure for undergraduate business/management education at Rollins is not conducive to meeting the above expectations.
- **Recommendation:** The recommended organizational structure must be implemented as soon as possible.

Processes for Accountability: Demonstrated by continuous improvement outcomes driven by accountability systems derived from the mission and strategic plan; alignment and understanding of how the mission and plan is supported by successful student outcomes aligned with learning goals; and alignment of faculty research, faculty development, and deployment of resources.

Assessment:

- In the current organizational structure involving two departments, INB and BSE, duplicate policies and processes are emerging which produced duplicative demands on faculty, staff, and even students. With one Department, one set of key policies and procedures addressing faculty sufficiency and development, promotion and tenure, intellectual contributions, curricula management including assurance of learning, and promotion and tenure must be developed and adopted. Having one department in which these activities are conducted that is also larger in size will spread the workload of various committees over a larger number of faculty members. In the current environment, the units are too small to allow faculty to effectively serve multiple roles and responsibilities. Effective teaching and high quality scholarship will be affected in a negative way. See the section on AACSB accreditation regarding some attributes of these policies.
- The new department must focus on fully implementing an effective curricula management process, including maturation of an effective outcomes assessment process. The new department must adopt an overall curricula management process that ensures it is systematic, proactive, and documents its work, including input from key external stakeholders (advisory board members, employers, alumni, etc.) and students on a regular, documented basis. The charge to the curriculum and assessment committee needs to reflect this proactive, systematic approach to curricula management. Departmental policies guiding faculty development expectations related to ensuring the deployment of a highly qualified faculty consistent with AACSB expectations must be well-developed and set strong expectations. These policies must embrace the 2013 faculty qualifications model articulated by AACSB and establish clear

expectations for faculty development for each of the new faculty categories. We recommend a policy document structured with a list of primary engagement and development expectations that is also supported by “validating” activities. We strongly support a policy that defines an intellectual contribution expectation for “practice academic” faculty. Finally, we strongly recommend the annual performance review process incorporate an annual assessment of faculty qualification status per AACSB expectations to ensure continuing alignment with AACSB standards. Also, the annual review process should be modified to capture faculty input on specific examples of innovation, impact, and engagement.

- The policy statement guiding faculty in the area of intellectual contributions must be clear on the quality of research. More will be said on this item in a later section.
- The infrastructure for faculty development, including research support, is generally available but could be enhanced. Research databases are limited. A more formal statement of the level of support for faculty scholarship in terms of funds, infrastructure, etc. is highly recommended and improved funding is important.
- **Recommendation:** Parallel with the strategic planning process, the noted recommendations in prior items should be addressed and incorporated into revised policies for implementation. A standardized faculty vitae for faculty evaluations and AACSB reviews should be ensured with annual input on innovation, impact, and engagement. An in-depth and formal program review process must be implemented for the new degree programs, including the core business courses. This formal review process must occur on a regular basis (many schools use a 5-year cycle for program reviews).

Stakeholder Engagement: Demonstrated by high engagement of external and internal stakeholders; internal stakeholders assessing and reporting progress on goals; external stakeholders assisting in identification of current trends, business challenges, and practices that need to be reflected in business programs; and strategic collaborations with other institutions and professional/academic organizations.

Assessment:

- Advisory Board members with whom we met are enthusiastic about the success of undergraduate business/management programs at Rollins, its students, and faculty. Their enthusiasm and passion for the work at Rollins must be positively channeled and can provide a high degree of engagement opportunities for the new Department.
- Ensuring an effective student advisory group will be important to facilitate student engagement.
- **Recommendation:** Enhance the role and responsibilities as well as the size of the Advisory Board focused on raising their level of involvement and engagement, and ensure a student advisory board is active and meets regularly.

Excellent, Relevant, and Engaged Teaching and Learning: Demonstrated by delivery of high quality, relevant instruction; active levels of faculty/student interactions with strong experiential learning components; clear expectations for faculty performance in teaching and for classroom innovation; assessment of teaching quality and effectiveness as part of the performance review process that is also focused on improving learning results; functioning, effective processes for measuring student learning outcomes that drive curricula and pedagogical improvements; and curricula management processes that reflect input from internal and external stakeholders.

