Executive Committee Minutes                    College of Liberal Arts Minutes and Reports

Fall 11-11-2021

# Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, November 11, 2021

College of Liberal Arts Executive Committe

**EXECUTIVE COMMITTEE MEETING**

**November 11, 2021**
**Agenda**

12:30 p.m. in Orlando 213

I.      Approval of Minutes from October 28, 2021, Meeting

II.     Announcements

III.    Business

      a.  Bylaws change motion allowing associates to serve on FEC
      b.  Holt MA in Strategic Communications Proposal
      c.  Holt Leadership Minor Proposal
      d.  FSAR
      e.  Set November 18, 2021, CLA Faculty Meeting Agenda

IV.     Committee Reports
      a.  Curriculum Committee (CC)
      b.  Faculty Affairs Committee (FAC)

**EXECUTIVE COMMITTEE MEETING**
**October 28, 2021**
**Minutes**

## PRESENT

Missy Barnes, Jennifer Cavenaugh, Grant Cornwell, Rosana Diaz-Zambrana, Daniel Elliott, Hannah Ewing, Jill Jones, Ashley Kistler, Karla Knight, Richard Lewin, Jana Mathews, Jennifer Queen, Jamey Ray, Rob Sanders, Susan Singer, Anne Stone

Excused: Julia Maskivker

Guests: John Houston, Rick Bommelje, David Painter

## CALL TO ORDER

Jana Mathews called the meeting to order at 12:30 P.M.

## APPROVAL OF MINUTES FROM OCTOBER 28, 2021, EC MEETING

Jones made a motion to approve the October 14, 2021, EC meeting minutes. Lewin seconded the motion. Motion passed unanimously.

## BUSINESS

### Bylaws change motion allowing associates to serve on FEC
**ATTACHMENT #1**
Jana Mathews

FAC passed a draft motion to allow associate professors to serve on FEC and said they feel it is a matter of equity and inclusion.

Queen made a motion to approve the bylaw change allowing associates to serve on FEC. Ray seconded the motion.

Discussion:
Rather than saying we prefer members to hold the rank or full professor, a suggestion was made to say the majority of members will hold the rank of full professor, but up to two members may be at the associate level. EC unanimously approved this amendment.

A motion was made and seconded to approve the amended bylaw change. Motion passed unanimously.

The current FEC has been told this will be on the next faculty meeting agenda so they can make arrangements to attend if possible.


**Holt MA in Strategic Communications Proposal**
**ATTACHMENT #2**
Rob Sanders/David Painter

Last year faculty curriculum development groups in Holt looked at expanding the Holt School portfolio to speak to the needs of prospective students. A research marketing firm conducted studies including market analyses to ensure there is demand and need. As a result, we identified four programs. Strategic Communication and Leadership are two of those four. These areas are clearly reflected in our mission statement and these programs would be an explicit way of addressing that.

Based on research, we developed a 10-course, 30-credit Master of Strategic Communication proposal. Potentially competing programs include a master's program at UCF in communication focused on developing research and theory abilities and knowledge in preparation for a PHD program, and a master's program at Full Sail that is not fully accredited and lacks the experiential component Rollins is known for.

We want to leverage Rollins' strength in community engagement, experiential learning, social change, and high impact practices. There is a great demand for communication professionals in Orlando.

Discussion:
Q: What resources would be required for regional accreditation?
A: Our program would be SACS accredited.
Q: In terms of cost and finances, what is the review plan if this does not go as planned?
A: Our idea is to bring in a visiting assistant professor to launch the program and teach. We would encourage faculty in other Rollins departments to teach overloads and hire adjuncts. Since visiting professors are renewed annually, we would review the program to see if it's growing.
Q: Since we're keeping the numbers of faculty consistent, if we hire a visitor for this program does that mean we would have one less position available?
A: CLA faculty and Holt faculty are fenced separately. It would be similar to what we did with Health Professions. There's an initial investment and then there must be evidence of return. Holt programs must generate revenue. Unless they meet a threshold of $200K net revenue for the College, it's not worth keeping. It was noted that the anticipated Holt revenues for this program don't meet that threshold.

Q: What are the risks and rewards?
A: The greatest risk is the future of Holt. Holt has gone from contributing 8 million to 4 million. Unless we change the program so it's attractive to a greater number of students, we risk losing the Holt model.
Q: Is the plan to staff the program with overloads?
A: There is funding for overloads and adjuncts.

Stone made a motion to approve the MA in strategic communication proposal. Lewin seconded the motion. Motion failed: 3 in favor, 3 opposed, 2 abstentions.

**Holt Leadership Minor Proposal**

ATTACHMENT #3

Rick Bommelje/John Houston

Rollins offers several leadership courses across disciplines. This proposal consolidates those courses to create a minor in a way that is cohesive and leverages learning experiences that already exist. This is a low investment, high payoff proposal that gives Holt students credentials they can bring back to their workplaces.

Q: Ten students would cover the cost of the program. Is a 10-student minor likely? How often do Holt students minor?
A: Holt students do minor, and some have multiple minors. The budgeting for this program is different because it takes existing students and courses and combines them in a way that makes sense to them.
Q: Are the courses offered frequently enough in Holt so students can complete the minor in the time they are on campus?
A: There are only three required courses, and we suggest a timeframe where one is offered each semester.
A: Psychology course electives have been on the books for the past four semesters and are offered on a regular basis. Students can petition for instructor consent that would allow them to take a course without having met the embedded prerequisites.

A recommendation was made to be transparent and let students know courses may not be offered every semester.

For the three interdisciplinary electives, a proposal was made to open those courses up to all departments. Holt accepted the amendment.

Jones made a motion to approve the amended proposal. Barnes seconded the motion. Motion passed unanimously.

**FSAR**

ATTACHMENT #4

Jana Mathews

It is a best practice to have faculty engage in annual reflection, but we've struggled with closing the feedback loop. We've discussed the possibility of eliminating the FSAR, asking department chairs to collect documents from their faculty and provide feedback, and asking faculty to consider a particular issue that might feed into a strategic plan. EC discussed the attached three options for a revised FSAR.

Discussion:
Faculty spend a lot of time entering information that exists elsewhere.

The Handbook says FSARs are used by CECs and FEC, but is that true? What kind of information would be useful for them?

CVs are important because SACS now requires that we credential faculty for every single course taught. Include a box that requires CV submission where faculty can state what has changed over the past year.

Suggestions included asking department chairs to collect this information and create a condensed report for the Dean, and excusing faculty already undergoing review. A recommendation was made to require the report every other year; however, this would seriously complicate notifications.

EC endorsed Option C and sent it back to FAC to work out the details.

## Set November 18, 2021, CLA Faculty Meeting Agenda
Jana Mathews

The November 18th Faculty Meeting agenda will include the Bylaw change for FEC membership, Holt Leadership minor, committee reports from the Curriculum Committee, Faculty Affairs Committee, Diversity Council, Student Life Committee, and the Faculty Research and Development Committee.

Mathews is also working with Karla Knight and Janette Smith on a food drive for staff in November.

## COMMITTEE REPORTS

### Curriculum Committee (CC)
Jill Jones

CC mostly had agreement that majors should not make up more than half of a student's credit hours and suggests it should be expressed in terms of majors rather than a student's graduation credit hours.

Q: What happens when we go from 140 to 128 credit hours?
A: We are making decisions based on a theoretical idea.
A: I don't want you to tell me my major cannot be more than 68 credit hours. I want you to tell me my major cannot exceed 50% of whatever number of hours.
A: 50% will not affect very many majors. It you shift back to 40%, a lot more majors will be affected.

### Faculty Affairs Committee (FAC)
Missy Barnes

FAC voted on the bylaw change for FEC membership. One FAC colleague brought questions about transparency and what is happening with budgets.

Stone made a motion to adjourn. Lewin seconded the motion. Meeting adjourned at 1:45 p.m.

**Article VIII/ E./ Section 2. Faculty Evaluation Committee Structure and Evaluation**

**a. Membership**

This committee is constituted of six members and one alternate. ~~, all of whom must hold the rank of full professor~~. The majority of faculty members will hold the rank of full professor, although up to two members may be tenured, associate professors. All members except the alternate are voting members. When the number of faculty to be reviewed by the Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year.  No more than five committee members will participate in the evaluation of any given candidate.  Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.

This motion, produced by FAC in 2020, was put on hiatus due to COVID. It has since received unanimous endorsement by FAC (November 2021) and EC (November 2021). The rationale for allowing associate professors to serve on FEC is as follows:

- It will align Rollins with our peer and benchmark institutions. The 2018 Tenure and Promotion working group's final report revealed that "based on data from twenty-six of our peers, Rollins is the only school in our benchmark group that does not include Associate Professors on the FEC or equivalent committee."
- It will expand the pool of individuals who are eligible to serve, thus enabling Executive Committee to nominate a slate of faculty members who are appropriately representative of the whole.

# Tenure and Promotion Review Working Group

# Final Report

## Overview

Periodic review of the tenure and promotion process ensures that it is fair and equitable, provides clear guidance to faculty colleagues and supports the ongoing development of our faculty. In the spring of 2018, the Executive Committee created a faculty working group and charged them with conducting a holistic review of our current tenure and promotion process. The Tenure and Promotion Review Working Group consists of seven members, six divisional representatives and one associate professor representative. The members are Tim Pett (Business), Dan Crozier (Expressive Arts), Margaret McLaren (Humanities), Stacey Dunn (Natural Sciences and Mathematics), Dexter Boniface (Social Sciences); Jonathan Harwell (Social Sciences-Applied), and Nancy Decker (Associate Representative). The committee is chaired by Dexter Boniface.

Given the wide range of topics contained in the committee's charge, the working group elected to conduct its review in two phases. The first phase of our investigation examines a range of issues relating to research and scholarship. In particular, it addresses the following topics: inequities across departments in the amount of scholarship required; the role of community-engaged scholarship and/or public scholarship; digital publishing and other changes in scholarly publications; and the potential of external evaluation of scholarship in assessing the overall quality of scholarly work (including an evaluation of processes at our benchmark schools). The findings are based on a systematic division-by-division review of departmental criteria in the College of Liberal Arts conducted in the spring of 2018.

The second phase of our investigation and examines a range of issues relating to procedural issues in the tenure and promotion review process. In particular, it addresses the following topics: the role of associate professors in the tenure and review process; the composition of the Candidate Evaluation Committee (CEC)[1]; standardization of criteria for eligibility for tenure and promotion review; and the (annual) evaluation timeline for untenured faculty members. This research was conducted in the fall of 2018. The findings are based on a systematic review of the College of Liberal Arts bylaws as well as data on tenure and evaluation processes at Rollins' benchmark schools graciously compiled by the Dean of the College of Liberal Arts conducted in the fall of 2018.

Based on consultation with the Executive Committee and given workload constraints, the working group opted not to investigate two issues in our original charge, namely (item b.) "assessment of teaching quality" and (item c.) "the balance of teaching, scholarship, and service, including advising." It is recommended that these issues be examined by another working group or committee (such as the Faculty Affairs Committee) in consultation with other relevant bodies.

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[1] The decision to focus specifically on the composition and duties of the CEC was based on consultations with the Executive Committee and the Faculty Evaluation Committee in the fall of 2018.

# Phase One: Research and Scholarship

**Inequities across departments in the amount of scholarship required**

*Findings*. The working group found evidence of inequities across departments in terms of  the amount of scholarship required for tenure and promotion (to full professor). For the most part the committee did not find wide discrepancies across divisions; rather, most inequities resulted from outliers within particular divisions. When looking at tenure criteria, a common minimal  standard at Rollins is that candidates must publish either one book or two peer-reviewed articles  (or two equivalent scholarly accomplishments such as a peer-reviewed book chapter or creative  work).[2] However, in a minority of departments, just one article (or equivalent) can fulfill the  minimal criteria.[3]

When looking at promotion criteria, most departments require more scholarly output than  was required for tenure; a common but far from universal standard is one new book or three to five additional articles. However, a handful of departments require the same amount of output for  promotion as for tenure and, in one case, the requirement for promotion is actually less than that  for tenure.[4] This is problematic given that the bylaws of the College of Liberal Arts explicitly state that "a stronger record of scholarly accomplishment" is required for promotion when compared to tenure.[5] An additional consequence is that the scope of inequities across departments is greater  with respect to promotion from Associate to Full Professor than for tenure.

*Recommendations*. The committee recognizes that every discipline has unique features.  Given the observed inequities, the working group therefore recommends that those departments  on the low end of scholarly output conduct a review of peer departments (utilizing our benchmark  list) to determine if their criteria are consistent with peers in the discipline. Second, given our  bylaws, the committee urges all departments that have not done so already to establish "stronger"  criteria of scholarly accomplishment for promotion from Associate to Full Professor than those  required for tenure.

**The role of community-engaged scholarship/public scholarship**

*Findings*. Most departments do not specifically address the role of community-engaged  scholarship and/or public scholarship. Furthermore, in departments such as Business and  Chemistry where it is addressed and indeed valued, this type of scholarship is considered a form  of service. The History department is one of the few at Rollins that does recognize community engaged and public scholarship. In particular, the department includes "Scholarly production for  a more public audience" encompassing "non-peer-reviewed books and articles, museum exhibits,  web pages, public presentations, and documentaries" as equivalent to other scholarly  accomplishments such as peer-reviewed books and articles.

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[2] A few departments, including Business, English and Health Professions, require at least three articles for tenure. [3] I.e., Economics, Chemistry, Biology, Environmental Studies, and Art History.
[4] Same: Economics, Math, Education, and Music. Less: Communication.
[5] Per the CLA bylaws (Article VIII, B., Section 1), "the College has higher [research and scholarship] expectations  for candidates for promotion to Professor" [than tenure] including "a stronger record of scholarly accomplishment."

*Recommendations*. To the extent that the production of community-engaged and public  scholarship is a strategic priority at Rollins, departments have an obligation to consider how to  promote this type of work. The committee recommends that departments thoughtfully consider  whether or not community-engaged and/or public scholarship is equivalent to other forms of  scholarship or is better conceived as part of service.

**Digital publishing and other changes in scholarly publications**

*Findings*. Many, though certainly not all, departments recognize online or electronic journals though most do not specifically address digital publishing and other changes in scholarly publications.

*Recommendations*. While peer review is practiced by reputable scholarly publishers, both in paywalled and open-access sources, the rise of predatory open-access publishing should be a concern for all academics.[6] The committee recommends that departments be explicit about what types of electronic journals, books, and other sources are suitable for scholarly publication in their discipline. Open-access publications in reputable scholarly sources, including journals and books,
should be addressed in the criteria.

**The potential of external evaluation of scholarship in assessing the overall quality of scholarly work, including tenure and evaluation processes at our benchmark schools**

*Findings*. Most departments at Rollins do not *require* external evaluation of scholarship as part of the tenure and promotion process.[7] A survey conducted by the Dean's office reveals that Rollins is not exceptional when compared to our benchmark institutions as roughly half rely solely on internal review.[8]

*Recommendations*. It is important that departments at Rollins develop methods to evaluate both the quantity and quality of research and scholarship.[9] The faculty would benefit from a larger conversation about the potential value of external evaluation as a means of assessing the quality of scholarly work.

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[6] See Gina Kolata, "Many Academics Are Eager to Publish in Worthless Journals," *New York Times* Oct. 30, 2017. [7] The only departments where external review is required for tenure or promotion are Counseling, Mathematics, Physics, Studio Art, and Theater.

[8] The Dean's office was able to gather data on twenty-three of twenty-five benchmark institutions. Twelve did not *require* external review. Nine utilized both internal and external review and two others indicated they used external review "where appropriate."

[9] Business and Physics are among the few departments that make explicit distinctions among article publications. Business utilizes a list of peer reviewed journals that is widely accepted by AACSB for accreditation purposes and Physics requires that articles be published in professional society journals.

## Phase Two: Procedural Issues

## The role of Associate Professors in the tenure and review process

*Findings*. The College of Liberal Arts bylaws establish that membership in the Faculty Evaluation Committee (FEC) is limited to faculty who hold the rank of Full Professor.[10] During the governance reform process (AY 2015-2016), the question of whether Associate Professors should serve on FEC was contemplated but rejected in a straw poll by a majority of faculty. However, a review of Rollins' benchmark schools reveals that Rollins is an anomaly in excluding Associate Professors. In fact, based on data from twenty-six of our peers, Rollins is the only school in our benchmark group that does not include Associate Professors on the FEC or equivalent committee.

*Recommendations*. The working group believes that are a number of reasons, both practical and philosophical, for including Associate Professors on the FEC. For example, expanding eligibility to include Associate Professors will make it easier for the Executive Committee to staff the committee with a slate of faculty that is appropriately representative as well as provide new service opportunities for Associate Professors. At the same time, the committee recognizes that some faculty prefer that the FEC be composed primarily by Full Professors. Therefore, the working group recommends that the bylaws be changed so that the composition of the FEC is limited to tenured professors with a *preference* for faculty holding the rank of Full Professor.

## The composition and duties of the Candidate Evaluation Committee (CEC)

*Findings*. The Candidate Evaluation Committee (CEC) is perhaps the most important body in tenure and promotion decisions and is the only body involved in annual reviews. The College of Liberal Arts bylaws outline the membership and procedures of the CEC.[11] Specifically, the bylaws state, "The CEC normally consists of the Chair of the department (unless the Chair is being evaluated) and a minimum of two additional tenured members of the department who are selected by a majority of all full-time members of the department, without excluding tenured members who wish to serve. In addition, a member of the FEC serves as an ex officio (non-voting) member when the candidate is being evaluated for tenure or promotion. If two additional tenured members of the department are unavailable, non-tenured members may be appointed. If non-tenured members are unavailable, the department Chair, with the advice of the candidate and the approval of the CEC, will select tenured members from outside the department to serve on the CEC." The working group offers the following observations and recommendations.

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[10] Article VIII, Part E., Section 2 (FEC Structure and Evaluation), Part a. (Membership), p. 18. [11] Article VIII (Faculty Appointments and Evaluations), Part E. (Procedures for Mid-Course, Tenure and Promotion Reviews), Section 1 (CEC Structure and Evaluation), pp. 16-18.

• The bylaws permit CEC members to participate in decisions above their rank. As noted above, non-tenured members may participate on the CEC when insufficient tenured members are available. Similarly, in cases where there are sufficient tenured members available, there is no requirement that any member of the CEC be a Full

Professor when evaluating a candidate seeking promotion to Full Professor. The working group was divided on whether this was a good practice or not and therefore offers no recommendation. Indeed, the issue of whether or not faculty should evaluate professors above their rank is complex and requires thoughtful deliberation on the part of faculty governance.

• The bylaws indicate that any "full-time" member of a department can participate on a CEC when insufficient tenured members are not available. This would seem to include Lecturers and Visiting Professors, among others. *Recommendation: The working group recommends a bylaw change such that participation on the CEC be limited to the tenured and tenure-track members of a department.*

• The bylaws indicate that members from outside the department should only be appointed to the CEC when department members (regardless of rank) are unavailable. In situations where there are fewer than three tenured members available to serve on the CEC (not uncommon at Rollins), the bylaws stipulate that non-tenured members of the department "may" be appointed. Furthermore, the bylaws specify that, "*If non-tenured members are unavailable* (emphasis added), the department Chair, with the advice of the candidate and the approval of the CEC, will select tenured members from outside the department to serve on the CEC." While the use of the word "may" does create ambiguity, the bylaws clearly state that members should only be appointed from outside the department when non tenured members are unavailable. However, in practice, it appears that many department chairs appoint members to the CEC who are outside the department even when (non-tenured) members in the department are available. This appears to be motivated by a desire to create a more rigorous review than might otherwise be possible. For example, in the case where a candidate is being evaluated for promotion to Full Professor, it might be advantageous to have a Full Professor from another department serve on the CEC rather than a new Assistant Professor in the department. *Recommendation: If the bylaws do not align with optimal practices they should be changed.*

• The bylaws state that the CEC chair is responsible for collecting certain materials, including student evaluations, and making them available to the rest of the committee. However, now that teaching evaluations are distributed digitally, this no longer seems to be the case. *Recommendation: The bylaws should be updated to reflect current practices.*

• An additional concern of the working group is that candidates for Mid-Course Evaluation must submit their materials by December 15. However, based on recent changes to the academic calendar, this deadline often conflicts with the final exam period and, furthermore, does not provide the candidate with an opportunity to reflect on their fall semester teaching evaluations. *Recommendation: The deadline should be moved to later in December or possibly January 1.*

**Standardization of criteria for eligibility for tenure and promotion review**

   *Findings*. The Bylaws of the Faculty of the College of Liberal Arts provide standardized criteria for eligibility for tenure and promotion review.[12] For the most part, the criteria are clear and straight-forward. The working group offers the following observations and recommendations.

• Regarding eligibility for tenure, the statement that candidates "may utilize up to the full seven-year tenure-track probationary period" applies to candidates with visiting experience at Rollins. Presumably this statement would also apply to candidates with prior experience at other institutions as well, since the criteria state that such candidates "may" be awarded tenure sooner without stipulating that they "must" do so. A revision to the bylaws could establish that all candidates with prior experience may utilize up to the full seven-year probationary period (if desired).

• A related question is whether candidates with prior experience should be required to set their tenure clock in advance or be given the flexibility to decide later whether or not to count their prior experience. The working group found merit in taking a flexible approach and therefore recommends that candidates not be required to set their tenure clock in advance.

