Letter from the Provost

Since fall 2011, Rollins faculty, staff, students, and alumni have collaborated on Institutional Priorities for Rollins College: 2012–2015, a set of short-range, mission-driven goals for the College. Rollins will use this plan in its request to the Southern Association of Colleges and Schools Commission on Colleges (SACS|COC) for reaffirmation of accreditation in spring 2015, after which time a new plan can be created or this plan adjusted to meet the College's needs.

The rich Rollins history of curricular innovation and commitment to preparing students for engaged global citizenship and responsible leadership serve as guiding principles in this work. We affirm the centrality of the liberal arts tradition in our mission and core values, while emphasizing new and integrative programs and services for students and encouraging pedagogical innovation and professional growth for faculty and staff.

Three interdependent priorities emerged from the work of the planning groups. Our first priority, Prepare Students for Lifetime Learning, is intended to enhance student engagement with the world across their lifetimes. Our second priority, Create Pathways to Success, will allow all students to maximize opportunities for learning and completion at Rollins that facilitate their service as global citizens and responsible leaders. Ensure Institutional Effectiveness, our third priority, speaks to the College's sustained ability to carry out its mission well beyond the timetable of this plan. Each of these priorities and associated strategies for their completion are detailed in the report that follows.

Rollins is grateful to the many faculty, staff, students, alumni, board members, and others who worked diligently to develop or to provide thoughtful feedback on this plan. It is our hope that this plan will provide guidance to the Rollins community as we strive to meet our mission.

Carol M. Bresnahan, Ph.D.
Vice President for Academic Affairs and Provost
Introduction
Founded in 1885, Rollins is Florida’s oldest college and premier private comprehensive liberal arts college, nationally and internationally recognized for its distinctive residential undergraduate programs. The College serves the community through its exceptional undergraduate and graduate evening degree and outreach programs, and through its graduate business programs. For more than 125 years, Rollins has remained committed to the liberal arts and to their traditions, values, and ideals.

The College provides a national model of excellence among comprehensive liberal arts colleges and is a member of the Annapolis Group, an organization of America’s leading liberal arts colleges. Ashoka U., the world’s leader in social entrepreneurship, has designated Rollins a “Changemaker Campus”—an honor awarded to only 19 other colleges or universities in the world, and a reflection of our commitment to an applied liberal arts education that fuels creativity, complex analysis, and a passion to solve society’s most pressing problems. Rollins counts Boren, Fulbright, Goldwater, Rhodes, and Truman Scholars among its graduates; our faculty have received grants and awards from the National Science Foundation, National Endowment for the Humanities, United States Department of Energy, and Fulbright Scholar Program, among others; and our alumni include a Nobel Laureate in Chemistry.

Mission of the College
The College’s mission, made clear in the seven-word phrase “educating for global citizenship and responsible leadership,” animates its governance and invigorates this plan.

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.¹

¹The mission statement was adopted by the Board of Trustees in October 2005; we understand the mission as now written to include the College of Professional Studies. Rollins College (2012). All Faculty of Rollins College, Section III–Bylaws, Preamble. Retrieved from: http://www.rollins.edu/provost/documents/All-Faculty-of-RC-Bylaws.pdf.
During the next several years, given the College’s historical commitment to leadership in educational innovation, social responsibility, applied and experiential liberal learning, and rigor, Rollins will link the strategic directions articulated in this plan to its mission.

**Challenges to Higher Education**

We live in times of great uncertainty. Meeting the challenges associated with this uncertainty and taking advantage of the opportunities it creates are important to the future of Rollins. The decade ahead may bring changes in our students and their enrollment patterns, an unstable global economy, political pressures, increased calls for demonstration of student learning and student success, internationalization, and rapid technological change. It is our hope that this plan better prepares the College to meet these challenges successfully.