Assessment:

- Students in INB and BSE lauded the faculty for their energy, high level of engagement, and student-faculty interactions. It was not clear how much pedagogical creativity is deployed across INB or BSE; however, students particularly enjoy having faculty members bring their relevant research work into the classroom and some have benefitted from collaborating with faculty members on successful research projects. Expansion of similar approaches across the degree program/majors and faculty is something that students want.
- Students were complimentary of the level of overall student/faculty interactions inside and outside of class. Overall, they feel the faculty is very accessible via office hours and electronically.
- Students stated that some classes need updating in terms of pedagogy and materials. Some classes did not use technology and followed a traditional “chalk-and-talk” lecture format for the most part. Students also indicated they want faculty to regularly make application of theory to real world business issues and practices a key part of the learning environment and make it a practice to bring executives and managers into the classroom. A student teaching evaluation system which provides input into faculty performance evaluations appears to be functioning and must continue. Ensuring this system is working and providing relevant, useful feedback is essential. Other teaching assessments could be considered.
- The overall institution supports teaching enhancement for faculty through a central office. It was not clear what INB and BSE faculty member participation is in such activities. Clear evidence of such involvement is important.
- The instructional IT environment is generally adequate and more enhancements are planned.
- Developing enhanced, collaborative learning classrooms is recommended through rooms that are designed to streamline and inspire collaboration and faculty-student and student-student interactions.
- **Recommendation:** A regular program review process should be implemented for the new Department. The scope of this process should also review each class and make recommendations for pedagogical improvements to enhance and grow student experiential learning, teamwork, and engagement

with real business issues. Where appropriate, faculty development efforts must support teaching enhancements.

Mission Relevant, High Quality, and Impactful Research: Demonstrated by mission and the strategic plan having clear focus on advancing high quality knowledge in business identifying appropriate focus on theory, practice, and/or teaching/pedagogy with supporting policies that guide faculty efforts in terms of quality, quantity, and expected outcomes; production of intellectual contributions consistent with the mission that advance theory, practice, and teaching/pedagogy in business programs; participation by the business school in the broad community of scholars; wide participation by faculty in each discipline; and assessment of research outcomes against expectations for quality and impact.

Assessment:

- In general, a reasonable culture for research and scholarship is emerging. Work is progressing on developing faculty related policies. However, current policies do not include clear guidance on the *quality* of research placements and expected outcomes nor on any assessment of the *impact* of the scholarly work of the faculty. A single policy document for the new Department is needed to guide quality scholarly placements, identify quality indicators, and metrics for impact. A new single Department could also foster increased faculty collaboration on research and scholarship.

- The infrastructure supporting faculty scholarship is at a reasonable level, but could be enhanced.

- The IT environment appears to be adequate.

- A unified promotion and tenure guidelines will need to be developed.

Current documents provide a framework for revised documents.

- **Recommendations:** As noted earlier, enhancing faculty expectations on research and publications to incorporate guidance on quality and potential impact metrics is needed for the new Department. Enhancing this work with clear expectations on the quality of outcomes expected, placements, etc. as well as beginning to formulate concepts or expectations on impact is vitally important. In addition, attention should be paid to and shared with the faculty regarding emerging trends in “predatory publishing” or “pay-to-publish” outlets. The faculty must be keenly aware of where they are placing their journal work. See www.scholarlyoa.com for relevant perspectives. Predatory publishing must be avoided.

Relevant, Vibrant, Curricula: Demonstrated by curricula reflecting the mission and strategic plan; curricula reflecting an appropriate balance of practice and theory; curricula address global perspectives, current business trends, and technology; and the curricula address core principles that guide student development and assists them in engaging the world’s possibilities.

Assessment:

- See prior discussions on the importance of a formal program review process for the degree program, majors, the core business courses, etc.
- **Recommendation:** Implement a standing policy for a systematic program review. Move forward with the formalized, detailed degree program review process for the degree program on a systematic basis.