• Furthermore, a question arises as to whether a candidate who is eligible for tenure sooner than their seventh year would be eligible to apply for tenure more than once if they are denied for tenure before their seventh year. The presumption of the working group is that any and all tenure decisions are final; the working group recommends that the bylaws be revised to make this explicit.

• One potentially confusing aspect of the bylaws is that they set the clock for when faculty are eligible for the "awarding of" tenure and promotion. Candidates *apply* for tenure one year before they are *awarded* tenure. This language can be particularly confusing in the case of candidates for Promotion to Full Professor. The

[12] Article VIII (Faculty Appointments and Evaluations), Part E. (Procedures for Mid-Course, Tenure and Promotion Reviews): Section 4. (Tenure and Promotion to Associate Professor Evaluation), Part a. (Eligibility), p. 21 and Section 5. (Promotion to Professor), Part a. (Eligibility), pp. 23-24.

bylaws establish a minimum probationary period of five years as an Associate Professor (at least three years of which are at Rollins) such that candidates are eligible to *apply* for promotion in their fourth year. For candidates with prior experience as an Associate Professor this implies that they are eligible to *apply* for promotion after two years at Rollins. The working group suggests that this language could be made clearer perhaps by spelling out both when candidates are eligible to *apply for* tenure and promotion as well as when candidates are eligible to *be awarded* tenure and promotion.

### The (annual) evaluation timeline for untenured faculty members

*Findings.* The CLA bylaws establish that untenured faculty members, specifically "all tenure-track faculty" and "Visiting Professors of any rank," will undergo an annual departmental review.[13] For example, an Assistant Professor with no prior experience would undergo a departmental review in their first and second years, a midcourse and departmental review in their third and fourth years (the midcourse typically occurs in the third year but might occur in the fourth year instead), a departmental review in their fifth year, and a tenure review in their sixth year.

A review of Rollins' benchmark schools reveals that many institutions (11 of 25) follow the Rollins model (i.e., conduct reviews every year of probation) but more than half (14 of 25) conduct reviews less frequently. Looking more closely at the fourteen schools that do not follow Rollins' practice, none of them conducts a first year review and a firm majority (10 of 14) do not conduct a fifth year review. Two schools conduct only one mandatory review (in year three) and five schools conduct two mandatory reviews (typically in years two and four) before the tenure review in year six.

*Recommendations*

- The committee recommends that Rollins retain the practice of conducting a review  during a faculty member's first year. Although such reviews operate with limited  information and increase the workload for candidates and departments alike, there  are also important benefits to addressing potential concerns early in a faculty  member's career.

- The committee recommends that Rollins reduce the total number of mandatory  annual evaluations by making optional the annual review which follows a faculty  member's successful midcourse (typically year four or five depending on the timing  of the midcourse).

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[13] Article VIII (Faculty Appointments and Evaluations), Part C. (Procedures for Annual Review of Untenured  Faculty), p. 15.

**Article VIII/ E./ Section 2. Faculty Evaluation Committee Structure and Evaluation**

a. Membership

This committee is constituted of six members and one alternate. The membership is preferred to hold the rank of full professor but up to two members may be tenured, associate professors. , all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year.  No more than five committee members will participate in the evaluation of any given candidate.  Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.

# Annual Report from the Faculty Affairs Committee
## Academic Year 2019 – 2020

### Committee Membership:

**Dr. David Caban**

**Dr. Ashley Cannaday**

**Dr. Leigh DiLorenzi**

**Dr. Benjamin Hudson**

**Dr. John Grau**

**Dr. Leslie Poole**

**Dr. Samuel Sanabria**

**Dr. Rachelle Yankelevitz**

**Dr. Jennifer Cavenaugh, Dean of Faculty (ex officio)**

**Dr. Donald Davison, Chair**

**Part I    Actions by the Faculty Affairs Committee**

### I.1    Recommendations regarding Senior Lecturers

The Faculty Affairs Committee forwarded to the Executive Committee in the Spring 2019 recommendations regarding the lecturer position.  The recommendations concerned the desired percentage of the faculty that should be represented by lecturers, improved compensation, the possibility of multiyear contracts, and creating a new senior lecturer title.  In September 2019 the  FAC endorsed the recommendations from the previous spring.

1. The College commit to a policy stating that lecturers, and other faculty at that rank, constitute no more than 15% of the full-time faculty.

2. The minimum lecturer salary be set at $55,000/yr.

3. Any lecturers participating in service activities (advising, program directorship, etc.) must be compensated accordingly. The rate of compensation must be commensurate with compensation practices used for tenure and tenure-track faculty.

4. After six years of satisfactory performance meeting departmental expectations, lecturers should receive a base-pay increase commensurate with raises from assistant to associate.

5. Establish a date by which contracts renewals are given.

### I.2    Course Instructor Evaluation (CIE)

The FAC continued it review of potential bias in the current Course Instructor Evaluation instrument used to assess all courses. The Committee discussed the role and reliability of course evaluations in the academy and at Rollins College with Dr. Susan Singer, Provost and Vice-President for Academic Affairs, Dr. Nancy Chick, Director of the Endeavor Center, and Dr. Jennifer Cavenaugh, Dean of the Faculty and ex officio member of FAC.  The members of the FAC agreed to produce a White Paper that summarizes the current state of the literature in teaching and learning regarding best practices for utilizing course evaluation.  The FAC will develop recommendations, if appropriate, to improve the current course evaluation system at Rollins.  The White Paper (see Appendix 1) is complete and has been sent to the Executive Committee for review and dissemination among the faculty.  In Fall, 2020, it is the intention of the FAC to begin to develop appropriate recommendations regarding best practices for assessing teaching.

## I.3     Endowed Chairs

The Executive Committee of the College of Liberal Arts tabled the proposed recommendations from the FAC in April 2019.  In the Fall, 2019, the Executive Committee instructed the FAC to continue working on the tabled endowed chairs proposal and report back to the EC its recommendations.  The FAC reviewed the minutes from all meetings of the CLA Faculty, the Executive Committee, and FAC meetings since February 08, 2018 to determine the original charge to the Committee.  In addition, the FAC invited current endowed chair holders to meet with the Committee to provide their input regarding previous proposals.  Based upon the FAC's review of the historical record the Committee concluded that the original charge is to make the current endowed chair policy as reported in the *Faculty Handbook Section II - All-Faculty Policies and Procedures - Updated 7/1/19*, (page 9) consistent with the goals of "transparency and openness" as adopted in the "Rollins College Philosophy of Faculty Compensation, College of Liberal Arts."  Accordingly, the FAC reported recommendations regarding the criteria for the selection of candidates for endowed chairs and required that the timetable for the review process is public.

**Original Policy:  Faculty Handbook Section II - All-Faculty Policies and Procedures - Updated 7/1/19, (page 9)**

**FAC Recommendations regarding Endowed Chairs, 04-13-2020**

**ENDOWED CHAIRS**

**I.     Appointments**

a.     Appointments appropriate to the conditions of the chair will be made by the President

upon recommendation from the VPAA|Provost and the appropriate Dean.

b.     Appointments are typically made for a five-year duration and are renewed at the pleasure of the President.

**II.     Rights and Responsibilities**

a.     Each chair shall have at its disposal a standard discretionary fund to be used for support of professional activities of the chair holder.

b.     The holder of the chair shall receive one course reduction per year to be used to pursue professional activities such as research, writing, or performance and a stipend with benefits. A

written report outlining professional activities and research in progress must be submitted annually to the appropriate Dean and the VPAA|Provost.

c.     It is the annual responsibility of each chair holder to share the results of their professional activity with the College community and community at large. This may take the form of lectures, performances, workshops, or other appropriate community activities.

## III.     Qualifications

Holders of endowed chairs should be distinguished for their outstanding scholarship and teaching excellence. Normally, a candidate for an endowed chair should be a full professor but may include tenured associate professors with exceptional records.

Candidates for an endowed chair have the option of submitting two (2) external letters of review from experts, selected by the candidate, in their scholarship area.

Minimally, candidates for endowed chairs must exceed the requirements for promotion to full professor in their department in teaching and one other category of review; the candidate must meet expectations in the third area of evaluation.

Faculty and academic administrators may nominate candidates; faculty may self-nominate.

The application and review/renewal schedule is public and begins on December 1.  The announcement of recipients is made at the last faculty meeting of the academic year.

The recommending committee for the awarding of endowed chairs is made up of seven members.  The committee includes the chair of the Faculty Affairs Committee, one tenured faculty member appointed by the FAC, three current holders of endowed chairs, the Dean of the Faculty, and the Provost. To the degree possible, the membership of the recommending committee reflects the diversity of the faculty and strives for divisional representation.

By December 1, the provost distributes a call for applications for open endowed chairs and Cornell Distinguished Faculty Awards.  All tenured and tenure-track faculty in the College of Liberal Arts are eligible to submit applications.

An application consists of a current vita, a letter addressing evidence of excellence in teaching, scholarship, and service, and a one-page statement that sets forth the goals over the period the endowed position is held. Applicants should also submit supporting documentation, such as syllabi and other instructional material, and any other evidence of excellence in teaching, scholarship, and service. By February 15, all applicants should submit their materials to the Dean of the Faculty. The recommending committee makes its recommendations based on the applicant's submitted materials.

The committee forwards its recommendations to the Provost for presentation to the President.  Final approval and awarding of persons to endowed chairs are made by the President consistent with gift requirements.

## IV.     List of Endowed Chairs

A complete listing and details for all endowed chairs at Rollins, along with current faculty chair holders, may be found at http://www.rollins.edu/about-rollins/our-people/endowed-chairs.html.

**I.4    Special Course Feedback Instrument for Spring Semester, 2020**

In response to the coronavirus, all courses were converted to online instruction beginning March 23, 2020.  The FAC developed a course feedback instrument designed only for the Spring 2020 semester. Faculty have the option of including the results from the course feedback instrument in their evaluation portfolios.  (See Appendix 2).

**I.5    Disruptive Student Behavior Policy**

The FAC was asked to review a revised Disruptive Student Behavior policy developed by the Division of Student Affairs and intended to be inserted into the Student Code of Conduct.  The FAC offered several suggestions which resulted in a revised version.  The revised version is pending per endorsement by the CLA faculty.

### DISRUPTIVE CLASSROOM BEHAVIOR POLICY

**Disruptive behavior prohibited:**  Disruptive behavior in the classroom or during an educational experience is prohibited.  The classroom and educational experience includes both the in-person educational experience as well as the on-line educational experience.  Disruptive behavior includes conduct that interferes with or obstructs the teaching and learning process.  This behavior can occur in front of an entire class, it could take place within a small group, or it could be one-on-one communication between the course instructor and the student.  Civil expression of disagreement or views opposing those of the course instructor during the times and using the means permitted by the instructor is not itself disruptive behavior and is not prohibited.

**Course instructor – authority and responsibility:**  The course instructor is authorized to establish rules and other parameters for student behavior and participation during the course or other educational experiences that are supervised by the course instructor.

**Temporary removal from class or other educational experience:**  If a student or students, acting individually or as a group, disrupt or attempt to disrupt the course or another educational experience, the course instructor is authorized to follow several options, depending on the severity and/or frequency of the offending behavior. The course instructor is authorized to instruct the offending student(s) to stop the disruptive behavior or to instruct the offending student(s) to leave the class or educational experience.  The course instructor may contact Campus Safety if the student(s) fails to follow the instructor's instruction.  The course instructor must immediately call Campus Safety if presented with an unsafe situation, threatening behavior, violence, knowledge of a crime, or similar circumstances.

**Interim measure:**  In the case of severe and frequent offending behavior, the applicable academic dean may, in consultation with the Behavioral Evaluation and Threat Assessment team (BETA), temporarily remove the student(s) from the educational experience pending determination of responsibility under the College's Code of Community Standards.

More information about Rollins' BETA team can be found here.

**Code of Community Standards:**  Violation of this Disruptive Classroom Behavior Policy also constitutes a violation of the Disruptive Behavior policy in the Code of Community Standards.

**Referral to Community Standards & Responsibility:**  Depending on the severity and/or frequency of the offending behavior, the course instructor may refer the student(s) to the Office of Community Standards & Responsibility for further action and possible sanctions under the College's Code of Community Standards.

**Withdrawal of student from class or other educational experience:**  The sanctions which may be imposed on the student(s) who violate this Disruptive Classroom Behavior Policy include, in addition to those sanctions published in the Code of Community Standards, involuntary withdrawal of the student(s) from the course or other educational experience.  The applicable academic dean of the college in which the course or educational experience is located shall work in consultation with the Director of Community Standards & Responsibility, the instructor, and the Dean of Student Affairs to determine whether to involuntarily withdraw the student(s) from the course or other educational experience. This determination will be made only after the published process under the Code of Community Standards has been completed and resulted in a determination of responsibility, including any appeals provided under that process. Students who are withdrawn from a class or other educational experience are not subject to a refund.

**Grade following withdrawal from course or other educational experience:**  The course instructor retains responsibility to award the grade for the course or other educational experience to the student who is involuntarily withdrawn from the course or other educational experience.  The grade shall be determined by the course instructor based on the student's academic performance at the point of involuntary withdrawal.  Any appeal of the grade awarded by the course instructor shall be through the College's published policy on grade appeals.  The student may be permitted to complete the course remotely for a grade, but this would be at the discretion of the academic dean and the instructor.

**Appeals under this policy:**  Any appeal of the determination under the College's Code of Community Standards shall be as stated in the published policy for such appeals.  The determination of the applicable academic dean to involuntarily withdraw a student from a course or other educational experience shall be made in writing to the Provost within 3 calendar days following decision by the academic dean.  The appeal shall be limited to the determination by the academic dean and shall be based on excessiveness of involuntary withdrawal as a penalty.  The Provost's decision on appeal is limited to review of the academic dean's decision to involuntarily withdraw the student from the course or other educational experience.  The Provost's decision on appeal is the final decision regarding involuntary withdrawal from the course or other educational experience.


## Part II    Bylaws


### II.1     Amendment to the All College Bylaws

The FAC was asked by President Cornwell to clarify Article VI, Section 3 to the All College Bylaws regarding the appeals process. Specifically, the FAC was asked to clarify the process for conducting "a new evaluation" if ordered by the Appeals Committee.  The amendment was adopted by the Faculty of the College.


**All Faculty Bylaws,  Article VI, Section 3**

**Section 3. Recommendations and Authority in Appeals Cases**

After reviewing the case, the All-Faculty Appeals Committee makes a recommendation to the President either to uphold the original decision or, in the event of a majority vote in favor of the appeal, to recommend a new evaluation. It does not rule on the substance of a case. To win an appeal, the candidate must demonstrate to the satisfaction of the Committee that the evaluation process has been flawed. In the absence of convincing evidence that the procedure has been flawed, the All-Faculty Appeals Committee affirms the original decision to deny tenure or promotion.

If the Appeals Committee recommends a new evaluation then it must submit a written report clarifying the procedural error which is sent with the original decision for reconsideration back to the point where the error occurred. Only the evaluation materials submitted with the original file may be considered in the new evaluation.

## II.2    Revision to the Membership of the Faculty Evaluation Committee

The FAC held hearings to consider proposed changes to Article VIII, Faculty Evaluation. Several of the proposed changes are from the Task Force Report on Tenure and Promotion. The FAC invited current and previous members of the Faculty Evaluation Committee to discuss the proposed changes. The FAC at this time, agreeing with the advice of the FEC, does not recommend enlarging the membership of the FEC.

The majority of the membership of FEC opposes changing the membership of the FEC to include associate professors. Nevertheless, the FAC recommends that the membership of the FEC is preferred to be full professors but it is possible to include 1 to 2 tenured, associate professors. The proposed bylaw amendment has been forwarded to the Executive Committee, pending action by the full faculty.

**Article VIII/ E./ Section 2. Faculty Evaluation Committee Structure and Evaluation**

 **a. Membership**

This committee is constituted of six members and one alternate. The membership is preferred to hold the rank of full professor but up to two members may be tenured, associate professors. , all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.

## II.3    Optional Fifth Year Review of Untenured Faculty

The FAC discussed with the FEC the desirability of changing the mandatory fifth-year review of untenured faculty to optional status with the agreement by the candidate and their department review committee. Candidates for tenure must submit their portfolios to the Dean of Faculty by June 30. The fifth-year review only adds only one new semester of materials to the candidates'

tenure files and therefore some might consider to be unnecessary. The members of FEC concurred that it is reasonable to make the fifth-year review optional.  The FAC adopted a proposed bylaw allowing for optional fifth-year review.  The FAC tabled final consideration until the Fall 2020 to ensure it is consistent with the extension of the tenure clock due to the coronavirus.


**Article VIII**

**C. PROCEDURES FOR ANNUAL REVIEW OF UNTENURED FACULTY**

 The Candidate Evaluation Committee (CEC) (formed by December 1) will conduct annual evaluations of all tenure-track faculty. The candidate will submit materials for review, including a professional assessment statement, to the CEC by January 1. The evaluation will be documented in a report addressed to the Dean of the Faculty and placed in the candidate's permanent file by February 15. The report should include an analysis and evaluation of the candidate's progress toward tenure, based on the criteria set forth in the bylaws and in individual departmental criteria.

  These annual evaluations are to be conducted for every year in which neither a tenure evaluation nor a comprehensive mid-course evaluation takes place. The fifth-year evaluation is optional dependent upon the agreement by both the candidate and the department.


**II.4      Extension of the Tenure Clock Due to Coronavirus**

In response to the threats posed by the novel coronavirus, the Centers for Disease Control (CDC) recommended strict social distancing and the lock down of campus and eventually the country. Following the advice of the CDC the College closed the campus and all course instruction was converted to online teaching.  Consequently, the research programs for faculty are seriously disrupted.  In response to these delays, the FAC recommended that the tenure clock for any pre-tenure faculty member may be delayed by one year with the written request by the faculty member to the Dean of Faculty. The bylaw recommendation was approved by the Executive Committee and the CLA faculty.


**BYLAWS OF THE FACULTY OF THE COLLEGE OF LIBERAL ARTS (Spring 2019)**

**ARTICLE VIII**

**FACULTY APPOINTMENTS AND EVALUATIONS**

**A.      FACULTY APPOINTMENTS**

Faculty members shall be appointed to and reviewed by a single academic department, but teaching and service responsibilities may be distributed among different programs. In such cases, more than one Dean may be involved in the evaluation of a candidate, and so all statements in Article VIII pertaining to a Dean or Dean of the Faculty should be interpreted as applying to "Deans" when this is the case. Likewise, in programs headed by a Director rather than a Dean, all statements in Article VIII pertaining to a Dean should be interpreted as applying to a "Director." All reports and recommendations and any responses by candidates will be in writing. Recommendations regarding candidacy for tenure or promotion must clearly support or not support the candidate. Notices of reappointments and non- reappointments are the responsibility of the President and will be in writing. These letters are sent out by the Provost on behalf of the President.

**Section 1.  New Appointments**

No tenure-track appointment may last beyond seven years without the faculty member being granted tenure, with the exception of faculty members on parental leave for childbirth or adoption who accept an extension in accordance with Rollins College Policy. Faculty beginning the tenure track between Fall 2015 through Fall 2019, may, by no later than June 30 of the year prior to their tenure review year, declare in writing to the Dean of the Faculty that they wish a one-year extension of their tenure clock. The extension will convert the faculty member's fifth year on the tenure track to one non-counting year. The timeline for pre-tenure evaluation and course release in years one through four is unchanged. This provision automatically expires once these faculty have been accommodated, as described in this bylaw. No visiting faculty appointment may last beyond six consecutive years. Initial appointments of tenure- track faculty shall normally be for a two- year period. All faculty appointments shall be made by the President with the advice of the Provost, who may act as the President's agent, and the Dean of the Faculty.

## Appendix 1

**WHITE PAPER**

**Identifying Some Sources of Bias in Course and Instructor Evaluations (CIEs)**

**February 5, 2020**

**Prepared by the Faculty Affairs Committee**

**DRAFT REPORT**

ACKNOWLEDGEMENTS

The Faculty Affairs Committee wishes to extend its appreciation to Professor Benjamin Hudson for his work preparing an earlier draft of this document. Also, the Committee wishes to thank Dr. Nancy Chick for supplying important references used in the preparation of this report.

FACULTY AFFAIRS MEMBERSHIP

Dr. David Caban
Dr. Ashley Cannaday
Dr. Leigh DiLorenzi
Dr. John Grau
Dr. Benjamin Hudson
Dr. Leslie Poole
Dr. Samuel Sanabria
Dr. Rachelle Yankelevitz
Dr. Donald Davison, chair
Dean Jennifer Cavenaugh, Ex Officio

PREFACE

The Rollins College Faculty Affairs Committee (FAC) was requested by several faculty members and academic administrators to re-examine the efficacy of the current online course instructor evaluation (CIE) method. There is a prolific literature examining the reliability and validity of student evaluations of teaching (SET) in higher education. Generally, the literature reports the robust conclusion that online course evaluations are vulnerable to biases correlated with gender, race, and sexual orientation of the instructor. In addition, the literature generally finds that many course evaluations are poor measures of student learning. Instead, the instruments tend to capture student satisfaction with the course, their perception of learning, and their grade expectations. Course Instructor Evaluations (CIEs) can reflect students' (frequently implicit) biases and as such may often be impoverished sources of data about minority faculty in administrative review of teaching effectiveness.