**The Institutional Planning Process**

Rollins embraced strategic planning efforts in the early 1990s and in 2001–2003, as part of regional accreditation processes. In 2011–2012, the campus again embarked on institutional planning and the development of institutional priorities. Following a priority-setting process through which Rollins’ Planning and Budget Committee (P&BC) identified critical issues, four working groups formed in each of the following areas: enhancing academic excellence; improving student success; cultivating areas of distinction; and creating sustainable business models. The first three of these areas are self-evident; the last one rests on the assumption that higher education faces rapid change, particularly in response to the external pressures mentioned above, and that institutions identifying innovative and entrepreneurial ways to operate will be best poised to thrive. The institutional planning process was intended to encourage broad participation and informed dialogue, while clearly linking planning, budgeting, and institutional assessment. Values guiding the process included commitments to:

- a broad-based liberal arts foundation for all undergraduates;
- highly competitive graduate programs in areas of excellence, with accreditation where appropriate;
- an applied (pragmatic) liberal arts education;
- pedagogical innovation and instructional excellence;
- a high level of faculty-student interaction;
- co-curricular innovation and use of high-impact practices; and
- service excellence in all we do (respectfulness, responsiveness, collaboration, and competence).

The work of the four separate planning groups culminated with final recommendations in summer 2012, at which point the Provost and Assistant Provost sought synergies and commonalities among the priorities that each group identified. This effort brought to light three common themes, described in more detail below. Rollins did not wait until the entire plan was completed...
Rollins has a rich history of curricular innovation and preparing students for engaged global citizenship and responsible leadership—legacies that will serve as our guiding principles and priorities as we pursue implementation of the institutional priorities noted here.
Institutional Priorities for Rollins 2012–2015

and approved, however, before initiating vital recommendations from the four working groups. In spring 2012, faculty approved a new General Education Curriculum and are currently working to develop that program. At the same time, faculty presented to the Education Committee of the Board of Trustees a plan to reduce the number of required hours for graduation at Rollins from 140 to 128, and to create a 5+1 teaching load, in which the “+1” course might be team-taught, interdisciplinary, or experimental, and intended to enrich the learning experience for students.

During 2011-2012, the College’s Diversity Advisory Committee requested an increase in the number of planning committees from four to five, with the fifth being tasked with planning for diversity. The President’s Cabinet ultimately decided that diversity needed to be infused into the plan. The faculty, however, have identified diversity as vital, and this plan—while assuming diversity throughout the College’s actions—now includes this element.

The Southern Association of Colleges and Schools Commission on Colleges (SACS|COC) requires that, as part of the accreditation process, Rollins identify a Quality Enhancement Plan (QEP). This plan entails a focused goal, dedicated to the enhancement of student learning, that the College accomplishes during the post-accreditation period and prior to the next reaffirmation of accreditation. Rollins anticipates that its QEP will emerge from stakeholder discussions of these planning priorities.

The Institutional Plan for Rollins

An effective institutional plan is invoked frequently and informs the institution’s decision-making, while remaining flexible and organic. Some strategic plans in both the public and private sectors were overambitious, and did not meet these criteria. Today, a shorter time span—typically three to five years—has become accepted. The American Council on Trustees and Alumni, for instance, recommends five-year planning windows. Further, it is vital that any plan have the strong support of the campus community. This plan has been reviewed and discussed by the College’s faculty, staff, students, alumni, and other critical stakeholders, and multiple opinion polls helped to determine final priorities. Balancing the opinions of the community was of paramount importance to the process. Ultimately, the plan was approved by the Board of Trustees with the caveat that existing priorities and efforts of the College not mentioned here will continue.

1 Following conversations with faculty of the College, the “5+1” teaching load has since been changed to “5+;” a clarification of name only.
Institutional Priorities for Rollins College: 2012–2015 covers a three-year span through 2015. In late 2014, Rollins will submit its petition to SACS|COC for reaffirmation of accreditation, with the accrediting agency’s response due in 2015. Thus, this plan provides traction up to and through that time. Thereafter, a new plan can be created and implemented, or this plan may be updated, depending on the College’s needs. This timeframe ensures that the College’s plan is “flexible and organic,” encouraging the institutional nimbleness needed to respond quickly to rapid change.

This plan focuses on three broad priorities, supported by 12 specific objectives. All three priorities directly support and advance the College’s mission; thus, we refer to it as our “institutional,” rather than “strategic,” plan. Finally, we will hold ourselves accountable and measure the success of our efforts through annual assessment of Key Performance Indicators (KPIs) articulated for each priority.

**Priority I: Prepare Students for Lifetime Learning** by fostering enhanced student engagement with the world across the span of students’ lifetimes.