Mission and Resource Congruence: Demonstrated by a business academic unit that “keeps it simple” focusing on a balance between mission and resources in terms of the number of degree programs, majors, locations, research expectations, and other demands on faculty resources that allows for success.

Assessment:

- The recommended degree program and majors for the new Department is noted earlier. If growth in enrollments continues as evidenced by the demand for CPS in fall 2014, delivering the current degree portfolio is and will continue to be challenging without additional faculty and other resources.
- Rollins does not offer its degree programs online. Even though we heard statements about the personalized learning environment that is offered, expansion in the online area could possibly be considered. We would not rule out that discussion.
- There is a perceived or real limitation on Colleges' and Departments' ability to directly generate philanthropic support for the college. With the exception of Crummer, academic leadership is not actively engaged in the College's philanthropic efforts unless called on or under limited conditions. It is our opinion that the new Departmental leadership and faculty can be major fund-raisers for the undergraduate business programs. This practice is common in leading business schools and we believe Rollins is substantially underperforming philanthropically by not encouraging and expecting the Departmental leadership to engage in active fund raising activities that directly benefit business students and faculty. Great opportunities exist for both the central administration and the Department to aggressively pursue outside resources.
- It is not uncommon among leading business schools with a long history of graduating successful students to have an active and dedicated business alumni chapter. It is our understanding that this does not exist for former INB graduates. Formalizing such a chapter with a slate of officers and activities could significantly benefit the new Department.
- We strongly support policies that grant the new Department the ability to directly benefit from revenues resulting from its entrepreneurial efforts. Directly benefitting from such efforts is common among AACSB business schools, and these arrangements are appropriately supported by fair revenue sharing arrangements with the larger institution.

- The need for resources is evident given recent financial challenges and rising student demand. These trends can negatively affect the new Department's ability to be successful on other mission components, in particular, research and publications without the ability to positively affect its resources through entrepreneurial efforts and/or philanthropic activities.
- **Recommendation:** As part of the strategic planning process, a review of the alignment of existing resources with current demand is essential. A long-term plan of resource needs should be developed and undertaken with College support, including a case statement for philanthropic giving. The case statement should be based on the strategic plan for the new Department. It should be bold and include provisions for a major naming endowment, faculty chairs and professorships, student support including scholarships, faculty development support, etc. The development of a business alumni chapter should be strongly considered as an important addition to the Department's operating structure. Having an alumni list of business graduates is a "must" for the new Department.

Front-End Transformational Issues: Demonstrated by: plan for faculty resources to support mission achievement including faculty sufficiency and qualifications (doctorates, research, experience, etc.); faculty salaries and support for mission achievement; creating and enhancing the culture for research and scholarship infrastructure; reliable levels of faculty development support; workload policies (teaching loads, number of course preparations, scholarship expectations, and service expectations) to ensure successful outcomes on all mission components; faculty buy-in and support of transformational issues; faculty buy-in for enhancing the culture of assessment and accountability; identification and implementation of management processes and procedures to support accountability and measure success; strong, sustained stakeholder support; and faculty salaries and support for achievement of desired outcomes.

Assessment:

- Prior assessments and recommendations addressed many of the items listed above.
- A major item of concern not noted earlier is the lack of a formal plan for faculty resources to support mission achievement, including faculty sufficiency and qualifications.
- **Recommendation:** As part of the strategic planning process, the new Department needs to articulate its long-term strategy for the composition of the faculty in terms of the percent that is expected to be maintained who are scholarly academics (SA), practice academics (PA), instructional practitioners (IP), and scholarly practitioners (SP). Such a plan provides a long-term reference point for maintaining faculty resources to support the new Department's strategic plan, AACSB accreditation, and to generate successful outcomes across all mission dimensions.

Issues to Avoid: Characterized by: setting the bar too low on performance expectations, particularly research/scholarship outcomes; hiring faculty with marginal credentials and experience or out-of-field doctorates; nonfunctioning outcomes assessment systems; collaborations and partnerships that are not supported by strong operating agreements, policies, and oversight; teaching assignments not aligned with faculty backgrounds; lack of exposure to key curricula areas due to inadequate faculty resources; and little or no external feedback and engagement from business leaders and alumni.