This White Paper provides an overview of the literature regarding gender, race, and sexual orientation-related biases in course evaluation. Next, we plan to offer general descriptive results regarding the outcomes from the CIEs at Rollins as they compare to the trends found in the literature. Finally, the goal of the FAC is to prepare recommendations that will be discussed with the faculty during the spring, 2020.

ABSTRACT

Course instructor evaluations (CIEs) play a significant role in career trajectories, in both personnel and awards decisions for faculty at many institutions, including Rollins. A chorus of recent inquiries into the efficacy of CIEs across various institutions suggests that CIEs may be an invalid source of information about teaching effectiveness generally, and they frequently reflect the unconscious biases of students. They are particularly dubious indicators of quality of instruction of minority faculty. This paper examines gender, racial, and sexual biases, although sources of bias exist. It is the hope of the Faculty Affairs Committee that this White Paper contributes to a beneficial discussion of ways to best evaluate excellence in teaching.

INVALIDITY OF TEACHING EVALUATIONS GENERALLY

Since the 1990s, when CIEs began to take on outsized importance in hiring, retention, and promotion decisions at American universities, scholars have sounded the alarm on their

efficacy.  In a recent 2017 review of the literature, and which includes some strong suggestions for rethinking CIEs, Henry Hornstein notes several problems with standardizing the evaluation of teaching.  From These problems include: (1) considerable disagreement about what qualities mark "teaching effectiveness" and the problem of measurement generally;, to (2) a reminder that CIEs are objectively suspect since because they measure students' subjective perceptions of a course and instructor rather than the actual course and instructor herself;, and (3) the problem of  limited response rates; and (4) how student satisfaction does not necessarily correlate necessarily with learning. Hornstein surveys the ways in which CIEs do not offer a solid ground on which instruction can be measured objectively.  In response, he suggests that "the persistent practice of using student evaluations as summative measures to determine decisions for retention, promotion, and pay for faculty members is improper and depending on circumstances could be argued to be illegal."

Many studies conclude that student evaluations of teaching (SET) are inaccurate measures of teaching effectiveness.  Instead, Boring, et. al., find that student evaluations are more strongly related to the instructor's gender and to students' grade expectations than objective indicates of learning.  "On the whole, high SET (student evaluations of teaching) seem to be a reward students give instructors who make them anticipate getting a good grade. . . ."  Boring and her colleagues also find gender disparities in student teaching evaluations. Overall, male instructors receive higher scores than female instructors. However, they also find gender concordance—male students give male instructors higher evaluation scores than they give female instructors, and vice versa.  Therefore, gender effects may be heightened depending on the composition of the instructor's class.  For instance, a female instructor with a largely male student class might expect to receive statistically significant lower evaluations regardless of how much learning occurred in the course.  Indeed, Deslauriers and colleagues found little relationship between perceived learning and objective learning in introductory physics classes. The authors found that students who are engaged in active learning—while more difficult than passive learning—demonstrate objectively greater knowledge on end of the year exams. However, students perceive themselves to learn more under passive learning approaches. Finally, Esarey and Valdes use computational simulation that assumes the SETs are valid, reliable, and unbiased. They find that even under these ideal assumptions student evaluations of teaching can not reliably identify good teaching. Instead, they recommend using SETs in combination with multiple measures of teaching effectiveness is can produce better results.

The FAC would like to add that CIEs for courses that involve controversial, emotionally triggering, or political content should be considered doubly suspect.

GENDER BIAS IN TEACHING EVALUATIONS

A robust scholarship over the last thirty years indicates that student evaluations unfairly critique the teaching effectiveness of female instructors due not to "gendered behavior" on behalf of the instructors but to "actual bias on the part of the students."  In a 2015 study from MacNell, Driscoll, and Hunt, the authors emphasize that student gender biases reflect a broader trend of "the pervasive devaluation of women, relative to men, that occurs in professional settings in the United States" (293).  The authors show that gender bias in course evaluations is a significant source of inequality facing female faculty and "systematically disadvantages women in academia" (301).

Ben Schmidt, professor of history at Northwestern University, has compiled data from over 14 million Ratemyprofessor.com reviews in interactive graphs on his professional website that reveal the unconscious bias of student evaluations. According to Claire Cain Miller, Schmidt's data reveals "that people tend to think more highly of men than women in professional settings, praise

men for the same things they criticize women for, and are more likely to focus on a woman's appearance or personality and on a man's skills and intelligence." Schmidt's visualizations of his data, available on his professional website, personal website, show significant discrepancies along gender lines in student evaluations of teaching: male instructors are more likely to be rated "smart," "genius," or "funny," while female professors are more frequently labeled "strict" or "bossy."

More recently, scholars Kristina Mitchell and Jonathan Martin demonstrate the differences in language students use to evaluate male and female faculty. They show that a male instructor "administering an identical course as a female instructor receives higher ordinal scores in teaching evaluations, even when questions are not instructor-specific." Mitchell and Martin demonstrate that student evaluations of female faculty often demean their professional accomplishments, critique their attire and personality, and generally document "that students have less professional respect for their female professors" (652). This data encourages Mitchell and Martin to argue against CIEs in administrative or promotional decisions altogether because "the use of evaluations in employment decisions is discriminatory against women" (648).

RACIAL AND ETHNIC BIAS IN TEACHING EVALUATIONS

Although CIEs have existed in higher education for nearly a century, it is no surprise that education researchers have historically "overlooked the classroom experiences of teachers and professors of color." Over the last several decades, this lacuna has begun to be addressed as education researchers have investigated the challenges facing professors of color in regards to the validity of CIEs and the instrument's tendency to reflect prejudices. Thirty years ago, textile and clothing scholar Usha Chowdhary conducted two different sections of the same course in different garb— one in traditional Indian clothing and the other in Western clothing; she discovered that the CIEs from the section in which she wore traditional Indian clothing were more negative. Ten years later, Heidi Nast surveyed "student resistances to multicultural teaching and faculty diversity [and] the risks that derive from problematic institutional deployment of student evaluations as a means of judging multicultural curricular and faculty success." Nast surveys several incidents when CIEs were used to harass faculty of color and/or LGBTQ faculty and "to register anger and disapproval at having to negotiate topics and issues in a scholarly way which conflict with heretofore learned social values and assumptions" (104). A contemporaneous study by Katherine Hendrix similarly determines that "race influences student perceptions of professor credibility" (740) and that "the competence of Black professors was more likely to be questioned" (758). Scratching only the surface of a robust scholarship from the end of the twentieth century, Chowdhary, Nast, and Hendrix help us understand how course evaluations for classes taught by faculty of color frequently reflect larger social biases and are invalid measures of success in the classroom.

While Chowdary, Nast, and Hendrix relied on anecdotal data from restricted sample sizes, more recently scholars have broadened the scope of their investigations. In a robust review of evaluations from students at 25 liberal arts colleges on the website *Ratemyprofessor.com*, Landon Reid determined that "racial minority faculty, particularly Black faculty, were evaluated more negatively than White faculty in terms of Overall Quality, Helpfulness, and Clarity." Reid cautions that "both race and gender have an interactive effect on [CIEs] that should be considered in the tenure and promotion cases of racial minority faculty" (145). Importantly, Reid points out that students "are unlikely to assert that a racial minority faculty member is a bad instructor because of their race" and that "instead, prejudicial biases are more likely to be expressed as principled, and therefore socially defensible, evaluations of an instructor's teaching" (146). Reid noted particularly that at institutions like Rollins, which "demand excellent, not merely good, teaching for promotion and tenure" the problem of racial minority faculty's evaluative disadvantage may be "compounded" (148).

Similarly, Bettye Smith and Billy Hawkins contribute to the discussion with a large-scale quantitative, empirical study which determined that "race does matter in how students evaluate both faculty and the value of the courses faculty teach […] and therefore matters when examining faculty effectiveness."  Smith and Hawkins's study demonstrates that Black faculty's "mean scores were the lowest" among Black, White, and a third racial category of Other (159).  Smith and Hawkins find that this phenomenon was "especially troublesome because these ratings have the power to affect merit increases and careers" (159).  Other studies have addressed this evaluative disadvantage shouldered by minority faculty, with similar findings that Hispanic and Asian American faculty similarly receive lower ratings than White faculty.

SEXUAL ORIENTATION BIAS IN TEACHING EVALUATIONS

There is a growing literature investigating whether students' evaluations of professors are influenced by their perception of the faculty member's sexual orientation.  Generally, conclusions about students' racial and gender biases extend to biases about sexual orientation of instructors.  For instance, Melanie Moore and Richard Trahan find that women who teach courses on gender often experience resistance and skepticism because students perceive them as advancing their personal political agenda.  By extension, Russ, Simonds, and Hunt (2002) examine whether instructor sexual orientation influences students' perceptions of teacher credibility, character, and students' personal assessment of how much they are learning.  Their results suggest that perceptions of credibility, character, and student learning are strongly influenced by the sexual orientation of the instructor.  In comparing student ratings of a guest instructor who indicated he was either gay or straight, "Students perceived the gay instructor to be significantly less credible in terms of competence and character" compared to their evaluations of the straight instructor (316).  Similarly, analyzing qualitative information such as written comments revealed that the gay instructor vignette received four-times more negative comments by students compared to the straight instructor.  Russ and Simonds also explore the connection between students' perception of how much they learn and the credibility of the guest speaker, and if those are related to the sexual orientation of the instructor. First, they find that students perceive themselves to learn more from teachers who are seen as credible. Second, their results show that "students perceive they learn almost twice as much from a heterosexual teacher compared to a gay teacher (319)."  In summary, students rate a gay instructor as less credible and therefore perceive themselves as learning less than from a heterosexual instructor.

In addition to perceived learning perceptions, Kristin Anderson and Melinda Kanner report that "Lesbian and gay professors were rated as having a political agenda, compared to heterosexual professors with the same syllabus (1538). These results suggest that students' course evaluation criteria differ when evaluating courses taught by lesbian or gay professors versus heterosexual professors.   Based on the expanding body of literature, there seem to be biases regarding the sexual orientation of instructors.

BIAS AT ROLLINS
Based on preliminary data gathered by the Office of the Provost at Rollins College, results from course and instructor evaluations at Rollins demonstrate bias in congruence with the national trends discussed above.  Full data and analysis can be found through the Office of the Provost.
## **Appendix 2**

# Spring 2020 Course and Instructor Evaluation - Final Draft

3 Part 1

*Spring 2020 has been an unusual semester. You spent the first half of the semester in face-to-face classes with your professors and classmates, and then COVID-19 necessitated a shift to virtual learning environments for the second half of the semester. Amid these extraordinary circumstances, your professors still want your feedback and are hopeful that this form will help you share some thoughts on what went well and what might use some improvement.*

4 How many hours per week did you spend on this class while in-person (pre spring break)?

_____

5 How many hours per week did you spend on this class while online (post spring break)?

_____

7 Part 2

8 What about this class facilitated your learning about the course topic?

_____

_____

_____

_____

_____

9 What did the course professor do well to facilitate your learning?

_____

_____

_____

_____

_____

10 What, if anything, could the course professor have done to better facilitate your learning?

_____

_____

_____

_____

_____

11 Did the course challenge your thinking?

_____

_____

_____

_____

_____

16 Part 3

17 How did the following aspects of the class affect your learning?

| | Beneficial to my learning (1) | Neutral (2) | Needs improvement to help my learning (3) | N/A (4) |
|---|---|---|---|---|
| The instructional approach taken in this class (1) | ● | ● | ● | ● |
| How the class topics, activities, reading and | ● | ● | ● | ● |

| | | | | |
|---|---|---|---|---|
| assignments fit together (2) | | | | |
| The organization of the class (3) | ● | ● | ● | ● |

---

18 Optional Explanation of the Above: What would you like your professor to know about your experience in this course?

_____

_____

_____

_____

_____

---

19 Part 4

---

20 Overall, how would you rate this course?
- Excellent  (2)
- Very Good  (3)
- Good  (4)
- Fair  (5)
- Poor  (7)
- Don't Know  (8)

---

21 Overall, how would you rate this professor?
- Excellent  (2)
- Very Good  (3)
- Good  (4)
- Fair  (5)
- Poor  (8)
- Don't Know  (9)

| | | |
|---|---|---|
| **COURSE PROPOSAL/ CHANGE FORM**<br><br>Form Approved December, 2016 Curriculum Committee | ROLLINS | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt<br>Cross Listed |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Global Strategic Communication Management

Transcript title (limited to 30 characters): Global Strat Comm Mgmt

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 510

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students will analyze, develop, and propose strategic communication solutions to contemporary social and  organizational problems in our multicultural world. Students will also develop an advanced understanding of diverse and  inclusive management decision-making and leadership practices to develop their expertise in the field of global strategic  communications.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

This is a three-credit-hour course – see attached syllabus

## Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Global Strategic Communication Management course will be the first of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide the foundation for graduate students pursuing their advanced degree in strategic communication. This course will prepare students to successfully complete the graduate curriculum that prepares them for leadership roles in the strategic communication field of their particular interest, including public relations, advertising, social and organizational marketing communications, health, organizational, and political communication, among others. This course advances Rollins College's mission in several ways. First, in relation to global citizenship, this course situates contemporary strategic communications in our multicultural world. Second, in relation to responsible leadership, this course requires students to elaborate upon and apply professional codes of ethics to particular communication strategies and tactics. Third, in relation to productive careers and meaningful lives, this course begins the process of equipping students with the necessary tools to address social issues as part of their professional career paths.

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate?
No

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?
By the end of this course students will be able to:

1. Identify and incorporate key strategic communication principles and their appropriate application in a global communication context.
2. Define and apply communication, management, and marketing theories in a strategic global communication context.
   3. Describe
   4. Analyze key organizational communication issues facing today's multicultural organizations. 5. Develop policies and procedures for managing and implementing strategic communications. 6. Identify and execute the keys steps in a real-world strategic communication campaigns. 7. Develop creative communication and action strategies and tactics based on insights into contemporary organizational and social issues and audiences.
8. Analyze key management challenges and recommend best practices for developing strategic communications to address them.
9. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

What methods will you use to evaluate whether the learning outcomes have been met?
1. Tests and quizzes
2. Case studies: written and oral
3. Participation: Discussions and reflection exercises
4. Final project paper and presentation

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department
Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum
Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 510
## Global Strategic Communication Management

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office:
CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt.
Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Required Text:**
- **Strategic Communication: Principles and Practice**
- Strategic Communications
- Strategic Public Relations Management

- [PRSA Silver Anvil Case Studies](#)
- Canvas Resources

**Course Description:**
Students in this course will analyze strategic communication objectives and operations in a multicultural world. Students will learn about strategic decision-making and global best practices to develop their expertise as well as their professional competence. Student will also develop an advanced understanding of the theoretical principles as well as the practical applications of leadership skills in the field of strategic communications.

**Course Objectives**
By the end of this course students will be able to:
1. Incorporate strategic communication principles to address organizational needs and social issues in a global communication context.
2. Analyze key organizational communication issues facing today's multicultural organizations. 3. Develop policies and procedures for leading and managing strategic communication initiatives.
4. Analyze the keys steps in real-world strategic communication campaigns. 5. Develop creative strategies and tactics based on insights into contemporary organizational needs, social issues, key publics and stakeholders.
6. Analyze key management challenges and recommend best practices for developing strategic communications to address them.
7. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

**Course Assignments**
Participation/Exercises 10% Project
Tests (2 @ 20% each) 30% Best Practice Paper 15% Case Studies 20% Best Practice Presentation 15% Case Study Presentation 10%
**Brief Descriptions of Course Requirements**
**1. Participation g**rades will be based on attendance and engagement, especially in terms of **Canvas Exercises,** all of which are due by 11:59 pm on due dates specified on Canvas. **2. Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas. **3. Case Study analyses and presentation** assignments require students to describe, analyze, and evaluate strategic communication campaigns in 700- to 1000-word papers and a 10- minute presentation. While the specifics of each case study analysis will vary, generally students will summarize the situation the demonstrated the need for the campaign, research on the issue and campaign (messages, channels, and publics); the campaign's goals objectives, strategies, tactics, and evaluation criteria; and an explanation of how the lessons learned from the case analyses may be used in other campaigns.
**4.** The **Best Practice Project** includes a paper and presentation that details the research and analysis conducted in the evaluation of strategic communication campaigns designed to further a particular organization's mission and/or address a pressing social issue. The 2000- to 2500-word paper should detail the formative research conducted to analyze the

client, situation, and key publics; the campaign's goals, objectives, strategies, tactics, key performance indicators, timeline, and budget/expenses. The 15-minute presentation should summarize the analyses in the paper using engaging visual aids.

| | | |
|---|---|---|
| **COURSE PROPOSAL/ CHANGE FORM**<br><br>Form Approved December, 2016 Curriculum Committee | ROLLINS | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt<br>Cross Listed |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Strategic Communication Theory and Research
Transcript title (limited to 30 characters): Strat COM Theory and Research

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 515

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

A key aim of this course is for students to understand how research is in informed by and develops theories. Additionally, students will recognize how theory is a key aspect of ensuring that messaging is actually "strategic." Students will learn how to apply theories as part of designing communication initiatives.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

==Course countstoward the major/minor concentration Y N (please specify why)== **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==
==**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four==
==Credit Hours during 15- Week Semesters==
==This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:==

==This is a three-credit-hour course – see attached syllabus==

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the second of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with an understanding of how theories are developed through research, and how theories can be applied to inform communication strategy. In addition, students will learn how to conduct formative research to ensure that communication initiatives respond to target audiences' actual beliefs, attitudes, values, and behaviors. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledge, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leadership requires cultivating a deep understanding of how others are likely to respond to a particular message—an understanding that can be developed through studying theory and conducting research.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr ==Every yr== Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe has a PhD in Health Communication and his taken coursework in research methods, communication theory, persuasion, social media theory, and health campaigns.

What are the learning outcomes for this class?

By the end of this course students will be able to:
• Understand what a theory is and how it guides and emerges from quantitative and qualitative research • Develop an appreciation for what constitutes a 'good' theory
• Understand the theoretical basis of persuasive communication at multiple levels of analysis.
• Compare, contrast, and critique current theories and their potential applications
• Articulate how theory might inform practice in various professional contexts or domains of practice • Apply a theory or theories to develop a strategic communications plan

What methods will you use to evaluate whether the learning outcomes have been met?
• Weekly Reading Check Reflections (20%)
• Domains of Practice Discussion Leader Assignment (20%)
• Implementing Strategic Communication Case Study (20%)
• Strategic Communication Literature Review (25%)
• Strategic Communication Research Proposal (15%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 515: Strategic Communication Theory and Research

Class Time: XXX Classroom: XXX  Professor: XXX Office: XXX Office Hours: XXX

### Course Description:

The theoretical underpinnings of strategic communication practices are informed by research  conduct by scholars in communication and media studies, psychology, sociology, business,  advertising and marketing, public diplomacy, and public relations, among other areas. A key aim  of this course will be for students to understand how research is in informed by and develops  theories. Additionally, students will recognize how theory is a key aspect of ensuring that any  messaging is actually "strategic." As such, students will learn how to apply theories as part of  designing communication initiatives.

By the end of this course, students should be able to:

- Understand what a theory is and how it guides and emerges from quantitative and qualitative research
    - Develop an appreciation for what constitutes a 'good' theory
- Understand the theoretical basis of persuasive communication at multiple levels of analysis.

• Compare, contrast, and critique current theories and their potential applications • Articulate how theory might inform practice in various professional contexts or domains of practice
• Apply a theory or theories to develop a strategic communications plan

**Required Text:**

• [The Routledge Handbook of Strategic Communication](#)
• Additional readings available on Canvas

**Course Assignments:**

• Weekly Reading Check Reflections (20%)
• Domains of Practice Discussion Leader Assignment (20%)
• Implementing Strategic Communication Case Study (20%)
• Strategic Communication Literature Review (25%)
• Strategic Communication Research Proposal (15%)

**Brief Descriptions of Course Requirements:**
• **Weekly Reading Check Reflections:** Students will respond to a mixture of multiple choice and short-essay questions assessing their understanding of the week's readings and ability to apply the concepts to relevant contexts
• **Domains of Practice Discussion Leader Assignment:** Discussion leaders will be responsible for teaching the class about how theories might be applied to a particular domain of practice. They will:
   o Create a handout that summarizes the domain of practice (public relations, advertising, political communication, government, health communication, international NGOs, activism/social change, crisis communication, and risk communication) and summarizes a key theory/theoretical concept that might be applied in this domain
   o Pose 3-5 discussion questions to facilitate classmates' deeper engagement with the reading
   o Create and facilitate an activity that is designed to get classmates to apply the theory to the domain. This might include analyzing a case study or crafting a message.
• **Implementing Strategic Communication Case Study Assignment:** Students will select one chapter/concept from Handbook Section 3: Implementing Strategic Communication. Then, they will identify a case study in which the concept from this chapter might be applied to address a need to develop effective messaging. Their case study might be drawn from their own professional experience, or might be drawn from current event examples like those showcased on the blog, [https://orgcominthenews.com/](https://orgcominthenews.com/). Students will write a brief paper summarizing the theoretical concept, the case study context, and an explanation of how the concept might be applied to understand and address the strategic communication challenge present in the case study. Students will present their case study and analysis to their classmates.

