

Strategic Questions 2016

October 3, 2016

As Dr. Cornwell listened to faculty, staff, students, and trustees over the last eighteen months, a number of issues emerged that warrant careful attention. These issues were articulated into a set of **strategic questions**, listed below in no particular priority order, which the Rollins community needs to probe as we craft a plan for how best to move Rollins forward. Standing faculty governance committees or ad hoc task forces will address each question, submitting a report by not later than December 1, 2016.

1. Questions asked of the College of Liberal Arts Curriculum Committee, Mario D'Amato, Chair, are the following.
 - A. **How might we elaborate and specify the main terms of our mission:** global citizenship, responsible leadership, meaningful lives, and productive careers? What do these terms mean in the context of our mission? If we aspire to have these terms characterize our graduates, can we elaborate with greater specificity what habits of mind, heart, and practice are entailed by these qualities? How does our educational program map onto them?
 - [1] Each academic department crafted a report connecting its program to our mission. How might a reading of these reports enable us to address better the questions above?
 - B. Are there educationally sound policies that might address the **imbalance of majors** and do more to insure breadth and integration of learning?
 - [1] Might we consider moving major declaration to the sophomore year and develop a process of intentional, reflective declaration, encouraging students to make independent and informed choices of major based upon their aptitudes and passions?
 - [2] Might we include as a dimension of our curriculum the graduation requirement that all students will major in one division and minor (or second major) in another division?
2. In the curriculum and student learning experience, Rollins has invested heavily in global engagement. This is fitting since it is one of the primary terms of our mission. **What do we know about the extent to which students and faculty integrate their global learning experiences into their work at Rollins? What do we do to draw upon the global dimensions of Central Florida, taking educational advantage of our location in a dynamic global city? What might we do differently to lift up global engagement as a distinguishing excellence of Rollins College?**

Co-Chairs:

Giselda Beaudin, Director of International Programs

Dan Chong, Associate Professor of Political Science

Jenifer Ruby, Director of International Student & Scholar Services

3. **What is the mission of the Holt School in the context of the College's overall mission of global citizenship, responsible leadership, meaningful lives, and productive careers? What is the best organizational structure by which the Holt School's mission can be accomplished?** How does Holt fit into the overall system of faculty governance? What are the strategic strengths, weaknesses, opportunities, and threats specifically of The Hamilton Holt School?

Co-Chairs:

Susan Rundell Singer, Vice President for Academic Affairs and Provost

David C.S. Richard, Dean, Hamilton Holt School

Jennifer Cavanaugh, Dean of Faculty, College of Liberal Arts

4. In the Crummer Graduate School of Business we have a top-ranked, thoroughly contemporary set of programs that are distinguished for their excellence, innovation, and responsiveness to the changing world of business. However, Crummer's current facility does not adequately foster the vision and delivery of our programs or represent the overall quality of them in a competitive environment.

How would a new facility for the Crummer Graduate School of Business advance its mission and its competitive position?

Co-Chairs:

Deborah Crown, Dean, Crummer Graduate School of Business

Susan Rundell Singer, Vice President for Academic Affairs and Provost

5. With the program and growth of the collection of the Cornell Fine Arts Museum, Rollins has a rich strategic asset that distinguishes us among colleges of our size and type. Further, with the addition of the dynamic Alford Collection of contemporary art we have the opportunity to integrate the consideration of art more broadly into our mission and across the disciplines, including especially the critical consideration of globalization, diversity, and inclusion. **How might a new facility make art more accessible to our students and faculty as part of their programs of study, and more accessible to the public?**

Co-Chairs:

Ena Heller, Director, Cornell Fine Arts Museum

Susan Rundell Singer, Vice President for Academic Affairs and Provost

6. We can only expect to fulfill our mission of preparing students for global citizenship and responsible leadership, empowered to live meaningful lives and pursue productive careers if the living and learning environment on our campus community is inclusive of a broad diversity of identities and points of view. What do we need to do differently to advance in our quest to enliven **diversity and inclusion** central to our mission?