Assessment:

- The above items speak for themselves and most were discussed during the two-day visit.

AACSB INTERNATIONAL ACCREDITATION

In general, it is our opinion that a timely reorganization is essential as a prerequisite for preparation for a successful AACSB review scheduled for spring 2017. To this end, we address in this section our recommendations related to specific AACSB accreditation issues and actions that are needed, in addition to the reorganization, to prepare for the next AACSB Continuous Improvement Review. In our opinion, these must include:

- A clear response to the issues raised in the last review report showing strong, successful progress and outcomes. The reorganization with the resulting consolidated policies, procedures, and accountability systems that are functioning will be important at the next review;
- Initial preparation of a summary of the new Department's outcomes on innovation, impact, and engagement and regular collection of this data must start as soon as possible;
- A finalized document to guide faculty development expectations for all faculty categories (SA, PA, IP, and SP) with clear expectations on the quantity and quality of intellectual contributions along with guidance on initial impact metrics;
- Clear evidence that the focus on scholarship and publication is producing successful, quality outcomes that have potential for impact;
- A thorough assessment of faculty sufficiency and faculty qualifications and a supporting faculty resources plan that addresses any deficiencies that is approved and supported by the College;
- A long-term faculty deployment plan addressing expectations for each category of faculty;
- Substantive maturity in the assurance of learning program, with documented curricula and/or other changes resulting from these efforts;

- Revised committee charges for curricula development ensuring their review work is systematic, proactive, and based on stakeholder input;
- A financial resource plan that undergirds the growth in enrollment and provides resources to support accomplishment of all mission elements;
- Demonstrated clear, systematic progress on an in-depth review of the degree program as outlined earlier in the report; and
- Implementation of appropriate revised information systems to track progress on the key dimensions of mission achievement, including distinctiveness, innovation, impact, and engagement.

We close with a concern that emerged in our first meetings on the campus. The organizational issue for undergraduate business/management programs at Rollins dominated our discussions during our visit. As a result, in-depth discussions on AACSB accreditation issues and advice on responding to the 2013 accreditation standards did not advance beyond basic levels. Serious attention is needed across many fronts to position all undergraduate business/management degree programs for alignment with AACSB standards and for a successful CIR review. We strongly believe the reorganization is the first step toward this process, but substantive work must follow.

We appreciate the opportunity we were given to work with the leadership in different academic units, faculty, staff, students, and external stakeholders as well as members of the central administration of Rollins College. We hope this report will provide a value-added statement for enhancing quality in undergraduate business/management education at Rollins College.

ATTACHMENT 6

From: Craig McAllaster

Sent: Wednesday, September 24, 2014 2:05 PM

To: Danny Arnold; Bob Smither

Cc: Carol Bresnahan; Carol Lauer; H. James McLaughlin; J. Clay Singleton

Subject: Process for resolving the INB/CPS issue

I have seen a lot of emails regarding the issue that the trustees have asked me to resolve, so I wanted to share this with both of you so you can then let the departments know the process we will follow. First, to reiterate the directive from the Trustees; that there will be one AACSB accredited undergraduate program at Rollins College.

The process we will use to accomplish this starts with the departments working together to attempt a resolution and accomplish the goal above. I stated at the faculty retreat that I would welcome suggestions through the end of October and would hope the resolution would come from this process.

If the two departments do not provide a mutually agreeable solution, then the Provost, the impacted Deans and I will look at the issue and after discussions with the faculty involved resolve the issue. I would bring your attention to Article 1. Section 8 of the College bylaws that states that the trustees have full authority to “. . . prescribe and regulate the course of studies to be pursued in all departments of the College; establish or eliminate degree programs; . . .”

It is my intention to engage faculty and the appropriate faculty committees in discussions on this issue but will ultimately make the final decision after discussions described above and in consultation with the Trustees.

Obviously, it is in the best interest of the two departments to work together at this time.