- **Strategic Communication Literature Review**: Students will select one strategic  communication theory that they find interesting and applicable to their future careers. Drawing from 10-15 sources, they will write a literature review conceptualizing the  theory and summarizing existing research. They will end their paper by describing how  this theory might be applied to inform the strategic communication initiatives they intend  to undertake in their future career.
- **Strategic Communication Research Proposal**: Students will select a second strategic  communication theory of interest. Inspired by this theory, they will:
  - Propose at least 2 hypotheses or research questions
  - Outline the methods for conducting a study to test the hypotheses or answer the  research questions
  - Develop a survey instrument or interview protocol
  
  Students will then participate in a Research in Progress discussion, where they review  each other's research proposals and provide feedback to refine their initial ideas.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG Holt UG GR CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum  Committee | | |

## Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Strategic Communication Messaging
Transcript title (limited to 30 characters): Strategic Communication Messaging

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.).

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

## Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the third of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with a robust understanding of best practices used in creating written, oral, visual, and multimedia messaging. It will also help students to understand the strategic nature of a communication plan, connecting these messaging tactics with goals, objectives and strategies In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leaders adapt their messages to connect with key audiences and to adapt to the best practices of a particular genre.

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr <mark>Every yr</mark> Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you  anticipate? NO

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

Dr. Parsloe has an undergraduate degree in Public Relations and has taken several relevant graduate courses, including Social Media. Future faculty members slated to teach this course should have a PhD in Strategic Communication/PR  and/or have extensive work experience developing strategic communication initiatives and creating messaging.

What are the learning outcomes for this class?

By the end of this course students will be able to:
• Demonstrate their understanding of how tactics emerge from a clear communication strategy • Understand and apply best practices to develop written, oral, visual, and multi-media messages • Develop proficiency in a design or editing software of their choice

What methods will you use to evaluate whether the learning outcomes have been met?
• Communication Plan (5%)
• Lynda.com/Linkedin Learning Tutorials (20%)
• Tactics Portfolio (75%)
  o Written
    ▪ Press release (10%)
    ▪ Blog post (10%)
    ▪ Written Piece 3 (10%)
  o Oral
    ▪ Media training plan (5%)
    ▪ Media interview (10%)
  o Visual
    ▪ Infographic (10%)
    ▪ Visual Piece 2 (10%)
  o Multi-Media
    ▪ PSA or advertisement (10%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

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the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 520: Strategic Communication Messaging

Class Time: XXX    Classroom: XXX          Professor: XXX Office: XXX

### Course Description:

Every strategic communication initiative involves thoughtful, researched-based planning to link goals and objectives to strategies and tactics. However, even the most well-developed plan can fall apart if the tactics are not skillfully executed. In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi-media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.). By the end of this course, students will:

• Demonstrate their understanding of how tactics emerge from a clear communication strategy
• Understand and apply best practices to develop written, oral, visual, and multi-media messages
  • Develop proficiency in a design or editing software of their choice

**Required Materials:**

  • Readings and tutorial videos available on Canvas
  • Access to Lynda.com/Linkedin Learning

**Course Assignments:**

  • Communication Plan (5%)
  • Lynda.com/Linkedin Learning Tutorials (20%)
  • Tactics Portfolio (75%)
        o Written
              ▪ Press release (10%)
              ▪ Blog post (10%)
              ▪ Written Piece 3 (10%)
        o Oral
              ▪ Media training plan (5%)
              ▪ Media interview (10%)
        o Visual
              ▪ Infographic (10%)
              ▪ Visual Piece 2 (10%)
        o Multi-Media
              ▪ PSA or advertisement (10%)

**Brief Descriptions of Course Assignments:**
• **Communication Plan:** Students will develop the overarching framework for a strategic communication initiative, including goals, objectives, strategies, and tactics. This plan will be used to help guide the students in developing messages that are connected to a broader purpose.
• **Lynda.com/LinkedIn Learning Tutorials:** Students will select two (2) Lynda.com/LinkedIn Learning tutorials of their choice, focusing on learning a design or editing software that will assist them in creating visual and/or multi-media messaging.
• **Press release:** Students will develop one press release designed to promote a story related to their communication plan

- **Blog post:** Students will write one blog post designed to be of interest to a key target  audience that they identified as part of their communication plan
- **Written piece 3:** Students will propose one other type of written communication that  might be a useful messaging tactic for their campaign. They will research best practices  for producing this type of written material and (in collaboration with their instructor)  develop a rubric for assessing their own work. Then, they will produce this written  message for inclusion in their tactics portfolio.
- **Media training plan:** Students will be asked to identify a potential spokesperson who  might need to interact with the media as part of their communication plan. They will  develop a list of key talking points to provide to this spokesperson, as well as a set of  guidelines they might train this spokesperson to follow based on best practices for  communicating with the media.
- **Media interview:** Students will partner with a classmate to simulate a media interview,  taking turns pretending to be a reporter and a spokesperson. Acting as journalists, they  will develop 2-3 questions that they might ask during a 5 minute interview about their  partner's initiative. Student partners will film mock interviews with each other to practice  interacting with the media.
  - **Infographic:** Students will develop an infographic depicting key statistical data related to  their communication initiative. This infographic will incorporate social math principles. • **Visual Piece 2:** Students will propose one other type of visual communication that might  be a useful messaging tactic for their campaign. They will research best practices for  producing this type of visual messaging and (in collaboration with their instructor)  develop a rubric for assessing their own work. Then, they will produce this message for  inclusion in their tactics portfolio.
- **Public Service Announcement or Advertisement:** Keeping their target audience and  preferred communication channels in mind, students will script and film/record a public  service announcement or advertisement relevant to their communication plan. Students  will tailor the design of their multi-media message to be appropriate to the best practices  of their intended channel (ex., TV, radio, Tik Tok, YouTube, etc.).

| COURSE PROPOSAL/  CHANGE FORM <br><br> Form Approved December, 2016 Curriculum  Committee | ROLLINS | CLA UG <br> Holt UG <br> GR <br><br> CLA/Holt Cross Listed |
| --- | --- | --- |

## Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

==New Course== Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Integrated Marketing Communications

Transcript title (limited to 30 characters): Integrated Marketing Comm

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 525

Number of credits: 3 Lab ==Lecture==

==Lab/studio time (min/wk)==

Catalog Description (50 words or less):

Students in this course will analyze integrated marketing communications (IMC) practices to develop a robust  understanding of organizations' use of paid, earned, shared, and owned media to achieve their goals. Students will also  analyze and create IMC programs, including the key performance indicators used to measure their return on investment.

Grading: ==standard letter grade== credit/no credit

==Is this course repeatable for credit: Y== N

==Prerequisites: Co-requisites:==

==Course countstoward the major/minor concentration Y N (please specify why)== **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==
==**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters==
==This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work  expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at  least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:==

==This is a three-credit-hour course – see attached syllabus==

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If  applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

The Integrated Marketing Communications course will be the fourth of ten courses in the Strategic Communication  Master of Arts program in Rollins College's Holt School. This course will provide students with a robust  understanding of the ways in which organizations and social movements use paid, earned, shared, and owned  media to achieve their goals and address social problems. This course will explain the key concepts and  frameworks for creating and managing an IMC plan, with particular attention paid to recent trends in social  marketing. By the end of this course, students will be able to analyze and create IMC programs using the latest  value-based IMC practices, including the qualitative and quantitative benchmarks and key performance indicators  used to measure their return on investment. This course advances Rollins College's mission in several ways. First,  in relation to global citizenship, this course situates the use of media to achieve goals in our multicultural world.  Second, in relation to meaningful lives, this course teaches students how to use a wide range of media, especially  social media, to address social problems on a local and global scale. Third, in relation to productive careers, this  course provides students with the knowledges, skills, and abilities to advance their careers in the strategic  communications field.

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you  anticipate? NO

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

Copur

What are the learning outcomes for this class?

By the end of this course students will be able to:
1. Students will be able to effectively develop, implement, and manage a strategic IMC program. 2. Students will be able to recognize, analyze, and evaluate the effectiveness of an IMC program. 3. Students will be able to demonstrate which media strategies are most appropriate in a given situation. 4. Students will be able to calculate the costs and benefits of an IMC program.
5. Students will be able to choose appropriate marketing tools for an IMC program.
6. Students will be able to create and deliver an IMC Oral Presentation recommending an effective IMC strategic and  tactical plan promoting a specific brand each student has selected.

What methods will you use to evaluate whether the learning outcomes have been met?

1. Participation: Discussions and reflection exercises
2. Tests and quizzes
3. Case Studies: Written and oral presentations
4. Final project: Written IMC plan and pitch presentation

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

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Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

____ Expressive Arts (HART) ____ Writing ____ Quantitative Methods (HQT) ____

Scientific Perspective (HSCI ____ Literature (HLIT)

____ Global Citizenship (HGC) ____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

____ Health & Wellness (BCMP) ____ Mathematical (MCMP) ____ Foreign Language (FCMP)

____ Writing (WCMP) ____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 525
# Integrated Marketing Communications

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Required Texts:**
• IMC, the Next Generation Five Steps for Delivering Value and Measuring Returns Using  Marketing Communication
• Brand Media Strategy
• Social Media Marketing: A Strategic Approach
• Ad Age (www.adage.com)
· Ad Week (www.adweek.com)
· Interbrand Corp. (http://www.brandchannel.com)
· Canvas Resources

**Course Description:**
Students in this course will analyze the latest integrated marketing communications (IMC)  practices to develop a robust understanding of the ways in which organizations use paid, earned,  shared, and owned media to achieve their goals. Students will also learn about the key concepts  and frameworks for creating and managing an IMC plan, with particular attention paid to recent  trends in social marketing. Students will also analyze and create IMC programs using the latest  value-based IMC practices, including the benchmarks and key performance indicators used to  measure their return on investment.

**Course Objectives**

By the end of this course students will be able to:

1. Students will be able to effectively develop, implement, and manage a strategic IMC  program.
    2. Students will be able to recognize, analyze, and evaluate the effectiveness of IMC programs. 3. Students will be able to demonstrate which media strategies are most appropriate in a given  situation.
    4. Students will be able to calculate the costs and benefits of an IMC program. 5. Students will be able to choose appropriate marketing tools for an IMC program. 6. Students will create and deliver an IMC plan and pitch presentation recommending an
        effective IMC strategic and tactical plan promoting a specific brand and/or addressing a  particular social issue.

**Course Assignments**
Participation/Exercises 10% Project
Tests (2 @ 15% each) 30% Written IMC Plan 15% Case Study Analyses - written 20% IMC Plan Pitch Presentation 15% Case Study Presentation 10%

**Brief Descriptions of Course Requirements**
**1. Participation g**rades will be based on attendance and engagement, especially in terms of  **Canvas Exercises,** all of which are due by 11:59 pm on due dates specified on Canvas. **2. Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas. **3. Case Study analyses and presentations.** The purpose of these assignments is to **analyze  and evaluate** the strategic processes evidenced in the case, **NOT** simply describe it. Limit  your descriptions (what, where, when) to a brief summary and then make an argument about  the IMC campaign's effectiveness (how, why, and among whom). Specific details will vary  according to the case being analyzed, but generally you will write 750- to 1250- word papers  and deliver a 10-minute summary presentation.

4. The **Integrated Marketing Communications Plan and Pitch Presentation** requires  students to develop a written and oral presentation that details the formative research,  planning, implementation, and evaluation strategies and tactics that will achieve the integrated marketing communication campaign's goals and objectives in furthering an  organization's mission and/or addressing a pressing social issue. Specific project  requirements and examples are posted on Canvas.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG<br>Holt UG<br>GR<br>CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum  Committee | | |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

==New Course== Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Digital and Social Media Marketing

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 530 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: ==standard letter grade== credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
~~This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work~~ ~~expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at~~ ~~least three hours of outside work for every hour of scheduled class time.~~ **~~Please identify the student activity.~~** ~~In this~~ ~~course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,~~ ~~experiential education, small-group projects, etc.~~ **~~PLEASE ATTACH ASYLLABUS~~**~~]:~~

**This is a three-credit-hour course – see attached syllabus**

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Digital and social media have changed the interaction between brands and consumers, provided new, crucial channels for markets, and equipped consumers with new tools to search, evaluate, and engage with products and marketers. This class focuses on this digital marketing and interaction. It enables students to develop digital marketing plans, experiment with digital marketing tools, and maximize the use of social media to achieve business and marketing objectives. Topics include mobile marketing, viral marketing, influencer marketing, real-time marketing, use of social media to measure ROI, and management of digital and social media content. Mastering the skillset offered in this class, students can advance in their expertise in the field and pursue a productive career, which meets a main aspect of Rollins mission. In addition, this class teaches students how to develop digital marketing plans, which prepares them to make strategic decisions and claim responsible leadership.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? No

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that's specialized in pharmaceutical marketing. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:

1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by using a social media  management system (Hootsuite)
3. Use social media tools, to analyze the behavior of "connected customers"
4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track relevant users 6. Analyze and critique social media practices and strategies of leading brands

What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%
Hootsuite assignment 10%
Influencer marketing assignment 20%
Digital & social media plan 40%
Final Exam 20%

### Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

### Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 5XX
# Digital and Social Media Marketing

## Identification of Course

1 COM 5XX Digital and Social Media Marketing (3 Credit hours)

Prerequisites: None

Mon. & Thu. 6:45-9:15 p.m. at SCC 230

2 <u>Reading Materials</u>

Buyer, L. (2018). *Social PR secrets: How to optimize, socialize, and publicize your brand (4th ed.)*. Florida: Buyer Group.

Larson, J. & Draper, S. (2019). *Digital marketing essentials: A comprehensive digital marketing textbook*. Idaho: Edify.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science,* 49**,** 51–70. doi.org/10.1007/s11747-020-00733-3

3 <u>Instructor's Information</u>

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment E-mail: <u>hmesbah@rollins.edu</u>

**Course Description**

Digital and social media have changed the interaction between brands and consumers, provided new, crucial channels for markets, and equipped consumers with new tools to search, evaluate, and engage with products and marketers. This class focuses on this digital marketing and interaction. It enables students to develop digital marketing plans, experiment with digital marketing tools, and maximize the use of social media to achieve business and marketing objectives. Topics include mobile marketing, viral marketing, influencer marketing, real-time marketing, use of social media to measure ROI, and management of digital and social media content.

**Course objectives**

By the end of this class, students should be able to:

1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by using a social media management system (Hootsuite)
3. Use social media tools, to analyze the behavior of "connected customers" 4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track relevant users
6. Analyze and critique social media practices and

strategies of leading brands **Grading**

Participation 10%

Hootsuite assignment 10%

Influencer marketing assignment 20%

Digital & social media plan 40%

Final Exam 20%

**Brief Descriptions of Course Requirements**

**1. Participation**
Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

**2. Hootsuite assignment**

You will take the free Hootsuite training course and turn in its certificate of completion  for credit. The fee for Hootsuite certification is $99, but you are not required to seek  certification. However, it's a great resume-builder. If you are a certified Hootsuite user, I  will give you another Hootsuite assignment.

### 3. Influencer marketing case

Identify top 5 top micro influencer campaigns and analyze their audio/visual key  messages, tactics, user interactions, and impact. You will also assess strengths and  weaknesses of those micro campaigns and provide your own solutions and/or alternative  strategies. Your report should not exceed 1,500 words, excluding the clips or screenshots  that you take from those campaigns. Each student will present their report in class.

### 4. Digital & social media marketing plan

This is a group project. You will partner with a classmate to develop a digital and social  media marketing plan for a given Brand. I will provide you with a list of brands to choose  one for your project. The first phase of this project is to audit the current mobile, web,  and social media marketing strategies of the brand you have chosen. You will apply your  skills in web and social media analytics to assess the reach and impact of those strategies.  In the second phase, you will create an alternative plan that deals with the weaknesses  you have identified in the first phase and/or leverage opportunities for the brand via  digital and social media.

### 5. Final exam

It's a comprehensive exam that's based on the course readings, class discussions, and  cases you have analyzed.

| **COURSE PROPOSAL/ CHANGE FORM** <br><br> Form Approved December, 2016  Curriculum Committee | **ROLLINS** | CLA UG <br> Holt UG GR <br><br> CLA/Holt Cross Listed |
| --- | --- | --- |

### Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.  If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Strategic Communication Internship

Transcript title (limited to 30 characters): Strat Comm Internship

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 590

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students in this academic internship course will gain on-the-job experience and participate in structured reflections as part of an experiential learning process. This course will help you intentionally and mindfully navigate your internship and reflect on your experience so that you can connect your coursework with your work experience.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why)

**PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

An internship is an opportunity for on-the-job experience. The academic internship in the Strategic Communication Master of Arts program offers students a structured approach to this kind of high-impact, experiential learning. The course is designed to enrich the students' learning experience. The

National Society for Experiential Learning defines an internship as any "carefully monitored work or service experience in which an individual has intentional learning goals and reflects  actively on what he or she is learning throughout the experience." This course will help students intentionally and mindfully navigate their internship and reflect on their experience with an eye toward connecting coursework with work experience.  This course is specifically designed to help students develop productive careers and meaningful lives.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr ==Every yr== Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Summer

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you  anticipate? No

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of  Journalism and Communication at the University of Florida after a 20-year career in public relations, political  communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will  also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

By the end of this course, you will be able to:
 1. Articulate and apply principles learned in and out of the classroom to your professional and personal experiences,  including connecting your coursework to your professional life
     2. Engage in thoughtful and productive reflections on your internship experiences
     3. Analyze your on-the-job skills, strengths, and weaknesses
 4. Explain how this experiential learning process influenced your self-understanding, confidence, and interpersonal  skills
     5. Develop and articulate work competencies for future professional pursuits
     6. Network and pursue career options while gaining work experience

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Learning Objectives Statement 10%
Reflection Journals 10%

Discussion Boards 10%
Time Sheets (Midterm & Final Signed) 10%
Evaluations (Midterm, Student, Employer) 20%
Career Assignments 15%
Final Reflection Paper/Portfolio 25%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

# COM 590
# Strategic Communication Internship

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Course Description:**
Students in this academic internship course will gain on-the-job experience and participate in structured reflections as part of an experiential learning process. This course will help you intentionally and mindfully navigate your internship and reflect on your experience so that you can connect your coursework with your work experience.

**Readings and Resources:** Canvas Class Modules

**Course Objectives**
By the end of this course, you will be able to:
1. Articulate and apply principles learned in and out of the classroom to your professional and personal experiences, including connecting your coursework to your professional life 2. Engage in thoughtful and productive reflections on your internship experiences 3. Analyze your on-the-job skills, strengths, and weaknesses
4. Explain how this experiential learning process influenced your self-understanding, confidence, and interpersonal skills
5. Develop and articulate work competencies for future professional pursuits 6. Network and pursue career options while gaining work experience

**Course Assignments**
Learning Objectives Statement 10%
Reflection Journals 10%
Discussion Boards 10%
Time Sheets (Midterm & Final Signed) 10%
Evaluations (Midterm, Student, Employer) 20%
Career Assignments 15%
Final Reflection Paper/Portfolio 25%

**Earning Credit**

The final "grade" for this course is either Credit (CR) or No Credit (NC). In order to achieve credit in this course you must complete all registered internship hours, complete all course assignments (min C- average), and earn a successful Employer Evaluation.

**Brief Descriptions of Course Requirements**

1. **Learning Objectives Statements** clearly define what you intend to learn during the semester. The objectives should help the student, the Site Supervisor, and the Internship Instructor evaluate the learning progress at the conclusion of the experience. Learning Objectives should not try to cover all aspects of the internship, but focus on select areas that you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement on the job. Furthermore, the outcomes should benefit both you and the organization.

2. **Reflection Journals** are a place to engage in and demonstrate meaningful reflection as you work toward achieving your Learning Objectives and navigate your new work experience. This is also a space to share your current completed internship hours.

3. **Discussion Forums** are our community space where you will connect with your fellow interns to discuss various topics related to professional development. Interns can learn about each other's sites and projects, synthesize and connect various concepts to their experiences and support each other. This also provides an opportunity for the Internship Instructor to advise, facilitate problem solving, and encourage critical/creative thinking.

4. **Time Sheets:** Interns are required to track their work hours each week and turn in a Midsemester and Final Timesheet signed by the supervisor. You may also be asked to submit your hours weekly. See Canvas for more information.

5. **Career Assignments** include (1) Organization Briefing Paper in which you will learn about your internship organization because it is crucial to understand the place you work. As well as: (2) Resume and (3) LinkedIn: You will ask your site supervisor or a coworker to review your resume, and you will add your current internship and update your LinkedIn account

6. **Evaluations (Midterm, Employer, & Student):** These serve as assessment tools for the Site Supervisor and the Student. The Site Supervisor and Student should discuss these evaluations. You will also reflect on this experience. There are three evaluations: a midterm evaluation and then a final employer evaluation and student evaluation at the end of the experience so you can review your overall performance. You will write reflection papers on these evaluations.

7. **Final Reflection Portfolio/Paper:** The final paper provides an opportunity to reflect on your entire internship experience. You will summarize your learning, assess your overall success in achieving your Learning Objectives, and highlight any additional insights about the organization/industry and your own professional goals. This assignment facilitates closure of the internship experience. In addition to writing the reflection paper, you will include (and make reference to) three artifacts from your internship. These

can be pictures, articles or social media content you've written, infographics you've designed, or any other evidence of your work.

| COURSE PROPOSAL/ CHANGE FORM<br><br>Form Approved December, 2016 Curriculum Committee | ROLLINS | |
|---|---|---|

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Organizational Communication
Transcript title (limited to 30 characters): Organizational Communication

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

This course is designed to assist aspiring leaders in strategic communication in developing the skills they will need to inspire cooperation and innovation in a fast-paced global environment. In this class, students will learn how to be agents of change by mastering and practicing key communication principles.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be an option elective course in addition to ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will introduce students to different styles of leadership, provide them with opportunities to analyze case studies of leadership in action, and articulate the ways in which effective leadership is essential for supporting organizational change and innovation. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how their approaches to communication can create toxic work environments or supportive, inclusive spaces for collaboration. The course also encourages students to develop a sense of self- and collective-efficacy, inspiring them to recognize that their leadership skills might be put to use to address social inequities.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe took graduate-level coursework in organizational communication. In addition, her research interests include studying collective action and connective action—identifying the ways in which leaders mobilize for social change.