**Objectives**
- Approach student engagement in the classroom and with the world from a holistic view through pervasive academic, career, and life planning and coaching that takes students across and beyond the Rollins experience.
- Make High-Impact Practices (HIPs) a core emphasis of the curriculum.
- Support the College’s international students and non-native speakers of English through English as a Second Language (ESOL), tutoring, writing, and extended testing services.

**Measures of Success**
- Student retention, persistence, and graduation rates.
- Community Engagement participation rates. Internship participation rates.
- Study abroad participation rates.
- Student-faculty collaborative research application and participation rates.
- Office of Career Services student contacts.
- Office of Student Success student coaching contacts.

**Priority II: Create Pathways to Success** to ensure that all Rollins students are able to maximize opportunities for learning and more effectively engage the world as global citizens and responsible leaders.

**Objectives**
- Implement an integrative general education curriculum that reduces the number of required courses to five, while retaining the diverse perspectives of our present general education curriculum.
- Reduce credit hours for undergraduate degree completion from 140 to 128.

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• Explore and institute a 5+ faculty teaching load in tandem with the streamlining of general education and degree requirements.
• Establish a Second Year Experience (SYE) initiative.

Measures of Success

• Student retention, persistence, and graduation rates.
• Increased student satisfaction with general education and time to degree as measured by studies such as the National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), or Higher Education Research Institute (HERI) Cooperative Institutional Research Program (CIRP) Freshman Survey and College Senior Survey.
• Student learning outcome assessment data for general education.
• Increased faculty satisfaction with reduced teaching load as measured by studies such as the Higher Education Research Institute (HERI) Faculty Survey.
• Second Year Experience program assessment data.

Priority III: Ensure Institutional Effectiveness by improving the College’s sustained ability to carry out its mission well beyond this plan.

Objectives

• Provide incentives for faculty innovation and increase faculty compensation by utilizing cost savings from reducing the number of credit hours required for graduation.
• Ensure diversity and inclusion in all practices of the College.
• Explore and encourage the use of technology to enhance teaching and learning, including the use of student-generated digital portfolios to document and assess the engaged student experience, and the development of digital information fluencies in our students.
• Expand enrollments in the Hamilton Holt School and Roy E. Crummer Graduate School of Business.
• Explore innovative degree completion alternatives (i.e., 3/2 programs in which three years of undergraduate education combined with two years of master’s level work allows students to graduate in five years with both a bachelor’s and master’s degree).

Measures of Success

• Amount of savings realized by reduction of credit hours reinvested in faculty incentives.
• Increased faculty satisfaction with compensation and incentives as measured by studies such as the Higher Education Research Institute (HERI) Faculty Survey.
• Enrollment levels in the Hamilton Holt School and Roy E. Crummer Graduate School.
• Number of newly developed alternative completion programs.
In Conclusion

Rollins has a rich history of curricular innovation and preparing students for engaged global citizenship and responsible leadership—legacies that will serve as our guiding principles and priorities as we pursue implementation of the institutional priorities noted here. We reaffirm the centrality of the liberal arts tradition in our mission and core values. We commit to seeding innovative and integrative programs and services that both strengthen our capacity to provide a rigorous, world-class liberal arts education for our students and encourage pedagogical innovation and professional growth for our faculty.
## PRIORITY I: PREPARE STUDENTS FOR LIFETIME LEARNING