Co-Chairs:

Mamta Accapadi, Vice President for Student Affairs

Faye Tydlaska, Vice President for Enrollment Management and Marketing

7. We have an emerging consensus that one of our distinguishing strengths is our college-wide commitment to civic engagement. We have a number of hallmark programs in the curriculum and co-curriculum wherein students put their liberal learning to work in the world, seeking to address pressing social issues and contribute to the improved well-being of others. **What is the most promising alignment and organizational structure for our programs in civic engagement, community-based learning, social entrepreneurship, social innovation, and changemaking?** Might our curricular and co-curricular programs realize greater synergy if they were better coordinated? How can we lift up our combined efforts to highlight this work as an essential and distinguishing excellence of Rollins College?

Chair:

Micki Meyer, Lord Family Assistant Vice President for Student Affairs, Community

8. Higher education, and especially residential liberal arts colleges, are being held to account for our value proposition. In our own case, **what would a comprehensive program look like, consistent with our mission that prepares each student for post-graduate direction and success?** How can we support and augment an integrated model of R-Compass, Career and Life Planning, Academic Advising, and Alumni Relations to prepare each and every student better to translate and bridge their Rollins education into post-graduate pursuits? Also, the synergy between and visibility of these programs are critical to their success. What options might we explore for co-locating them in a space that would contribute to their purpose?

Co-Chairs:

Jennifer Queen, Professor of Psychology, Director of QEP/R-Compass

Allisa (Lisa) Johnson, Assistant Vice President for Student Affairs, Career & Life Planning

9. Dewey posits that in a democracy the very process of living together educates. From its inception, Rollins College has been a living/learning community on purpose, believing that a campus community is an ideal setting to advance our mission of educating students for global citizenship and responsible leadership. As students live and learn together, collaborating on their studies and in their participation in campus organizations and events, and negotiating their lives together, their experience in this community is a kind of experiential learning that contributes directly to our mission. Therefore, **as a college that is intentionally residential, what are the best policies and programs to realize more fully the potential of our educational philosophy?** Currently over 40% of our full-time undergraduate students live off campus; does this optimize the potential of our educational philosophy? What might we do to move towards a goal of having at least 80% of our students live on campus?

Co-Chairs:

Nate Arrowsmith, Director of Intramural and Club Sports

Mamta Accapadi, Vice President for Student Affairs

10. **What can we do differently to achieve the goals of a 90% persistence rate from first to second year and an 80% six-year graduation rate?** There have been many efforts to address this at Rollins over time; why have these efforts not succeeded in improving retention and graduation rates? What might we do differently to achieve different and better outcomes?

Co-Chairs:

Faye Tydlaska, Vice President for Enrollment Management and Marketing

Mamta Accapadi, Vice President for Student Affairs

Susan Rundell Singer, Vice President for Academic Affairs and Provost

11. What would a **transparent, rational, and fiscally responsible set of guidelines look like that would enable us to steward faculty compensation in ways that keep it fair and competitive?** What does a rigorous benchmarking analysis reveal about our current faculty salary structure as compared to a set of peer colleges and universities, objectively derived? Do our current practices of course releases and stipends optimize fairness and reward? What is the faculty's disposition towards a merit-based system for awarding salary increases? Are there merit-based systems used by our peers that are more or less attractive?

Co-Chairs:

Eric Smaw, Chair, College of Liberal Arts Faculty Affairs Committee

Susan Rundell Singer, Vice President for Academic Affairs and Provost

12. What is the state of **data stewardship, analytics, integrity, and integration** at Rollins? What might we do to develop our capacity to conduct institutional research necessary to inform our decision making and strategic planning?

Co-Chairs:

Pat Schoknecht, Assistant Vice President /Business Services and Chief Information Officer

Toni Strollo Holbrook, Assistant Provost for Institutional Effectiveness