What are the learning outcomes for this class?

By the end of this course students will:

• Improve their ability to critically assess and address problematic workplace scenarios for productive outcomes • Identify successful models of leadership so they can better champion key organizational priorities and necessary organizational changes
• Better communicate and instantiate organizational core values to motivate organizational members to reflect those values to both internal and external stakeholders
• Identify, analyze, and solve critical organizational problems they currently need to address by using course material as the basis for their organizational solutions

What methods will you use to evaluate whether the learning outcomes have been met?

• Leadership Self-Assessment Portfolio (20%)
• Case Study Discussion Leader (10%)
• Application Exercises (10%)
• Leadership Interview Project (30%)
• Leading through Organizational Challenges Paper (30%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 555: Organizational Leadership

Class Time: XXX Classroom: XXX  Professor: XXX Office: XXX Office Hours: XXX

**Course Description:**
Effective strategic communication involves collaborating with others to develop, articulate, and  carry out a coherent plan for achieving an organization's goals and objectives. As such,  successful professional communicators model approaches to leadership that respond and adapt to  evolving relational and organizational contexts. This course is designed to assist aspiring leaders  in strategic communication in developing the skills they will need to inspire cooperation and  innovation in a fast-paced global environment. In this class, students will learn how to be agents  of change by mastering and practicing key communication principles. By the end of this class,  students will:

• Improve their ability to critically assess and address problematic workplace scenarios for  productive outcomes
• Identify successful models of leadership so they can better champion key organizational  priorities and necessary organizational changes
   • Better communicate and instantiate organizational core values to motivate organizational  members to reflect those values to both internal and external stakeholders • Identify, analyze, and solve critical

organizational problems they currently need to address by using course material as the basis for their organizational solutions

**Required Texts:**
- Leadership: A Communication Perspective (7th Edition)
- Cases in Organizational and Managerial Communication: Stretching Boundaries

**Course Assignments:**
- Leadership Self-Assessment Portfolio (20%)
- Case Study Discussion Leader (10%)
- Application Exercises (10%)
- Leadership Interview Project (30%)
- Leading through Organizational Challenges Paper (30%)

**Brief Descriptions of Course Requirements:**

- **Leadership Self-Assessment Portfolio:** This portfolio will include several components, including (a) responses to a set of leadership self-assessment instruments included in the main text for this course, (b) an assessment of themes included in interviews with three individuals who have witnessed the students' communication approach when they held a leadership position, and (c) the students' reflection on their own leadership style, including strengths, opportunities, and aspirations.

  - **Case Study Discussion Leader:** The main text for this course includes several case studies exploring leadership communication concepts present in real-life scenarios. The capacity to facilitate discussions in an inclusive, collaborative, and productive way is a core skill that effective leaders should cultivate. Once per semester, each student will serve as a discussion leader—they will facilitate a discussion of the case with a small group of their peers. Peers will provide the discussion leader with an assessment of how they encouraged active participation in the discussion. The student will draw on this feedback and on their own experience of this exercise to reflect on their strengths and weaknesses as a discussion leader.

- **Application Exercises:** The main text for this course includes several application exercises that provide opportunities to incorporate course concepts in determining how to respond to a leadership challenge. Several of these application exercises will be assigned over the course of the semester.

- **Leadership Interview Project:** Students will complete an interview project where they will speak with at least five individuals who occupy leadership roles in an organization. They will ask interviews to identify examples of key leadership challenges that they have faced as part of their role and to reflect on how they have communicated with others to address these challenges. The student will produce a paper analyzing these interview transcripts, identifying themes in both the types of challenges leaders faced and the approaches leaders took to addressing these challenges. They will connect their analysis to key communication concepts discussed in class.

- **Leading through Organizational Challenges Paper:** Students will identify one type of organizational challenge that requires effective

leadership skills to navigate. For instance, this might include topics like merging with another company, rolling out a new policy or practice, responding to claims of bullying or harassment, weathering a crisis, etc. Students will develop a literature review summarizing existing research on communication strategies that leaders utilize to respond to this type of organizational challenge. Then, students will identify a current case of this challenge type—either drawing from their own professional experiences or drawing from news or blog sources. Finally, students will apply principles learned from their literature review to offer suggestions for how leaders might respond effectively to the organizational challenge present in their case study.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG Holt UG GR CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum Committee | | |

## Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Web Analytics and Social Media Metrics

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 535 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: ==standard letter grade== credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

~~This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work~~ ~~expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at~~ ~~least three hours of outside work for every hour of scheduled class time.~~ **~~Please identify the student activity.~~** ~~In this~~ ~~course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,~~ ~~experiential education, small-group projects, etc.~~ **~~PLEASE ATTACH ASYLLABUS~~**~~]:~~

**This is a three-credit-hour course – see attached syllabus**

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Web marketing allows companies to interact with consumers and adjust their campaigning in real-time. Students will learn how to use web analytics and social media metrics to monitor and evaluate the effectiveness of online communication of businesses and corporations. The class develops an applied understanding of specific web analytics, such as Google analytics and Adobe analytics. Students will also study and apply social media tools, such as KPI's, sentiment analysis, and campaign tracking. To enhance the leadership and analytical thinking skills of students, they will learn how to prepare, present, and strategize web analytics and social media analytics reports. This hands-on class provides students with skills and knowledge that helps them measure the impact of their clients' social media campaigns and compare that effect to competitors. This is expected to help them advance in their career and claim more leadership rules, which fulfills the aspects of "responsible leadership" and "productive life" in the Rollins mission.

### Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr ==Every yr== Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? ==Spring==

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? <mark>No</mark>

### Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that's specialized in pharmaceutical marketing. I have a sound knowledge of Hootsuite, Google Analytics, and other social media metrics. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

**By the end of this class, students should be able to do the following**:
1. Monitor and Evaluate effective of digital communication by using appropriate web analytics and social media metrics
2. Use specific web and social media analytics, such as Key Performance Indicators (KPI's), Google analytics, and Adobe analytics
3. Apply social media metrics, such as Hootsuite, to design and modify social media communication 4. Monitor the digital communication of both consumers and competitors
5. Analyze and interpret social media data using the analytics of leading social media, such as Facebook, Twitter, and Instagram
6. Create reports of web analytics and social media analytics and use those reports in strategic decision-making

What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%
Project one (Web analytics) 30%
Project two (Social Media Tracking) 30%
Final report & presentation 30%

### Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

### Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved

for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 5XX
# Web Analytics & Social Media Metrics

Identification of Course

1 COM 5XX Web analytics & Social Media Metrics (3 Credit
hours) Prerequisites: None
Tuesday & Thursday 6:45-9:15 p.m. at SCC 170

2 <u>Reading Materials</u>

• Hemannken, C. & Burbary, K. (2018). *Digital marketing analytics: Making sense of consumer data in a digital world* (2nd Ed.). Indianapolis, Ind: Que.

• Matthew A. Russell & Klassen, M. (2019). *Mining the Social Web: Data Mining Facebook, Twitter, LinkedIn, Instagram, GitHub, and More* **(**3rd Ed.**).** CA: O'Reilly

In addition to assigned readings from the following sources:

• Forrester Research
• Moz.org
• Growthhackers.com

3 <u>Instructor's Information</u>

Dr. Hesham Mesbah, Associate professor, Office: CSS 152, Phone 407-646-2384
Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment E-mail:
hmesbah@rollins.edu

**Course Description**

Web marketing allows companies to interact with consumers and adjust their campaigning in real-time. Students will learn how to use web analytics and social media metrics to monitor and evaluate the effectiveness of online communication of businesses and corporations. The class develops an applied understanding of specific web analytics, such as Google analytics and Adobe analytics. Students will also study and apply social media tools, such as KPI's, sentiment analysis, and campaign tracking. To enhance the leadership and analytical thinking skills of students, they will learn how to prepare, present, and strategize web analytics and social media analytics reports.

**Course objectives**

By the end of this class, students should be able to do the following:
1. Monitor and Evaluate effective of digital communication by using appropriate web analytics and social media metrics
2. Use specific web and social media analytics, such as Key Performance Indicators (KPI's), Google analytics, and Adobe analytics
3. Apply social media metrics, such as Hootsuite, to design and modify social media communication
4. Monitor the digital communication of both consumers and competitors 5. Analyze and interpret social media data using the analytics of leading social media, such as Facebook, Twitter, and Instagram

6. Create reports of web analytics and social media analytics and use those reports in strategic decision-making

**Grading**

Participation 10%
Project one 30%
Project two 30%
Final report & presentation 30%

**Brief Descriptions of Course Requirements**

**1. Participation**
Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

**2. Project one (Web analytics)**
You will create your own WordPress website and determine scope, objectives, and key messages of this website in the second week. You will keep developing this website throughout the semester and monitor its analytics by setting up a search console and using Google analytics or Adobe analytics. You will also apply the basics of search engine optimization (SEO) to improve the searchability of keywords and support your PR efforts. You will present weekly progress reports on Canvas.

**3. Project two (social media tracking)**
You will pick a client (whether a business or corporation) and build a social media tracker for them. You will also track the social media of the main competitor of your client. You will analyze the communication of your client and competitor, along with their interaction with social media users. You will measure users' satisfaction, sentiment, and engagement. You will share the dashboard of your social media analytics weekly on Canvas.

**4. Final Report & Presentation**
You will submit a final report that summarizes and interprets your social media analytics and identifies how such data could be used strategically to enhance the effectiveness of your client's social media. You will present this report in class in Week 15.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG |
|---|---|---|
| | | Holt UG |
| | | GR |
| | | CLA/Holt Cross Listed |
| Form Approved December, 2016 Curriculum Committee | | |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

<mark>New Course</mark> Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Crisis communications: Risk and reputation management

Transcript title (limited to 30 characters): Crisis Comm

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 540 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
This course is a four-credit-hour course that meets three hours per week. The value of four credit
hours results from work  expected of enrolled students both inside and outside the classroom. Rollins
faculty require that students average at  least three hours of outside work for every hour of
scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-
class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential
education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

**This is a three-credit-hour course – see attached syllabus**

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

COM 540 Crisis Communication is a core class in the Strategic Communication Master of Arts program. This course focuses on the theory and practice of crisis communication and reputation management. Students will learn and apply communication strategies during the three stages of a crisis: pre-crisis (prevention and preparation), during crisis (response/management), and post-crisis (reputation restoration and long-term prevention strategies). The course examines diverse cases of crisis communication for celebrities, organizations, and governments with varying levels of success or failure. The course also examines the ethics of communicating during and after a crisis. This course teaches students how to steer the communication of an organization during a crisis, which advances the Rollins missions of fostering responsible leadership and productive career. The course also examines several national and international cases of crisis management, which prepares students to be global citizens.

### Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? No

### Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:
 1. Identify what constitutes a crisis and differentiates between different types of crises
 2. Assess potential risks facing an organization and develop a preparedness plan
3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications
   actual cases of  crisis communication
 4. Construct a communication plan for a simulated crisis
 5. Construct a strategic post-crisis, recovery shot-term and long-term plan


What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%
Crisis case assignment 20%
Risk/preparedness assignment 20%
Crisis communication project 30%
Final Exam 20%


**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this
section to describe non standard scheduling or credits (Section I). Normally, this section will be
left blank.

**Section VII: General Education Requirements**


Instructors who wish their course to meet a general education requirement for the Holt curriculum
must fill out a separate  General Education Designation Request form, and submit it with this form to
the registrar for submission to Curriculum  Committee. General Education Designations are approved
for a particular course and instructor. New instructors of  existing courses will need to apply for
General Education Designation.


Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:


_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)


_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)


CLA ONLY Competency:


_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)


_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 5XX
# Crisis Communication

## Identification of Course

1 COM 540 Crisis Communication (3 Credit hours)
  Prerequisites: None
  Mon. & Thu. 6:45-9:15 p.m. at SCC 170

2 Reading Materials

Coombs, W. T. (2019). *Ongoing Crisis Communication: Planning, Managing, and Responding* (4th ed.). Thousand Oaks: Sage Publications

Fearn-Banks, K. (2017). *Crisis Communication: A casebook approach* (5th ed.). CA: Sage Publications.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science,* 49**,** 51–70. doi.org/10.1007/s11747-020-00733-3

Additional materials:

www.audible.com/pd/Crisis-Response-and-Reputation-Management (Oct. 22nd, 2020) Best Reputation Management Podcasts: https://player.fm/podcasts/Reputation-Management

3 Instructor's Information

  Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

  Phone 407-646-2384

  Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment E-mail: hmesbah@rollins.edu

**Course Description**

This course focuses on the theory and practice of crisis communication and reputation management. Students will learn and apply communication strategies during the three stages of a crisis: pre-crisis (prevention and preparation), during crisis (response/management), and post crisis (reputation restoration and long-term prevention strategies). The course examines diverse cases of crisis communication for celebrities, organizations, and governments with varying levels of success or failure. The course also examines the ethics of communicating during and after a crisis.

**Course objectives**

By the end of this class, students should be able to:

1. Identify what constitutes a crisis and differentiates between different types of crises 2. Assess potential risks facing an organization and develop a preparedness plan 3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications actual cases of crisis communication 4. Construct a communication plan for a simulated crisis 5. Construct a strategic post-crisis, recovery shot-term

and long-term plan **Grading**

Participation 10%

Crisis case assignment 20%

Risk/preparedness assignment 20%

Crisis communication project 30%

Final Exam 20%

**Brief Descriptions of Course Requirements**

**1. Participation**
Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

**2. Crisis case assignment**
Each student will be assigned a previous crisis case to analyze, critique, and present in class. The analysis should include a review of the existing literature about the crisis, the communication strategies adopted, media coverage of the crisis, social media interactions, and post-crisis strategies. The final report should not exceed 25 double spaced pages including references.

**3. Risk analysis and preparedness assignment**
You will choose one communication track that resonates with either your interests or career, such as health, oil extraction, transportation, etc. You can also opt to do this assignment for

current employer/organization. Your task is to assess the various  dimension of the hazards in the track you have selected and develop a risk  communication plan. The assessment of hazards will include the potential negative  consequences of the risk/hazard and the public(s) that will be affected. You will create  actual messages for your campaign, such as brochures, storyboards, or fliers. The third  element in your analysis will identify the actionable measures in case a crisis occurs  (preparedness plan).

**4. Crisis management plan**

This is a group project. Each group will be consisted of 2-3 students. I will assign each  group a detailed simulated crisis to analyze and manage. After assessing the dimensions  of the crisis, each group will apply crisis communication theory to identify strategies for  managing the crisis and identifying response strategies. We will have simulated press  conferences in class and raise questions that test those response strategies. Each group  will create a final report for the crisis and post-crisis management plan. The report should  not exceed 2,000 words and include an analysis of the crisis, deliverables and timetable,  and communication strategy after the crisis is over).

**5. Final exam**

It's a comprehensive exam that's based on the course readings, class discussions, and  cases you have analyzed.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG |
|---|---|---|
| | | Holt UG |
| | | GR |
| | | CLA/Holt Cross Listed |
| Form Approved December, 2016 Curriculum  Committee | | |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: COM 545: Strategic Communication Campaigns: Capstone 1

Transcript title (limited to 30 characters): Strat Comm Capstone 1

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 545

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit
hours results from work expected of enrolled students both inside and outside the classroom. Rollins
faculty require that students average at least three hours of outside work for every hour of
scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-
class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential
education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins
College offerings. If applicable, describe how this course advances one or more aspects of the
Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Strategic communication campaigns is the first of two capstone courses in the Strategic
Communication Master of Arts program. This course synthesizes the content of the other courses as
the students conduct their formative research and campaign planning on behalf of their client. This
course provides students with the opportunity to apply their strategic communication knowledge,
skills, and abilities to the development of a campaign designed to an existing challenge identified by
their client organization. Working individually, the students will respond to the obstacles and
opportunities in their client's situation to develop and pitch their formative research and campaign
plans. While the course's primary focus is creating a comprehensive plan, assignments, discussions,
and peer reviews of their classmates' plans will allow students to articulate their mastery of strategic
ethical, responsible, and communication research and planning in our multicultural world. The
capstone experience is intended to ensure students have the knowledge, skills, and abilities to become

industry leaders, furthering the Rollins mission of "educating students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers."

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? No

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

By the end of this course students will be able to:
1. Create, conduct, and present a formative research plan that includes a situation/issue, client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign plan on behalf of a client.
3. Create and pitch a strategic communication campaign to a client.
4. Design, draft, and revise verbal, nonverbal, and visual campaign communication materials. 5. Evaluate and peer review classmates' formative research plans, and campaign plans.
6. Demonstrate mastery of the formative research and strategic communication campaign planning processes.

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Campaign Pitch Presentation 20%
Situation/Issue Analysis 5% Campaign Book Draft 5% Client & Competitor
Analysis 5% Final Campaign Book 30% Publics Analysis 5%
Formative Research Presentation 5%
Formative Research Plan 15%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

# COM 545
## Strategic Communication Campaigns: Capstone 1

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

### Reference Texts (not required; useful guides):
- **Strategic Planning for Public Relations**
- **Cases in Public Relations Strategy**
- Canvas Resources

### Course Description:
Students in the first capstone course will complete the formative research required to create a strategic campaign plan on behalf of a client. Students will analyze their client's situation, organization, and publics to develop campaign goals, objectives, strategies, and tactics to be implemented in the second capstone class.

### Course Objectives
By the end of this course students will be able to:
1. Create, conduct, and present a formative research plan that includes a situation/issue, client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign plan on behalf of a client.
3. Create and pitch a strategic communication campaign to a client.
4. Design, draft, and revise verbal, nonverbal, and visual campaign communication materials. 5. Evaluate and peer review classmates' formative research plans, and campaign plans. 6. Demonstrate mastery of the formative research and strategic communication campaign planning processes.

### Course Assignments
Participation/Exercises/Peer Reviews 10% Campaign Pitch Presentation 20% Situation/Issue Analysis 5% Campaign Book Draft 5% Client & Competitor Analysis 5% Final Campaign Book 30% Publics Analysis 5% Formative Research Presentation 5%
Formative Research Plan 15%


### Brief Descriptions of Course Requirements

1. **Participation g**rades will be based on attendance and engagement, especially in terms of **Canvas Exercises and Peer Reviews,** all of which are due by 11:59 pm on due dates  specified on Canvas.
2. **Situation/Issue Analysis: S**tudents will analyze the central issue(s) facing their client and  explain how it may be resolved to their client's advantage in a visual report.  **3. Client and competitor analysis:** Students will analyze their client's background, history,
   and trends, their resources and challenges, their competitors, opposition, and potential  sponsors in a visual report.
4. **Publics Analysis**: Students will **i**dentify and describe their key publics' demographics and  psychographics, their perceptions, attitudes, and behaviors related to their client/campaign in  a visual report.
5. **Formative Research Plan:** Students will synthesize their issue/situation, client/competitor,  and publics analyses into a formal report that establishes the foundation for their strategic  communication campaign. This report will be reviewed by the client, instructor, and  classmates who will provide revision suggestions for the final campaign book.
6. **Formative Research Presentation:** Students will develop and deliver a 20- to 25-minute  presentation that explains how their formative research will be used as the basis for their  campaign plan.
7. **Campaign Pitch Presentation**: Students will deliver a 25- to 30-minute presentation  explaining their campaign plan's goals, objectives, strategies, tactics, and displaying the  campaign materials they created.
8. **Campaign Book and Draft**: Students will draft and revise their campaign books that include  their formative research as well as the details of their campaign as outlined on Canvas. The  campaign book draft will be reviewed by the client, the instructor, and classmates who will  provide revision suggestions for the final campaign book.

| **COURSE PROPOSAL/ CHANGE  FORM**  Form Approved December, 2016  Curriculum Committee | **ROLLINS** | CLA UG<br>Holt UG GR<br><br>CLA/Holt Cross Listed |
|---|---|---|

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Strategic Communication Measurement and Evaluation: Capstone 2

Transcript title (limited to 30 characters): Strat Comm Eval: Capstone 2

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 550

Number of credits: 3 Lab <mark>Lecture</mark>

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students in the second capstone course will develop their abilities to measure and evaluate their strategic communication initiatives. This course will teach students how to research and measure industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes.

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: <mark>Y</mark> N

Prerequisites: COM 545 Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why)

### PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Strategic communication measurement and evaluation is the second of two capstone courses in the Strategic Communication Master of Arts program. In this course, students will learn how to demonstrate the value of their work. This course will develop students' abilities not only to measure and evaluate their strategic communication campaigns, but also to demonstrate how they are enhancing their client organizations' abilities to achieve their missions. Students will learn how to use industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes. This course will also teach students how to develop

compelling narratives using their evaluation data so that they can influence others or inspire changes in long-standing, but outdated practices that are no longer useful or viable. Moreover, students will learn how to mine and analyze data to find key insights that drive their campaigns' outcomes and impact. Finally, these skills are transferable to the students' individual lives, providing them with effective frameworks for building and measuring the meaning and productivity in their personal and professional lives.

### Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? No

### Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

By the end of this course students will be able to:
• Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone strategic communication campaign.
• Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes. • Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and impact of their strategic communications
• Perform primary and secondary research to identify insights that drive strategic communication outcomes and impact. • Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and analytics

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Measurement Plan Draft 5% Quizzes/Tests 20% Measurement Plan 20% Measurement Framework 10% Measurement Presentation 15% Measurement Methodology 10%
Data Mining and Analysis 10%

**Section VI: Additional Information (Optional)**
Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 550
# Strategic Communication Measurement & Evaluation: Capstone

2

Class Time: Wednesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Reference Texts** (There are no required textbooks, but there are free white papers to be studied each week. Below, please find a partial list of publications, but the schedule and complete list are available on the course's Canvas page.

- Dictionary of Public Relations Measurement and Research, Third Edition by Don W. Stacks, University of Miami, & Shannon A. Bowen, University of South Carolina; August 2013

- 10 tips for enhancing your PR metricsin 2018 by William Comcowich, Ragan Communications, January 8, 2018

- Introducing Barcelona Principles 2.0 - Why change was necessary by David Rockland, Ketchum Partner, Immediate Past Chairman, the International Association for Measurement and Evaluation of Communication (AMEC)

  - The Barcelona Principles – Full text and description by Katie Paine Publishing • The Principles of PR Management published by Ketchum Global Research & Analytics

- Guidelinesfor Setting Measurable Public Relations Objectives: An Update by Forrest W. Anderson, Linda Hadley, David Rockland, Mark Weiner, published by the Institute for Public Relations

- Outputs or Outcomes? Assessing Public Relations Evaluation PracticesIn Award-Winning PR Campaigns by Maureen Shriner, Rebecca Swenson, and Nathan Gilkerson published in the Public RelationsJournal, Vol. 11, Issue 1, June 2017

**Course Description:**
Students in the second capstone course will develop their abilities to measure and evaluate their strategic communication initiatives. This course will teach students how to research and measure industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes.

**Course Objectives**
By the end of this course students will be able to:

• Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone strategic communication campaign.
• Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes.
• Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and impact of their strategic communications
   • Perform primary and secondary research to identify insights that drive strategic communication outcomes and impact.
• Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and analytics

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Measurement Plan Draft 5% Quizzes/Tests 20% Measurement Plan 20% Measurement Framework 10% Measurement Presentation 15% Measurement Methodology 10% Data Mining and Analysis 10%

**Brief Descriptions of Course Requirements**
1. **Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises, Discussions, and Peer Reviews,** all of which are due by 11:59 pm on due dates specified on Canvas.
2. **Quizzes and test** will require you to reflect on course content as specified on Canvas. **3. Measurement Framework:** Students will use the AMEC Integrated Evaluation Framework to analyze their capstone campaign. The framework is a free online tool. Your work can be downloaded from the tool in various forms and submitted through Canvas. **4. Measurement Methodology: Students will create t**ransparency tables and methodology documents as part of their measurement plans. Students will also outline any other methodologies they will use as part of their capstone measurement strategy. **5. Data Mining and Analysis:** Students will explain how to research and analyze data from various sources as part of their capstone measurement strategies. Students will also describe how measurement plans and reports may include invalid or inflated data so that they can avoid such sources of bias in their evaluation strategies.
6. **Measurement Plan**: Students will draft and revise their measurement plans, reports, and dashboards as well as their narrative evaluations of their capstone campaigns. The measurement plan draft will be reviewed by the client, the instructor, and classmates who will provide revision suggestions for the final campaign book.

**7. Measurement Plan Presentation**: Students will deliver a 20- to 25-minute presentation  explaining their overall capstone campaign measurement strategies and results.

**Office of the Vice President for Academic Affairs and Provost**
ACADEMIC PROGRAM INFORMATION SHEET
*New Programs or Substantive Change/Discontinuation of Existing Programs*

| Program Name | Master of Arts in Strategic Communication |
| --- | --- |
| College | Hamilton Holt School |
| Department or Program | Communication Studies |
| Contact(s), E-mail, Phone | David Painter, DPAINTER@Rollins.edu, 407.691.1702 |
| Action | NEW PROGRAM |
| Type of Program | DEGREE |
| Level | GRADUATE |
| Credit or Non-Credit | FOR CREDIT |
| Preferred CIP Code | 09.0909 Communication Management and Strategic Communications |
| Total Credit Hours | 30 |
| Effective Date | Spring 2023 (likely first cohort to begin Fall 2023) |

| Rationale and Needs Analysis for New Programs, Changes, or Discontinuation | A Hanover Research market analysis recommended Rollins College's Hamilton Holt School develop a master's degree with public relations content, but use "communications" in the program title, was the impetus for this program proposal. Hanover's analysis of degree completions, labor market demand, and market competitors suggested that this program should target "career changers, working professionals, and recent graduates" because "student and labor market demand are strong for public relations related fields." Specifically, "employment projections are expected to grow by 27% in Florida and 22% in the Southeast." |
| --- | --- |
| | Florida is the third largest state in the U.S. and as of 2020, Orlando's media market is the second largest in the state. Further, the large entertainment, media, health, and educational organizations in central Florida have created a strong and growing demand for communication professionals and leaders. While a master's degree is not required for most of these occupations, it would "appeal to professionals who wish to advance their skills, to those with unrelated academic backgrounds seeking a fast track to employment, or to professionals who wish to transition to a different career path. Additionally, public relations professionals who hold a master's degree get paid more than those with only a bachelor's degree." |
| | The existing mass communication, public relations, and integrated marketing communications master's degree programs in central Florida are either focused on the theory and research aspects of doctoral program preparation, they are not regionally accredited, and/or they are fully online without meaningful experiential components. The proposed Master of Arts in Strategic Communication program in Rollins College's Holt School, on the other hand, will be geared toward equipping students with the knowledge, skills, and abilities to augment their professional skillsets, develop their portfolios, and advance their careers. Moreover, this program will build on |

| | |
|---|---|
| | Rollins College's existing strengths and mission since it will be regionally accredited and facilitate students' relationship-building with professors, practitioners, industry leaders, community partners, and local organizations that hire communication professionals. |
| **Program Mission Statement Aligned to College Mission** | The Strategic Communication Master of Arts degree program will allow students to situate their studies in a wider variety of contexts than other graduate programs focused solely on public relations or marketing. This broader focus is intentionally based on the ongoing convergence and evolution of public relations, marketing, journalism, organizational, health, political, and sports communication (among others) into a strategic communication field. This professional field is led by skilled communicators who customize the verbal, nonverbal, visual, and design elements of their messages to target key publics. These thought leaders have mastered the creation of creative communication initiatives driven by clearly defined goals and objectives as well as theory- and research-based content and distribution strategies and tactics. This broader, strategic communication focus is also intentionally based on Rollins College's liberal arts tradition as well as its mission: "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." |
| **Intended Audience** | Targeted toward local professionals who wish to advance their skills, to those with unrelated academic backgrounds seeking a fast track to employment, or to professionals who wish to transition to a different career path. |
| **Projected Enrollment** | Cohort 1: 12 <br> Cohorts 2+: 16 |
| **Location(s) of Instruction** | To be offered ON CAMPUS in Winter Park as a traditional face-to-face program for both CLA and Holt. Some Holt courses may be later be offered up to 49% hybrid to better accommodate the needs and schedules of the working adults generally enrolled in the Holt School. |
| **Admission Requirements** | This certificate is open to applicants who have earned a baccalaureate degree from an accredited institution. Application requirements include: <br><br> **APPLICATION:** A completed Application for Graduate Admission with a $50 non-refundable application fee. Credit card, check or money order made payable to Rollins College. <br><br> **TRANSCRIPTS:** Official transcripts from the bachelors or master's degree granting college or university institution. An undergraduate GPA of 3.0+ is recommended. Official electronic transcripts may be sent to holtadmission@rollins.edu. |
| **Faculty Required & Credentials** | The courses in this graduate degree program will be taught by faculty in the Department of Communication Studies. These are generally CLA faculty with expertise in the fields of study related to the focus and content of the curriculum, and in this case, related specifically to issues related to strategic communication. It is expected that from time to time, adjunct faculty with the appropriate expertise and credentials to teach at the graduate level will be invited to teach a course in the program if such external expertise is required. |
| **Coursework Required** | **CORE COURSES (30 Credit Hours)** <br>     **Nine Required Courses:** <br>       • COM 510: Global strategic communication management |

| | |
|---|---|
| | • COM 515: Strategic communication theory and research<br>• COM 520: Strategic communication messaging (written, oral, visual comm/design)<br>• COM 525: Integrated marketing communications:<br>• COM 530: Digital and social media marketing<br>• COM 535: Web analytics and social media metrics<br>• COM 540: Crisis communications: Risk and reputation management<br>• COM 545: Strategic communication campaigns: Capstone 1<br>• COM 550: Strategic communication measurement and evaluation: Capstone 2<br><br>**ELECTIVE**<br>    **Choose one:**<br>• COM 590: Internship<br>• COM 555: Organizational Leadership course |
| **Student Learning Outcomes** | **Program Learning Outcomes**<br>Demonstrate the thought leadership skills necessary to develop innovative strategic communications.<br>Plan inclusively and act collaboratively to produce messages that address contemporary global and local issues.<br>Use key performance indicators, including web analytics and social media metrics, to benchmark and maximize strategic communication effectiveness.<br>Incorporate communication theories, scholarship, and best practices in the research, planning, implementation, and evaluation of strategic communications.<br>Adapt messaging to achieve goals in a variety of organizational and situational contexts. |
| **Evaluation & Assessment** | At the completion of the Master of Arts in Strategic Communication program, graduates will be able to analyze organizational needs and produce messages for paid, earned, owned, and/or shared media channels to achieve their objectives. Moreover, graduates will be equipped with the knowledge, skills, and abilities to influence public opinion, develop mutually beneficial relationships, design effective campaigns, and solve social problems in a multicultural world. To achieve these objectives, students will complete a curriculum that leverages Rollins College's existing strengths in community-engagement, liberal arts education, and leadership. This experiential pedagogy will also provide students with professional portfolio artifacts and real-world experience leading a campaign through the research, planning, implementation, and evaluation stages.<br><br><br>This program's curriculum includes ten graduate courses that cover the theoretical and research-based principles and practices used by leaders in the strategic communication field. These courses stem from the program learning outcomes that were based on the recommendations from professional associations such as the International Association of Business Communicators and Public Relations Society of America, Hanover Research's market analysis report, and our analyses of the skills sought in mid-career level job postings and industry surveys. The nine required courses will develop the students' mastery of the research, management, messaging, execution, and evaluation strategies and tactics used by professional communicators in a wide variety of organizational and situational contexts. Moreover, students will also complete an elective organizational leadership |

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| | or supervised internship course as well as two capstone courses that require them to apply their knowledge and skills to developing strategic communication solutions.<br><br>See attached Demonstration of Learning (DoL) Plan. |
| **Resource Requirements & Project Budget** | **Budget and Resource Requirements**<br>While the Master's in Strategic Communications uses existing capacities and resources at Rollins, the following additional resource needs are anticipated: |

| Resource Requirement | Costs |
|---|---|
| Operating Expenses for Program (70020-72270) | $12,000 |
| Graduate Assistantship $10,000 (63060) | Year 3+: $10,000 |
| Admissions and Recruiting | Year 1: $8000<br>Year 2+: $1000 per year |
| Program Director Stipend - O/L Fac. - Admin Stipends (61046) | $2000 |
| Holt Graduate Strategic Communications VAP/Lecturer - One (1) FTE (average PT salary and benefits) | $56,000<br>$22,842 |
| Adjunct Faculty (Include Holt Adjunct Faculty Salaries-Instruction (61041)) | $10,000 + benefits |
| Faculty Overloads (Include Holt O/L Fac. Sal-Instruction (61045)) | $10,000 + benefits |
| **Totals** | **Year 1:      $118,842**<br><br>**Year 2:      $111,842**<br><br>**Year 3+:    $121,842** |
| **Anticipated Enrollments**<br><br><br>Year 1:<br>• 12 New (Fall/Spring)<br><br>Year 2:<br>• 12 Continuing for Fall only<br>• 16 New (Fall/Spring<br><br><br>Year 3<br>• 16 Continuing for Fall only<br>• 16 New (Fall/Spring | **Anticipated Holt Revenue: (based on estimated tuition of** $633 per credit hour (average graduate per credit cost) - assuming three 3-credit courses per term (9 credit hours) ($5,697 per semester, per student)<br><br><br>Year 1:  Total - $136,728<br><br>Year 2:  $251,668<br><br>Year 3:  $273,456 |

| REVIEWS–APPROVALS | | |
| --- | --- | --- |
| **Sponsoring Department** | **David Painter** (via email) | 10/4/2021 |
| **OIP or OISSS** (If international.) | Not Applicable *Robert Sander* | |
| **Dean** | | 10/4/2021 |
| **VPAA \| Provost** | *Susan Rundell Singer* | 10/5/2021 |
| **Faculty Governance** (All governance entities.) | CLA Curriculum Committee Chair Signature<br>CLA Executive Committee Chair Signature<br>CLA Faculty Meeting Minutes (Attached) | Date<br>Date<br>Date |
| **President's Cabinet** (If financial resources required.) | Signature | Date |
| **President** (required) | Signature | Date |
| **Trustees** (required) | Signature | Date |
| **SACSCOC Action Taken** (Completed by Assistant Provost and SACSCOC Liaison.) | New graduate degree program, content at new level, and new faculty hire; full program prospectus due to SACSCOC July 1, 2022, for approval; earliest implementation spring 2023; may advertise prior with pending SACSCOC approval notation. | 10/4/2021 |

### Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Global Strategic Communication Management

Transcript title (limited to 30 characters): Global Strat Comm Mgmt

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 510

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students will analyze, develop, and propose strategic communication solutions to contemporary social and  organizational problems in our multicultural world. Students will also develop an advanced understanding of diverse and  inclusive management decision-making and leadership practices to develop their expertise in the field of global strategic  communications.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

This is a three-credit-hour course – see attached syllabus

## Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Global Strategic Communication Management course will be the first of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide the foundation for graduate students pursuing their advanced degree in strategic communication. This course will prepare students to successfully complete the graduate curriculum that prepares them for leadership roles in the strategic communication field of their particular interest, including public relations, advertising, social and organizational marketing communications, health, organizational, and political communication, among others. This course advances Rollins College's mission in several ways. First, in relation to global citizenship, this course situates contemporary strategic communications in our multicultural world. Second, in relation to responsible leadership, this course requires students to elaborate upon and apply professional codes of ethics to particular communication strategies and tactics. Third, in relation to productive careers and meaningful lives, this course begins the process of equipping students with the necessary tools to address social issues as part of their professional career paths.

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate?
No

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?
By the end of this course students will be able to:

1. Identify and incorporate key strategic communication principles and their appropriate application in a global communication context.
2. Define and apply communication, management, and marketing theories in a strategic global communication context.
3. Describe
4. Analyze key organizational communication issues facing today's multicultural organizations. 5. Develop policies and procedures for managing and implementing strategic communications. 6. Identify and execute the keys steps in a real-world strategic communication campaigns. 7. Develop creative communication and action strategies and tactics based on insights into contemporary organizational and social issues and audiences.
8. Analyze key management challenges and recommend best practices for developing strategic communications to address them.
9. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

What methods will you use to evaluate whether the learning outcomes have been met?
1. Tests and quizzes
2. Case studies: written and oral
3. Participation: Discussions and reflection exercises
4. Final project paper and presentation

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 510
## Global Strategic Communication Management

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Required Text:**
- **Strategic Communication: Principles and Practice**
- Strategic Communications
- Strategic Public Relations Management
- PRSA Silver Anvil Case Studies
- Canvas Resources

**Course Description:**

Students in this course will analyze strategic communication objectives and operations in a  multicultural world. Students will learn about strategic decision-making and global best practices  to develop their expertise as well as their professional competence. Student will also develop an  advanced understanding of the theoretical principles as well as the practical applications of leadership skills in the field of strategic communications.

**Course Objectives**
By the end of this course students will be able to:
1. Incorporate strategic communication principles to address organizational needs and social  issues in a global communication context.
2. Analyze key organizational communication issues facing today's multicultural organizations. 3. Develop policies and procedures for leading and managing strategic communication initiatives.
4. Analyze the keys steps in real-world strategic communication campaigns. 5. Develop creative strategies and tactics based on insights into contemporary organizational  needs, social issues, key publics and stakeholders.
6. Analyze key management challenges and recommend best practices for developing strategic  communications to address them.
7. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

**Course Assignments**
Participation/Exercises 10% Project
Tests (2 @ 20% each) 30% Best Practice Paper 15% Case Studies 20% Best Practice Presentation 15% Case Study Presentation 10%
**Brief Descriptions of Course Requirements**
**1. Participation g**rades will be based on attendance and engagement, especially in terms of **Canvas Exercises,** all of which are due by 11:59 pm on due dates specified on Canvas. **2. Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas. **3. Case Study analyses and presentation** assignments require students to describe, analyze,  and evaluate strategic communication campaigns in 700- to 1000-word papers and a 10- minute presentation. While the specifics of each case study analysis will vary, generally  students will summarize the situation the demonstrated the need for the campaign, research  on the issue and campaign (messages, channels, and publics); the campaign's goals  objectives, strategies, tactics, and evaluation criteria; and an explanation of how the lessons  learned from the case analyses may be used in other campaigns.
**4.** The **Best Practice Project** includes a paper and presentation that details the research and  analysis conducted in the evaluation of strategic communication campaigns designed to  further a particular organization's mission and/or address a pressing social issue. The 2000- to 2500-word paper should detail the formative research conducted to analyze the client,  situation, and key publics; the campaign's goals, objectives, strategies, tactics, key  performance indicators, timeline, and budget/expenses. The 15-minute presentation should  summarize the analyses in the paper using engaging visual aids.

| COURSE PROPOSAL/ CHANGE FORM | | ROLLINS | <sub>CLA</sub> UG <br> ==Holt== UG <br> GR <br><br> CLA/Holt <br> Cross Listed |
|---|---|---|---|
| Form Approved December, 2016 Curriculum Committee | | | |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

==New Course== Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Strategic Communication Theory and Research
Transcript title (limited to 30 characters): Strat COM Theory and Research

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 515

Number of credits: 3 Lab ==Lecture==

==Lab/studio time (min/wk)==

Catalog Description (50 words or less):

A key aim of this course is for students to understand how research is in informed by and develops theories.  Additionally, students will recognize how theory is a key aspect of ensuring that messaging is actually "strategic."  Students will learn how to apply theories as part of designing communication initiatives.

Grading: ==standard letter grade== credit/no credit

==Is this course repeatable for credit: Y== N

==Prerequisites: Co-requisites:==

==Course countstoward the major/minor concentration Y N (please specify why)== **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the second of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with an understanding of how theories are developed through research, and how theories can be applied to inform communication strategy. In addition, students will learn how to conduct formative research to ensure that communication initiatives respond to target audiences' actual beliefs, attitudes, values, and behaviors. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledge, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leadership requires cultivating a deep understanding of how others are likely to respond to a particular message—an understanding that can be developed through studying theory and conducting research.

### Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

### Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe has a PhD in Health Communication and his taken coursework in research methods, communication theory, persuasion, social media theory, and health campaigns.

What are the learning outcomes for this class?

By the end of this course students will be able to:
• Understand what a theory is and how it guides and emerges from quantitative and qualitative research • Develop an appreciation for what constitutes a 'good' theory
• Understand the theoretical basis of persuasive communication at multiple levels of analysis.
• Compare, contrast, and critique current theories and their potential applications
• Articulate how theory might inform practice in various professional contexts or domains of practice • Apply a theory or theories to develop a strategic communications plan

What methods will you use to evaluate whether the learning outcomes have been met?
• Weekly Reading Check Reflections (20%)
• Domains of Practice Discussion Leader Assignment (20%)
• Implementing Strategic Communication Case Study (20%)
• Strategic Communication Literature Review (25%)
• Strategic Communication Research Proposal (15%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 515: Strategic Communication Theory and Research

Class Time: XXX Classroom: XXX  Professor: XXX Office: XXX Office Hours: XXX

### Course Description:

The theoretical underpinnings of strategic communication practices are informed by research  conduct by scholars in communication and media studies, psychology, sociology, business,  advertising and marketing, public diplomacy, and public relations, among other areas. A key aim  of this course will be for students to understand how research is in informed by and develops  theories. Additionally, students will recognize how theory is a key aspect of ensuring that any  messaging is actually "strategic." As such, students will learn how to apply theories as part of  designing communication initiatives.