<table>
<thead>
<tr>
<th>WORK GROUP</th>
<th>CONCEPT OR STRATEGY</th>
<th>RATIONALE</th>
<th>ASSESSMENT &amp; KEY PERFORMANCE INDICATORS (KPIs)</th>
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<tbody>
<tr>
<td>Cultivating Areas of Distinction</td>
<td>Redefine and encultrate student engagement in the classroom and with the world.</td>
<td>Rollins has a reputation for its pragmatic liberal arts education and for community engagement. The Areas of Distinction Task Force recommends redefining engagement as a holistic program by continuing to build on the Rollins tradition of a pragmatic liberal education. Just as we expect every student to be actively engaged in the classroom, we expect every student to engage actively with the community and world. Such engagement involves all our students applying the values, knowledge, and skills they have acquired in their classes to the world outside Rollins. An effective, integrated, holistic program of engagement should offer all students a variety of opportunities that range from volunteering and social entrepreneurship to internships and writing and creating for the community.</td>
<td>Evaluation of the program's impact on student recruitment and retention, learning, on messaging and brand, and on faculty hiring and engagement.</td>
</tr>
<tr>
<td>Improving Student Success</td>
<td>Redefine, expand, and make pervasive career planning for students.</td>
<td>The world is changing exponentially. No longer do students enter higher education, choose a major, and then prepare for a chosen career. As educators, we are in the business of preparing students for meaningful, productive lives and for assuming their role as leaders and as global citizens. The Improving Student Success Task Group proposes a comprehensive, institution-wide re-visioning of our work at Rollins pertaining to career and life planning.</td>
<td>Increase in students completing a career education course and internship. Improved student retention and graduation rates. Increased student confidence and success in postgraduate career goals.</td>
</tr>
<tr>
<td>Improving Student Success</td>
<td>Fully implement a Student Success Coaching (SSC) model utilizing appreciative advising methods for all students in A&amp;S/CPS/Holt.</td>
<td>Student Success Coaching (SSC) utilizing appreciative advising methods is central to increasing student success and retention at Rollins. The first formal pilots (Fall 2011) utilizing this methodology showed significant improvements on a variety of important metrics. The goal of the SSC model is to connect students with a concerned representative of the college who can support them as they discover and achieve their personalized curricular/co-curricular graduation plan and vision. The Improving Academic Excellence group is recommending development of academic portfolios. The SSC vision statement and graduation plans would be central to these portfolios, providing guiding instruments that will build student paths at Rollins for degree completion and success after graduation.</td>
<td>Greater student understanding of curricular and co-curricular education, and contributions to personal, career, and educational goals. Greater student satisfaction with advising at Rollins. Increased number of students intentionally reaching important college learning milestones, including graduation. Improved retention and graduation rates.</td>
</tr>
<tr>
<td>Improving Student Success</td>
<td>Make high-impact practices (HIPs) a core emphasis of the Rollins College curriculum and community.</td>
<td>High-impact practices (HIPs), including service-learning, internships, student-faculty collaborative research, global/diversity learning, writing-intensive courses, and first-year programs, have been an important part of a Rollins applied liberal arts education for decades. These experiences, however, are not hard-wired into the curriculum or effectively coordinated across programs and offices. Long-term national research on HIPs indicates that students who are involved in two or more HIP experiences throughout their college career will have greater satisfaction, retention, and overall learning experiences. HIPs function as effective communities within the larger community, providing spaces in which students can forge a strong connection to the institution. Data from the National Survey for Student Engagement (NSSE) suggests that HIPs are an effective avenue to address Rollins’ current focus on improving retention.</td>
<td>Identify and measure HIP effectiveness on the Rollins campus. Increase number of students participating in HIPs. Measure quality of students' HIP engagement experiences and satisfaction rates among Rollins students. Improved retention and graduation rates.</td>
</tr>
<tr>
<td>Improving Student Success</td>
<td>Maximize students’ international learning experiences and services and adequately support international and non-native speakers of English.</td>
<td>Rollins has aggressively built a wide range of international programs and has expanded services to international students in the last few years. Although we have achieved much in internationalizing Rollins, it is increasingly clear that we must develop and articulate a strategic planning process to connect the work across the institution.</td>
<td>Increased quality of experiences and satisfaction rates among international students at Rollins. Increased understanding of the diverse perspectives of others. Improved retention and graduation rates among international students.</td>
</tr>
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Appendix I: Approved Planning Workgroup Recommendations