By the end of this course, students should be able to:

• Understand what a theory is and how it guides and emerges from quantitative and qualitative research
   • Develop an appreciation for what constitutes a 'good' theory
• Understand the theoretical basis of persuasive communication at multiple levels of analysis.
   • Compare, contrast, and critique current theories and their potential applications • Articulate how theory might inform practice in various professional contexts or domains of  practice
   • Apply a theory or theories to develop a strategic communications plan

### Required Text:

• [The Routledge Handbook of Strategic Communication](#)
• Additional readings available on Canvas

### Course Assignments:

• Weekly Reading Check Reflections (20%)

      • Domains of Practice Discussion Leader Assignment (20%)
      • Implementing Strategic Communication Case Study (20%)
      • Strategic Communication Literature Review (25%)
      • Strategic Communication Research Proposal (15%)

**Brief Descriptions of Course Requirements:**

• **Weekly Reading Check Reflections:** Students will respond to a mixture of multiple choice and short-essay questions assessing their understanding of the week's readings and ability to apply the concepts to relevant contexts

• **Domains of Practice Discussion Leader Assignment:** Discussion leaders will be responsible for teaching the class about how theories might be applied to a particular domain of practice. They will:
  - Create a handout that summarizes the domain of practice (public relations, advertising, political communication, government, health communication, international NGOs, activism/social change, crisis communication, and risk communication) and summarizes a key theory/theoretical concept that might be applied in this domain
  - Pose 3-5 discussion questions to facilitate classmates' deeper engagement with the reading
  - Create and facilitate an activity that is designed to get classmates to apply the theory to the domain. This might include analyzing a case study or crafting a message.

• **Implementing Strategic Communication Case Study Assignment:** Students will select one chapter/concept from Handbook Section 3: Implementing Strategic Communication. Then, they will identify a case study in which the concept from this chapter might be applied to address a need to develop effective messaging. Their case study might be drawn from their own professional experience, or might be drawn from current event examples like those showcased on the blog, https://orgcominthenews.com/. Students will write a brief paper summarizing the theoretical concept, the case study context, and an explanation of how the concept might be applied to understand and address the strategic communication challenge present in the case study. Students will present their case study and analysis to their classmates.

• **Strategic Communication Literature Review**: Students will select one strategic communication theory that they find interesting and applicable to their future careers. Drawing from 10-15 sources, they will write a literature review conceptualizing the theory and summarizing existing research. They will end their paper by describing how this theory might be applied to inform the strategic communication initiatives they intend to undertake in their future career.

• **Strategic Communication Research Proposal**: Students will select a second strategic communication theory of interest. Inspired by this theory, they will:
  - Propose at least 2 hypotheses or research questions
  - Outline the methods for conducting a study to test the hypotheses or answer the research questions

o Develop a survey instrument or interview protocol
Students will then participate in a Research in Progress discussion, where they review each other's research proposals and provide feedback to refine their initial ideas.

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|---|---|---|
| **COURSE PROPOSAL/ CHANGE FORM**<br><br>Form Approved December, 2016 Curriculum Committee | ROLLINS | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt<br>Cross Listed |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Strategic Communication Messaging
Transcript title (limited to 30 characters): Strategic Communication Messaging

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.).

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course restrictions, if any Fr So Jr Sr Graduate

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the third of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with a robust understanding of best practices used in creating written, oral, visual, and multimedia messaging. It will also help students to understand the strategic nature of a communication plan, connecting these messaging tactics with goals, objectives and strategies In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leaders adapt their messages to connect with key audiences and to adapt to the best practices of a particular genre.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe has an undergraduate degree in Public Relations and has taken several relevant graduate courses, including Social Media. Future faculty members slated to teach this course should have a PhD in Strategic Communication/PR and/or have extensive work experience developing strategic communication initiatives and creating messaging.

What are the learning outcomes for this class?

By the end of this course students will be able to:
• Demonstrate their understanding of how tactics emerge from a clear communication strategy • Understand and apply best practices to develop written, oral, visual, and multi-media messages • Develop proficiency in a design or editing software of their choice

What methods will you use to evaluate whether the learning outcomes have been met?
• Communication Plan (5%)
• Lynda.com/Linkedin Learning Tutorials (20%)
• Tactics Portfolio (75%)
  o Written
    ▪ Press release (10%)
    ▪ Blog post (10%)
    ▪ Written Piece 3 (10%)
  o Oral
    ▪ Media training plan (5%)
    ▪ Media interview (10%)
  o Visual
    ▪ Infographic (10%)
    ▪ Visual Piece 2 (10%)
  o Multi-Media
    ▪ PSA or advertisement (10%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 520: Strategic Communication Messaging

Class Time: XXX    Classroom: XXX          Professor: XXX Office: XXX

### Course Description:

Every strategic communication initiative involves thoughtful, researched-based planning to link goals and objectives to strategies and tactics. However, even the most well-developed plan can fall apart if the tactics are not skillfully executed. In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi-media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.). By the end of this course, students will:

• Demonstrate their understanding of how tactics emerge from a clear communication strategy

- Understand and apply best practices to develop written, oral, visual, and multi-media  messages
  - Develop proficiency in a design or editing software of their choice

**Required Materials:**

- Readings and tutorial videos available on Canvas
- Access to Lynda.com/Linkedin Learning

**Course Assignments:**

- Communication Plan (5%)
- Lynda.com/Linkedin Learning Tutorials (20%)
- Tactics Portfolio (75%)
  - Written
    - Press release (10%)
    - Blog post (10%)
    - Written Piece 3 (10%)
  - Oral
    - Media training plan (5%)
    - Media interview (10%)
  - Visual
    - Infographic (10%)
    - Visual Piece 2 (10%)
  - Multi-Media
    - PSA or advertisement (10%)

**Brief Descriptions of Course Assignments:**

- **Communication Plan:** Students will develop the overarching framework for a strategic  communication initiative, including goals, objectives, strategies, and tactics. This plan  will be used to help guide the students in developing messages that are connected to a  broader purpose.
- **Lynda.com/LinkedIn Learning Tutorials:** Students will select two (2)  Lynda.com/LinkedIn Learning tutorials of their choice, focusing on learning a design or  editing software that will assist them in creating visual and/or multi-media messaging.
- **Press release:** Students will develop one press release designed to promote a story  related to their communication plan
- **Blog post:** Students will write one blog post designed to be of interest to a key target  audience that they identified as part of their communication plan
- **Written piece 3:** Students will propose one other type of written communication that  might be a useful messaging tactic for their campaign. They will research best practices  for producing this type of written material and (in collaboration with their instructor)  develop a rubric for assessing their own work. Then, they will produce this written  message for inclusion in their tactics portfolio.
- **Media training plan:** Students will be asked to identify a potential spokesperson who  might need to interact with the media as part of their communication plan. They will  develop a list of key talking points to provide to this spokesperson, as well as a set of  guidelines

they might train this spokesperson to follow based on best practices for  communicating with the media.

- **Media interview:** Students will partner with a classmate to simulate a media interview,  taking turns pretending to be a reporter and a spokesperson. Acting as journalists, they  will develop 2-3 questions that they might ask during a 5 minute interview about their  partner's initiative. Student partners will film mock interviews with each other to practice  interacting with the media.
- **Infographic:** Students will develop an infographic depicting key statistical data related to  their communication initiative. This infographic will incorporate social math principles.  • **Visual Piece 2:** Students will propose one other type of visual communication that might  be a useful messaging tactic for their campaign. They will research best practices for  producing this type of visual messaging and (in collaboration with their instructor)  develop a rubric for assessing their own work. Then, they will produce this message for  inclusion in their tactics portfolio.
- **Public Service Announcement or Advertisement:** Keeping their target audience and  preferred communication channels in mind, students will script and film/record a public  service announcement or advertisement relevant to their communication plan. Students  will tailor the design of their multi-media message to be appropriate to the best practices  of their intended channel (ex., TV, radio, Tik Tok, YouTube, etc.).

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG Holt UG GR CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum  Committee | | |

### Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.  If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Integrated Marketing Communications

Transcript title (limited to 30 characters): Integrated Marketing Comm

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 525

Number of credits: 3 Lab ==Lecture==

==Lab/studio time (min/wk)==

Catalog Description (50 words or less):

Students in this course will analyze integrated marketing communications (IMC) practices to develop a robust  understanding of organizations' use of paid, earned, shared, and owned media to achieve their goals. Students will also  analyze and create IMC programs, including the key performance indicators used to measure their return on investment.

Grading: ==standard letter grade== credit/no credit

==Is this course repeatable for credit: Y== N

==Prerequisites: Co-requisites:==

==Course countstoward the major/minor concentration Y N (please specify why)== **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr ==Graduate==
==**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four==
==Credit Hours during 15- Week Semesters==
==This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work  expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at  least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:==

==This is a three-credit-hour course – see attached syllabus==

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If  applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

The Integrated Marketing Communications course will be the fourth of ten courses in the Strategic Communication  Master of Arts program in Rollins College's Holt School. This course will provide students with a robust  understanding of the ways in which organizations and social movements use paid, earned, shared, and owned  media to achieve their goals and address social problems. This course will explain the key concepts and  frameworks for creating and managing an IMC plan, with particular attention paid to recent trends in social  marketing. By the end of this course, students will be able to analyze and create IMC programs using the latest  value-based IMC practices, including the qualitative and quantitative benchmarks and key performance indicators  used to measure their return on investment. This course advances Rollins College's mission in several ways. First,  in relation to global citizenship, this course

situates the use of media to achieve goals in our multicultural world.  Second, in relation to meaningful lives, this course teaches students how to use a wide range of media, especially  social media, to address social problems on a local and global scale. Third, in relation to productive careers, this  course provides students with the knowledges, skills, and abilities to advance their careers in the strategic  communications field.

**Section IV: Curricular Impact- New & Change inCourse**

 Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.


How often will this course be offered?

Rarely Every 2yr <mark>Every yr</mark> Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you  anticipate? NO

**Section V: Academic Standards**

 Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

Copur


What are the learning outcomes for this class?

By the end of this course students will be able to:
1. Students will be able to effectively develop, implement, and manage a strategic IMC program. 2. Students will be able to recognize, analyze, and evaluate the effectiveness of an IMC program. 3. Students will be able to demonstrate which media strategies are most appropriate in a given situation. 4. Students will be able to calculate the costs and benefits of an IMC program.
5. Students will be able to choose appropriate marketing tools for an IMC program.
6. Students will be able to create and deliver an IMC Oral Presentation recommending an effective IMC strategic and  tactical plan promoting a specific brand each student has selected.

What methods will you use to evaluate whether the learning outcomes have been met?

1. Participation: Discussions and reflection exercises
2. Tests and quizzes
3. Case Studies: Written and oral presentations
4. Final project: Written IMC plan and pitch presentation

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

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Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

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_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 525
# Integrated Marketing Communications

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D.
Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-
1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell
Phone: 352-213-4529

## Required Texts:
• IMC, the Next Generation Five Steps for Delivering Value and Measuring
  Returns Using  Marketing Communication
  • Brand Media Strategy
  • Social Media Marketing: A Strategic Approach
  • Ad Age (www.adage.com)
  · Ad Week (www.adweek.com)
  · Interbrand Corp. (http://www.brandchannel.com)
  · Canvas Resources

## Course Description:
Students in this course will analyze the latest integrated marketing
communications (IMC)  practices to develop a robust understanding of the
ways in which organizations use paid, earned,  shared, and owned media to
achieve their goals. Students will also learn about the key concepts  and
frameworks for creating and managing an IMC plan, with particular attention
paid to recent  trends in social marketing. Students will also analyze and
create IMC programs using the latest  value-based IMC practices, including
the benchmarks and key performance indicators used to  measure their return
on investment.

## Course Objectives
By the end of this course students will be able to:
1. Students will be able to effectively develop, implement, and manage a
   strategic IMC  program.
   2. Students will be able to recognize, analyze, and evaluate the effectiveness
   of IMC programs. 3. Students will be able to demonstrate which media
   strategies are most appropriate in a given  situation.
   4. Students will be able to calculate the costs and benefits of an IMC
   program. 5. Students will be able to choose appropriate marketing
   tools for an IMC program. 6. Students will create and deliver an IMC
   plan and pitch presentation recommending an
       effective IMC strategic and tactical plan promoting a specific brand
       and/or addressing a  particular social issue.

## Course Assignments
Participation/Exercises 10% Project

Tests (2 @ 15% each) 30% Written IMC Plan 15% Case Study Analyses - written 20% IMC Plan Pitch Presentation 15% Case Study Presentation 10%

**Brief Descriptions of Course Requirements**

**1. Participation g**rades will be based on attendance and engagement, especially in terms of **Canvas Exercises,** all of which are due by 11:59 pm on due dates specified on Canvas. **2. Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas. **3. Case Study analyses and presentations.** The purpose of these assignments is to **analyze and evaluate** the strategic processes evidenced in the case, **NOT** simply describe it. Limit your descriptions (what, where, when) to a brief summary and then make an argument about the IMC campaign's effectiveness (how, why, and among whom). Specific details will vary according to the case being analyzed, but generally you will write 750- to 1250- word papers and deliver a 10-minute summary presentation.

4. The **Integrated Marketing Communications Plan and Pitch Presentation** requires students to develop a written and oral presentation that details the formative research, planning, implementation, and evaluation strategies and tactics that will achieve the integrated marketing communication campaign's goals and objectives in furthering an organization's mission and/or addressing a pressing social issue. Specific project requirements and examples are posted on Canvas.

| **COURSE PROPOSAL/ CHANGE FORM**<br><br>Form Approved December, 2016 Curriculum Committee | **ROLLINS** | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt Cross Listed |
|---|---|---|

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Digital and Social Media Marketing

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 530 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters

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**This is a three-credit-hour course – see attached syllabus**

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins
College offerings. If  applicable, describe how this course advances one or more aspects of the
Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

Digital and social media have changed the interaction between brands and consumers, provided new, crucial channels for  markets, and equipped consumers with new tools to search, evaluate, and engage with products and marketers. This class  focuses on this digital marketing and interaction. It enables students to develop digital marketing plans, experiment with digital  marketing tools, and maximize the use of social media to achieve business and marketing objectives. Topics include mobile  marketing, viral marketing, influencer marketing, real-time marketing, use of social media to measure ROI, and management of  digital and social media content. Mastering the skillset offered in this class, students can advance in their expertise in the field  and pursue a productive career, which meets a main aspect of Rollins mission. In addition, this class teaches students how to  develop digital marketing plans, which prepares them to make strategic decisions and claim responsible leadership.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

> Rarely Every 2yr <mark>Every yr</mark> Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? <mark>Fall</mark>

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you  anticipate? <mark>No</mark>

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass  Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and  have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that's  specialized in pharmaceutical marketing. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:
1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by using a social media  management system (Hootsuite)
3. Use social media tools, to analyze the behavior of "connected customers"
4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track relevant users 6. Analyze and critique social media practices and strategies of leading brands

What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%
Hootsuite assignment 10%
Influencer marketing assignment 20%
Digital & social media plan 40%
Final Exam 20%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

# COM 5XX
# Digital and Social Media Marketing

## Identification of Course

1 COM 5XX Digital and Social Media Marketing (3 Credit hours)

Prerequisites: None

Mon. & Thu. 6:45-9:15 p.m. at SCC 230

2 Reading Materials

Buyer, L. (2018). *Social PR secrets: How to optimize, socialize, and publicize your brand (4*th *ed.)*. Florida: Buyer Group.

Larson, J. & Draper, S. (2019). *Digital marketing essentials: A comprehensive digital marketing  textbook*. Idaho: Edify.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition,  conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of  Marketing Science,* 49**,** 51–70. doi.org/10.1007/s11747-020-00733-3

3 Instructor's Information

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment E-mail: hmesbah@rollins.edu

## Course Description

Digital and social media have changed the interaction between brands and consumers, provided  new, crucial channels for markets, and equipped consumers with new tools to search, evaluate,  and engage with products and marketers. This class focuses on this digital marketing and  interaction. It enables students to develop digital marketing plans, experiment with digital  marketing tools, and maximize the use of social media to achieve business and marketing

objectives. Topics include mobile marketing, viral marketing, influencer marketing, real-time  marketing, use of social media to measure ROI, and management of digital and social media  content.

**Course objectives**

By the end of this class, students should be able to:

1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by  using a social media management system (Hootsuite)
3. Use social media tools, to analyze the behavior of "connected customers" 4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track  relevant users
6. Analyze and critique social media practices and

strategies of leading brands **Grading**

Participation 10%

Hootsuite assignment 10%

Influencer marketing assignment 20%

Digital & social media plan 40%

Final Exam 20%

**Brief Descriptions of Course Requirements**

**1. Participation**
Attendance and active participation in class discussion, brainstorming, and exercises are  required of all students.

**2. Hootsuite assignment**
You will take the free Hootsuite training course and turn in its certificate of completion  for credit. The fee for Hootsuite certification is $99, but you are not required to seek  certification. However, it's a great resume-builder. If you are a certified Hootsuite user, I  will give you another Hootsuite assignment.

**3. Influencer marketing case**
Identify top 5 top micro influencer campaigns and analyze their audio/visual key  messages, tactics, user interactions, and impact. You will also assess strengths and  weaknesses of those micro campaigns and provide your own solutions and/or alternative  strategies. Your

report should not exceed 1,500 words, excluding the clips or screenshots  that you take from those campaigns. Each student will present their report in class.

### 4. Digital & social media marketing plan

This is a group project. You will partner with a classmate to develop a digital and social  media marketing plan for a given Brand. I will provide you with a list of brands to choose  one for your project. The first phase of this project is to audit the current mobile, web,  and social media marketing strategies of the brand you have chosen. You will apply your  skills in web and social media analytics to assess the reach and impact of those strategies.  In the second phase, you will create an alternative plan that deals with the weaknesses  you have identified in the first phase and/or leverage opportunities for the brand via  digital and social media.

### 5. Final exam

It's a comprehensive exam that's based on the course readings, class discussions, and  cases you have analyzed.

| COURSE PROPOSAL/ CHANGE  FORM<br><br>Form Approved December, 2016  Curriculum Committee | ROLLINS | <sub>CLA</sub> UG <br>==Holt== UG GR <br><br>CLA/Holt Cross Listed |
| --- | --- | --- |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)


==New Course== Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Strategic Communication Internship

Transcript title (limited to 30 characters): Strat Comm Internship


Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 590

Number of credits: 3 Lab ==Lecture==

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students in this academic internship course will gain on-the-job experience and participate in structured reflections as  part of an experiential learning process. This course will help you intentionally and mindfully navigate your internship  and reflect on your experience so that you can connect your coursework with your work experience.

Grading: standard letter grade <mark>credit/no credit</mark>

Is this course repeatable for credit: Y <mark>N</mark>

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why)

**<span style="color:red">PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP</span>**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work  expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at  least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If  applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

An internship is an opportunity for on-the-job experience. The academic internship in the Strategic Communication Master  of Arts program offers students a structured approach to this kind of high-impact, experiential learning. The course is  designed to enrich the students' learning experience. The National Society for Experiential Learning defines an internship as any "carefully monitored work or service experience in which an individual has intentional learning goals and reflects  actively on what he or she is learning throughout the experience." This course will help students intentionally and mindfully navigate their internship and reflect on their experience with an eye toward connecting coursework with work experience.  This course is specifically designed to help students develop productive careers and meaningful lives.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr <mark>Every yr</mark> Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Summer

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you  anticipate? No

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of  Journalism and Communication at the University of Florida after a 20-year career in public relations, political  communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will  also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

By the end of this course, you will be able to:
1. Articulate and apply principles learned in and out of the classroom to your professional and personal experiences,  including connecting your coursework to your professional life
2. Engage in thoughtful and productive reflections on your internship experiences
3. Analyze your on-the-job skills, strengths, and weaknesses
4. Explain how this experiential learning process influenced your self-understanding, confidence, and interpersonal  skills
5. Develop and articulate work competencies for future professional pursuits
6. Network and pursue career options while gaining work experience

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Learning Objectives Statement 10%
Reflection Journals 10%
Discussion Boards 10%
Time Sheets (Midterm & Final Signed) 10%
Evaluations (Midterm, Student, Employer) 20%
Career Assignments 15%
Final Reflection Paper/Portfolio 25%

## Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

## Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

**COM 590**

# Strategic Communication Internship

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Course Description:**
Students in this academic internship course will gain on-the-job experience and participate in  structured reflections as part of an experiential learning process. This course will help you  intentionally and mindfully navigate your internship and reflect on your experience so that you  can connect your coursework with your work experience.

**Readings and Resources:** Canvas Class Modules

**Course Objectives**
By the end of this course, you will be able to:
1. Articulate and apply principles learned in and out of the classroom to your professional and  personal experiences, including connecting your coursework to your professional life 2. Engage in thoughtful and productive reflections on your internship experiences 3. Analyze your on-the-job skills, strengths, and weaknesses
4. Explain how this experiential learning process influenced your self-understanding,  confidence, and interpersonal skills
5. Develop and articulate work competencies for future professional pursuits 6. Network and pursue career options while gaining work experience

**Course Assignments**
Learning Objectives Statement 10%
Reflection Journals 10%
Discussion Boards 10%
Time Sheets (Midterm & Final Signed) 10%
Evaluations (Midterm, Student, Employer) 20%
Career Assignments 15%
Final Reflection Paper/Portfolio 25%

**Earning Credit**
The final "grade" for this course is either Credit (CR) or No Credit (NC). In order to achieve  credit in this course you must complete all registered internship hours, complete all course  assignments (min C- average), and earn a successful Employer Evaluation.

**Brief Descriptions of Course Requirements**
**1. Learning Objectives Statements** clearly define what you intend to learn during the  semester. The objectives should help the student, the Site Supervisor, and the Internship  Instructor evaluate the learning progress at the conclusion of the experience. Learning  Objectives should not try to cover all aspects of the internship, but focus on select areas that

you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement on the job. Furthermore, the outcomes should benefit both you and the organization.