## PRIORITY II: CREATE PATHWAYS TO SUCCESS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Enhancing Academic Excellence</td>
<td>Implement an integrative general education curriculum that reduces the number of required courses to five, while retaining the diverse perspectives of our present general education curriculum.</td>
<td>Each course will feature learning outcomes to ensure the proper delivery of practical skills, competencies, knowledge, and experiences, as well as teach students to understand and integrate knowledge across multiple disciplines, challenging them to find ways in which disciplinary principles they study relate to greater social, global, and environmental issues. This experience is innovative in its delivery in that students can find a greater sense of relevancy and clarity in their general education curriculum. Courses will be designed to reflect the primary components of the College’s mission, as well as distinguishing Rollins as a true liberal arts college of the 21st century.</td>
<td>Program to take effect Fall 2014.</td>
</tr>
<tr>
<td>Enhancing Academic Excellence</td>
<td>Reduce credit hours for degree undergraduate degree completion from 140 to 128.</td>
<td>Courses can be made more rigorous, the credit hour requirement fits with making the general education requirements more rigorous, reduced course offerings allows repurposing of educational resources, reduced credit hours brings Rollins in alignment with our peer and aspirant schools. Fits with the general education requirement reduction.</td>
<td>Goes into effect Fall 2014.</td>
</tr>
<tr>
<td>Enhancing Academic Excellence</td>
<td>Explore and institute a 5 + 1 teaching load.</td>
<td>The purpose of the 5 + 1 teaching load is to encourage faculty to explore a variety of teaching ventures that will enrich the learning experience for students. Faculty would teach five courses each year, plus an additional teaching unit that could be utilized in a number of ways, including: • team teaching an interdisciplinary course; • linking a field study experience or a significant community engagement module to an existing course; • collaborating with colleagues here or from other colleges/universities to provide a blended learning experience; • conducting student/faculty collaborative research; • team teaching in an immersion semester with a multi-course linked learning experience, or team teaching a project based, inquiry course.</td>
<td>Load system currently being developed in the Dean's Office will document 5 + 1 system.</td>
</tr>
<tr>
<td>Improving Student Success</td>
<td>Establish a Sophomore Year Experience (SYE) initiative.</td>
<td>For more than fifteen years, colleges and universities have initiated thoughtful, intentional, and well-coordinated programs for traditionally aged first-year students. These programs have been successful in helping students’ transition into college. These programs have addressed students’ psycho-social development, academic preparation, social enculturation issues and more.</td>
<td>Identify and measure SYE program effectiveness. Increased levels of Sophomore engagement and satisfaction. Improved retention and graduation rates.</td>
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## Appendix I: Approved Planning Workgroup Recommendations

### PRIORITY III: ENSURE INSTITUTIONAL EFFECTIVENESS

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<th>WORK GROUP</th>
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<th>RATIONALE</th>
<th>ASSESSMENT &amp; KEY PERFORMANCE INDICATORS (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing Academic Excellence</td>
<td>Provide incentives for faculty innovation and increase faculty compensation via cost savings realized from reducing credit hours required for graduation.</td>
<td>With lower credit hour requirements, fewer visiting, lecturer, and adjunct positions will be necessary. Successful implementation of this initiative requires successful implementation of the other Enhancing Academic Excellence recommendations.</td>
<td>Establishment of fund for faculty development. Disbursement of development funds or additional compensation to faculty.</td>
</tr>
<tr>
<td>Enhancing Academic Excellence</td>
<td>Create student-generated digital portfolios to help document and assess the engaged student experience.</td>
<td>Reflective and expressive elements of student-generated digital portfolios have been shown to build student engagement, improve student retention, attract potential employers, and align with the national literature surrounding the AAC&amp;U Liberal Education and America’s Promise (LEAP) learning outcomes and high-impact practices. A Rollins digital portfolio system would also include a component allowing the college to collect student artifacts for assessment in support of core competencies, LEAP learning outcomes, and SACS</td>
<td>COC requirements.</td>
</tr>
<tr>
<td>Sustainable Business Models</td>
<td>Explore and develop 3/2 programs.</td>
<td>Three years of undergraduate education within A&amp;S/CPS (and/or Holt undergrad), leading to two years of Master's level work. The student graduates in five years with both a BA/BS and an MA/MS.</td>
<td>Student interest and numbers participating to provide cost coverage and a revenue source in Holt undergraduate and graduate programs.</td>
</tr>
<tr>
<td>Sustainable Business Models</td>
<td>Expand enrollments.</td>
<td>Determine optimal enrollment levels for the three on-campus programs: A&amp;S/CPS undergraduate, Crummer, and Holt. There will be a physical limit due to facilities and our desired pedagogical approaches, but we need to know those limits. Increase the number of students we teach in all four schools; A&amp;S, CPS, Holt, and Crummer. The residential nature of the campus and the percentage of A&amp;S/CPS students housed on-campus should be a consideration. If we do not go to year-round curriculum, should we change summer camps to be more academically-focused and pipelines for recruiting students (i.e., gifted programs for high school students)? If we have problems reaching our on-campus enrollments, would a move into Division I sports be a way to increase enrollment? We know that there will be limits to on-campus programs, so we need to begin considering how to enroll students using other facilities, e.g. partnerships with Disney/Universal (or in Lake Nona) to hold undergraduate (or graduate) courses with their employees at their facilities.</td>
<td>Student interest in the programs determined by higher enrollments in the four colleges and interest in taking courses from the community members at off-site locations. Student interest and numbers participating to provide cost coverage and a revenue source.</td>
</tr>
</tbody>
</table>
Appendix II
2011–2012 Institutional Planning Workgroup Members

Titles noted below reflect roles and assignments during the 2011–2012 year of service.

Enhancing Academic Excellence
Robert Smither, Co-Chair, Interim Dean of Arts & Sciences and Professor of Psychology, A&S
Lee Lines, Co-Chair, Professor of Environmental Science, A&S
Carol Bresnahan, P&BC Liaison, Vice President for Academic Affairs and Provost
Gloria Cook, Professor of Music, A&S
Scott Hewit, Associate Professor of Education, CPS
James Zimmerman, Director of the Christian A. Johnson Institute for Effective Teaching

Improving Student Success
Steve Neilson, Co-Chair, Special Assistant to the President and Professor of Theatre Arts, A&S
Marc Sardy, Co-Chair, Associate Professor of International Business, CPS
Karen Hater, P&BC Liaison, Dean of Student Affairs
Pennie Parker, P&BC Liaison, Director of Athletics
William Boles, Professor of English, A&S
Ronald Piccolo, Associate Professor of Management, Crummer School of Business
Emily Russell, Assistant Professor of English, A&S
Giselda Beaudin, Director, International Programs
Jackie Brito, Assistant Dean, Crummer School of Business
Nan Castino, Associate Director, Institutional Advancement
Tiffany Griffin, Academic Advisor, A&S/CPS
Meghan Harte, Executive Director, Student Success
Connie Holt, Director, Hamilton Holt School Student Services
Trish Moser, Director, Special Projects, Office of the Vice President for Planning and Dean of the College
Joanne Vogel, Director, Personal Counseling Services
Lauren Maxwell, Student, Crummer School of Business
Samuel Pieniadz, Student, A&S
Carmen Rasnick, Student, Hamilton Holt School
Tyler Doggett ’04 ’08MBA, Alumnus

Creating a Sustainable Business Model
Debra Wellman, Co-Chair, P&BC Liaison, Interim Dean of Hamilton Holt School and College of Professional Studies, and Associate Professor of Education, CPS
David C.S. Richard, Co-Chair, Professor of Psychology, A&S
Mark Anderson, Professor of Mathematics, A&S
Pat Schoknecht, Chief Information Officer
Ann Francis, Administrative Assistant, Department of Environmental Studies, A&S
Cassandra (Cassie) Yankala, Student, CPS
Andrew (Drew) Williams, Student, A&S
Maria-Lucrecia Capizzanno, Student, Hamilton Holt School
Steve Castino ’02 ’05MBA, Alumnus

Cultivating Areas of Distinction
Jonathan Miller, Co-Chair, P&BC Liaison, Director of the Olin Library and Associate Professor
Maurice O’Sullivan, Co-Chair, Kenneth A. Curry Professor of English, A&S
Fiona Harper, Associate Professor of Biology, A&S
Jonathan R. Walz, Assistant Professor of Anthropology, A&S
Dana Hargrove, Associate Professor of Studio Art, A&S
Ilan Alon, George D. and Harriet W. Cornell Professor of International Business, CPS
J. Clay Singleton, George D. and Harriet W. Cornell Professor of Finance, Crummer School of Business
Gail Sinclair, Executive Director and Scholar in Residence, Winter Park Institute
Faithe Galloway, Student, A&S

Administrative Staff Liaison
Toni Strollo Holbrook, Associate Dean, Office of the Vice President for Planning and Dean of the College