2. **Reflection Journals** are a place to engage in and demonstrate meaningful reflection as you work toward achieving your Learning Objectives and navigate your new work experience. This is also a space to share your current completed internship hours.

3. **Discussion Forums** are our community space where you will connect with your fellow interns to discuss various topics related to professional development. Interns can learn about each other's sites and projects, synthesize and connect various concepts to their experiences and support each other. This also provides an opportunity for the Internship Instructor to advise, facilitate problem solving, and encourage critical/creative thinking.

4. **Time Sheets:** Interns are required to track their work hours each week and turn in a Midsemester and Final Timesheet signed by the supervisor. You may also be asked to submit your hours weekly. See Canvas for more information.

5. **Career Assignments** include (1) Organization Briefing Paper in which you will learn about your internship organization because it is crucial to understand the place you work. As well as: (2) Resume and (3) LinkedIn: You will ask your site supervisor or a coworker to review your resume, and you will add your current internship and update your LinkedIn account

6. **Evaluations (Midterm, Employer, & Student):** These serve as assessment tools for the Site Supervisor and the Student. The Site Supervisor and Student should discuss these evaluations. You will also reflect on this experience. There are three evaluations: a midterm evaluation and then a final employer evaluation and student evaluation at the end of the experience so you can review your overall performance. You will write reflection papers on these evaluations.

7. **Final Reflection Portfolio/Paper:** The final paper provides an opportunity to reflect on your entire internship experience. You will summarize your learning, assess your overall success in achieving your Learning Objectives, and highlight any additional insights about the organization/industry and your own professional goals. This assignment facilitates closure of the internship experience. In addition to writing the reflection paper, you will include (and make reference to) three artifacts from your internship. These can be pictures, articles or social media content you've written, infographics you've designed, or any other evidence of your work.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG  Holt UG  GR  CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum Committee | | |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Organizational Communication
Transcript title (limited to 30 characters): Organizational Communication

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

This course is designed to assist aspiring leaders in strategic communication in developing
the skills they will  need to inspire cooperation and innovation in a fast-paced global
environment. In this class, students will learn  how to be agents of change by mastering and
practicing key communication principles.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
This course is a four-credit-hour course that meets three hours per week. The value of four credit
hours results from work  expected of enrolled students both inside and outside the classroom. Rollins
faculty require that students average at  least three hours of outside work for every hour of
scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-
class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential
education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be an option elective course in addition to ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will introduce students to different styles of leadership, provide them with opportunities to analyze case studies of leadership in action, and articulate the ways in which effective leadership is essential for supporting organizational change and innovation. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how their approaches to communication can create toxic work environments or supportive, inclusive spaces for collaboration. The course also encourages students to develop a sense of self- and collective-efficacy, inspiring them to recognize that their leadership skills might be put to use to address social inequities.

## Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester During

which semester are you hoping to first offer thecourse? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe took graduate-level coursework in organizational communication. In addition, her research interests include studying collective action and connective action—identifying the ways in which leaders mobilize for social change.

What are the learning outcomes for this class?

By the end of this course students will:

• Improve their ability to critically assess and address problematic workplace scenarios for productive outcomes • Identify successful models of leadership so they can better champion key organizational priorities and necessary organizational changes
• Better communicate and instantiate organizational core values to motivate organizational members to reflect those values to both internal and external stakeholders

• Identify, analyze, and solve critical organizational problems they currently need to address by using course material as the basis for their organizational solutions

What methods will you use to evaluate whether the learning outcomes have been met?

• Leadership Self-Assessment Portfolio (20%)
• Case Study Discussion Leader (10%)
• Application Exercises (10%)
• Leadership Interview Project (30%)
• Leading through Organizational Challenges Paper (30%)

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

## COM 555: Organizational Leadership

Class Time: XXX Classroom: XXX  Professor: XXX Office: XXX Office Hours: XXX

### Course Description:
Effective strategic communication involves collaborating with others to develop, articulate, and  carry out a coherent plan for achieving an organization's goals and objectives. As such,  successful professional communicators model approaches to leadership that respond and adapt to  evolving relational and organizational contexts. This course is designed to assist aspiring leaders  in strategic communication in developing the skills they will need to inspire cooperation and  innovation in a fast-paced global environment. In this class, students will learn how to be agents  of change by mastering and practicing key communication principles. By the end of this class,  students will:

- Improve their ability to critically assess and address problematic workplace scenarios for  productive outcomes
- Identify successful models of leadership so they can better champion key organizational  priorities and necessary organizational changes
    - Better communicate and instantiate organizational core values to motivate organizational  members to reflect those values to both internal and external stakeholders • Identify, analyze, and solve critical organizational problems they currently need to  address by using course material as the basis for their organizational solutions

### Required Texts:
- Leadership: A Communication Perspective (7th Edition)
- Cases in Organizational and Managerial Communication: Stretching Boundaries

### Course Assignments:
- Leadership Self-Assessment Portfolio (20%)
- Case Study Discussion Leader (10%)
- Application Exercises (10%)
- Leadership Interview Project (30%)
- Leading through Organizational Challenges Paper (30%)

**Brief Descriptions of Course Requirements:**
• **Leadership Self-Assessment Portfolio:** This portfolio will include several components, including (a) responses to a set of leadership self-assessment instruments included in the main text for this course, (b) an assessment of themes included in interviews with three individuals who have witnessed the students' communication approach when they held a leadership position, and (c) the students' reflection on their own leadership style, including strengths, opportunities, and aspirations.

   • **Case Study Discussion Leader:** The main text for this course includes several case studies exploring leadership communication concepts present in real-life scenarios. The capacity to facilitate discussions in an inclusive, collaborative, and productive way is a core skill that effective leaders should cultivate. Once per semester, each student will serve as a discussion leader—they will facilitate a discussion of the case with a small group of their peers. Peers will provide the discussion leader with an assessment of how they encouraged active participation in the discussion. The student will draw on this feedback and on their own experience of this exercise to reflect on their strengths and weaknesses as a discussion leader.

• **Application Exercises:** The main text for this course includes several application exercises that provide opportunities to incorporate course concepts in determining how to respond to a leadership challenge. Several of these application exercises will be assigned over the course of the semester.

• **Leadership Interview Project:** Students will complete an interview project where they will speak with at least five individuals who occupy leadership roles in an organization. They will ask interviews to identify examples of key leadership challenges that they have faced as part of their role and to reflect on how they have communicated with others to address these challenges. The student will produce a paper analyzing these interview transcripts, identifying themes in both the types of challenges leaders faced and the approaches leaders took to addressing these challenges. They will connect their analysis to key communication concepts discussed in class.

• **Leading through Organizational Challenges Paper:** Students will identify one type of organizational challenge that requires effective leadership skills to navigate. For instance, this might include topics like merging with another company, rolling out a new policy or practice, responding to claims of bullying or harassment, weathering a crisis, etc. Students will develop a literature review summarizing existing research on communication strategies that leaders utilize to respond to this type of organizational challenge. Then, students will identify a current case of this challenge type—either drawing from their own professional experiences or drawing from news or blog sources. Finally, students will apply principles learned from their literature review to offer suggestions for how leaders might respond effectively to the organizational challenge present in their case study.

| COURSE PROPOSAL/ CHANGE FORM | ROLLINS | CLA UG<br>Holt UG<br>GR<br>CLA/Holt Cross Listed |
|---|---|---|
| Form Approved December, 2016 Curriculum Committee | | |

### Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

<mark>New Course</mark> Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Web Analytics and Social Media Metrics

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 535 Lab Lecture

Lab/studio time (min/wk)

   Catalog Description (50 words or less):

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters

~~This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work~~ ~~expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at~~ ~~least three hours of outside work for every hour of scheduled class time.~~ **~~Please identify the student activity.~~** ~~In this~~ ~~course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,~~ ~~experiential education, small-group projects, etc.~~ **~~PLEASE ATTACH ASYLLABUS~~**~~]:~~

**This is a three-credit-hour course – see attached syllabus**

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins
College offerings. If  applicable, describe how this course advances one or more aspects of the
Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

Web marketing allows companies to interact with consumers and adjust their campaigning in real-time. Students will  learn how to use web analytics and social media metrics to monitor and evaluate the effectiveness of online  communication of businesses and corporations. The class develops an applied understanding of specific web analytics,  such as Google analytics and Adobe analytics. Students will also study and apply social media tools, such as KPI's,  sentiment analysis, and campaign tracking. To enhance the leadership and analytical thinking skills of students, they will  learn how to prepare, present, and strategize web analytics and social media analytics reports. This hands-on class  provides students with skills and knowledge that helps them measure the impact of their clients' social media campaigns  and compare that effect to competitors. This is expected to help them advance in their career and claim more leadership  rules, which fulfills the aspects of "responsible leadership" and "productive life" in the Rollins mission.

### Section IV: Curricular Impact- New & Change inCourse

Information in this section will aid Curriculum Committee in evaluating the enrollment and
staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr <mark>Every yr</mark> Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? <mark>Spring</mark>

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you  anticipate? <mark>No</mark>

### Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets
the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty
members expected to  teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that's specialized in pharmaceutical marketing. I have a sound knowledge of Hootsuite, Google Analytics, and other social media metrics. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

**By the end of this class, students should be able to do the following**:
1. Monitor and Evaluate effective of digital communication by using appropriate web analytics and social media metrics
2. Use specific web and social media analytics, such as Key Performance Indicators (KPI's), Google analytics, and Adobe analytics
3. Apply social media metrics, such as Hootsuite, to design and modify social media communication  4. Monitor the digital communication of both consumers and competitors
5. Analyze and interpret social media data using the analytics of leading social media, such as Facebook, Twitter, and Instagram
6. Create reports of web analytics and social media analytics and use those reports in strategic decision-making

What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%
Project one (Web analytics) 30%
Project two (Social Media Tracking) 30%
Final report & presentation 30%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 5XX
# Web Analytics & Social Media Metrics

Identification of Course

1 COM 5XX Web analytics & Social Media Metrics (3 Credit
hours) Prerequisites: None
Tuesday & Thursday 6:45-9:15 p.m. at SCC 170

2 Reading Materials

• Hemannken, C. & Burbary, K. (2018). *Digital marketing analytics:
Making sense of consumer data in a digital world* (2nd Ed.).
Indianapolis, Ind: Que.
• Matthew A. Russell & Klassen, M. (2019). *Mining the Social Web: Data
Mining Facebook, Twitter, LinkedIn, Instagram, GitHub, and More*
(3rd Ed.). CA: O'Reilly

In addition to assigned readings from the following sources:

- Forrester Research
- Moz.org
- Growthhackers.com

3 <u>Instructor's Information</u>

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,
Phone 407-646-2384
Office hours: 11:00 a.m.: 1:00 p.m. Monday &
Wednesday or by appointment E-mail:
<u>hmesbah@rollins.edu</u>

## Course Description

Web marketing allows companies to interact with consumers and
adjust their campaigning in real-time. Students will learn how to use
web analytics and social media metrics to monitor and evaluate the
effectiveness of online communication of businesses and
corporations. The class develops an applied understanding of specific
web analytics, such as Google analytics and Adobe analytics.
Students will also study and apply social media tools, such as KPI's,
sentiment analysis, and campaign tracking. To enhance
the leadership and analytical thinking skills of students, they will
learn how to prepare, present, and strategize web analytics and social
media analytics reports.

## Course objectives

By the end of this class, students should be able to do the following:
1. Monitor and Evaluate effective of digital communication by using
   appropriate web analytics and social media metrics
2. Use specific web and social media analytics, such as Key
   Performance Indicators (KPI's), Google analytics, and Adobe
   analytics
3. Apply social media metrics, such as Hootsuite, to design and
   modify social media communication
   4. Monitor the digital communication of both consumers and
   competitors 5. Analyze and interpret social media data using the
   analytics of leading social media, such as Facebook, Twitter, and
   Instagram
6. Create reports of web analytics and social media analytics and use
   those reports in strategic decision-making

## Grading

Participation 10%
Project one 30%
Project two 30%
Final report & presentation 30%

## Brief Descriptions of Course Requirements

## 1. Participation

Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

## 2. Project one (Web analytics)

You will create your own WordPress website and determine scope, objectives, and key messages of this website in the second week. You will keep developing this website throughout the semester and monitor its analytics by setting up a search console and using Google analytics or Adobe analytics. You will also apply the basics of search engine optimization (SEO) to improve the searchability of keywords and support your PR efforts. You will present weekly progress reports on Canvas.

## 3. Project two (social media tracking)

You will pick a client (whether a business or corporation) and build a social media tracker for them. You will also track the social media of the main competitor of your client. You will analyze the communication of your client and competitor, along with their interaction with social media users. You will measure users' satisfaction, sentiment, and engagement. You will share the dashboard of your social media analytics weekly on Canvas.

## 4. Final Report & Presentation

You will submit a final report that summarizes and interprets your social media analytics and identifies how such data could be used strategically to enhance the effectiveness of your client's social media. You will present this report in class in Week 15.

| COURSE PROPOSAL/ CHANGE FORM<br><br>Form Approved December, 2016 Curriculum Committee | ROLLINS | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt<br>Cross Listed |
|---|---|---|

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: Crisis communications: Risk and reputation management

Transcript title (limited to 30 characters): Crisis Comm

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 540 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
This course is a four-credit-hour course that meets three hours per week. The value of four credit
hours results from work  expected of enrolled students both inside and outside the classroom. Rollins
faculty require that students average at  least three hours of outside work for every hour of
scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-
class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential
education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

## This is a three-credit-hour course – see attached syllabus

### Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins
College offerings. If  applicable, describe how this course advances one or more aspects of the
Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

COM 540 Crisis Communication is a core class in the Strategic Communication Master of Arts
program. This course  focuses on the theory and practice of crisis communication and reputation
management. Students will learn and apply  communication strategies during the three stages of
a crisis: pre-crisis (prevention and preparation), during crisis  (response/management), and post-
crisis (reputation restoration and long-term prevention strategies). The course  examines diverse
cases of crisis communication for celebrities, organizations, and governments with varying levels

of success or failure. The course also examines the ethics of communicating during and after a crisis. This course teaches students how to steer the communication of an organization during a crisis, which advances the Rollins missions of fostering responsible leadership and productive career. The course also examines several national and international cases of crisis management, which prepares students to be global citizens.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer thecourse? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? No

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:
1. Identify what constitutes a crisis and differentiates between different types of crises
2. Assess potential risks facing an organization and develop a preparedness plan
3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications actual cases of crisis communication
4. Construct a communication plan for a simulated crisis
5. Construct a strategic post-crisis, recovery shot-term and long-term plan

What methods will you use to evaluate whether the learning outcomes have been met?

Participation 10%

Crisis case assignment 20%
Risk/preparedness assignment 20%
Crisis communication project 30%
Final Exam 20%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 5XX
# Crisis Communication

## <u>Identification of Course</u>

1 COM 540 Crisis Communication (3 Credit hours)
Prerequisites: None
Mon. & Thu. 6:45-9:15 p.m. at SCC 170

2 <u>Reading Materials</u>

Coombs, W. T. (2019). *Ongoing Crisis Communication: Planning, Managing, and Responding* (4th ed.). Thousand Oaks: Sage Publications

Fearn-Banks, K. (2017). *Crisis Communication: A casebook approach* (5ᵗʰed.). CA: Sage Publications.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science,* 49**,** 51–70. doi.org/10.1007/s11747-020-00733-3

Additional materials:

www.audible.com/pd/Crisis-Response-and-Reputation-Management
(Oct. 22ⁿᵈ, 2020) Best Reputation Management Podcasts:
https://player.fm/podcasts/Reputation-Management

3 <u>Instructor's Information</u>

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment E-mail: hmesbah@rollins.edu

### Course Description

This course focuses on the theory and practice of crisis communication and reputation management. Students will learn and apply communication strategies during the three stages of a crisis: pre-crisis (prevention and preparation), during crisis (response/management), and post crisis (reputation restoration and long-term prevention strategies). The course examines diverse cases of crisis communication for celebrities, organizations, and governments with varying levels of success or failure.

The course also examines the ethics of communicating during and after a crisis.

**Course objectives**

By the end of this class, students should be able to:

1. Identify what constitutes a crisis and differentiates between different types of crises 2. Assess potential risks facing an organization and develop a preparedness plan 3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications actual cases of crisis communication
4. Construct a communication plan for a simulated crisis
5. Construct a strategic post-crisis, recovery shot-term

and long-term plan **Grading**

Participation 10%

Crisis case assignment 20%

Risk/preparedness assignment 20%

Crisis communication project 30%

Final Exam 20%

**Brief Descriptions of Course Requirements**

**1. Participation**
Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

**2. Crisis case assignment**
Each student will be assigned a previous crisis case to analyze, critique, and present in class. The analysis should include a review of the existing literature about the crisis, the communication strategies adopted, media coverage of the crisis, social media interactions, and post-crisis strategies. The final report should not exceed 25 double spaced pages including references.

**3. Risk analysis and preparedness assignment**
You will choose one communication track that resonates with either your interests or career, such as health, oil extraction, transportation, etc. You can also opt to do this assignment for current employer/organization. Your task is to assess the various dimension of the hazards in the track you have selected and develop a risk communication plan. The assessment of hazards will include the potential negative consequences of the risk/hazard and the public(s) that will be affected. You will create actual messages for your campaign, such as brochures, storyboards, or fliers. The third element in your analysis will identify the actionable measures in case a crisis occurs (preparedness plan).

### 4. Crisis management plan

This is a group project. Each group will be consisted of 2-3 students. I will assign each group a detailed simulated crisis to analyze and manage. After assessing the dimensions of the crisis, each group will apply crisis communication theory to identify strategies for managing the crisis and identifying response strategies. We will have simulated press conferences in class and raise questions that test those response strategies. Each group will create a final report for the crisis and post-crisis management plan. The report should not exceed 2,000 words and include an analysis of the crisis, deliverables and timetable, and communication strategy after the crisis is over).

### 5. Final exam

It's a comprehensive exam that's based on the course readings, class discussions, and cases you have analyzed.

| | | |
|---|---|---|
| **COURSE PROPOSAL/ CHANGE FORM**<br><br><br><br>Form Approved December, 2016 Curriculum Committee | **ROLLINS** | CLA UG<br>Holt UG<br>GR<br><br>CLA/Holt<br>Cross Listed |

**Section I: Catalog Information**

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course Department: Communication

Course Title: COM 545: Strategic Communication Campaigns: Capstone 1

Transcript title (limited to 30 characters): Strat Comm Capstone 1

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 545

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: ==standard letter grade== credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course countstoward the major/minor concentration Y N (please specify why) **PLEASE**

**PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP**

Course restrictions, if any Fr So Jr Sr Graduate

**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15- Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work  expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at  least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If  applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)

Strategic communication campaigns is the first of two capstone courses in the Strategic Communication Master of Arts  program. This course synthesizes the content of the other courses as the students conduct their formative research and  campaign planning on behalf of their client. This course provides students with the opportunity to apply their strategic  communication knowledge, skills, and abilities to the development of a campaign designed to an existing challenge  identified by their client organization. Working individually, the students will respond to the obstacles and opportunities in  their client's situation to develop and pitch their formative research and campaign plans. While the course's primary focus  is creating a comprehensive plan, assignments, discussions, and peer reviews of their classmates' plans will allow students  to articulate their mastery of strategic ethical, responsible, and communication research and planning in our multicultural  world. The capstone experience is intended to ensure students have the knowledge, skills, and abilities to become industry  leaders, furthering the Rollins mission of "educating students for global citizenship and responsible leadership, empowering  graduates to pursue meaningful lives and productive careers."

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr ==Every yr== Every semester More than 1/semester

During which semester are you hoping to first offer thecourse<mark>? Spring</mark>

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you anticipate? <mark>No</mark>

## Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets
the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty
members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from
the College of Journalism and Communication at the University of Florida after a 20-year career
in public relations, political communication, event marketing, and operations management.
Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with
significant experience in the field.

What are the learning outcomes for this class?

By the end of this course students will be able to:
1. Create, conduct, and present a formative research plan that includes a situation/issue,
   client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign
   plan on behalf of a client.
   3. Create and pitch a strategic communication campaign to a client.
   4. Design, draft, and revise verbal, nonverbal, and visual campaign
   communication materials. 5. Evaluate and peer review classmates'
   formative research plans, and campaign plans.
6. Demonstrate mastery of the formative research and strategic communication campaign planning
   processes.

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Campaign Pitch Presentation 20%
Situation/Issue Analysis 5% Campaign Book Draft 5% Client & Competitor
Analysis 5% Final Campaign Book 30% Publics Analysis 5%
Formative Research Presentation 5%
Formative Research Plan 15%

## Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:

Competency FacultyDirector:

# COM 545
## Strategic Communication Campaigns: Capstone 1

Class Time: Tuesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Reference Texts (not required; useful guides):**
- **Strategic Planning for Public Relations**
- **Cases in Public Relations Strategy**
- Canvas Resources

**Course Description:**
Students in the first capstone course will complete the formative research required to create a strategic campaign plan on behalf of a client. Students will analyze their client's situation, organization, and publics to develop campaign goals, objectives, strategies, and tactics to be implemented in the second capstone class.

**Course Objectives**
By the end of this course students will be able to:
1. Create, conduct, and present a formative research plan that includes a situation/issue, client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign plan on behalf of a client.
3. Create and pitch a strategic communication campaign to a client.
4. Design, draft, and revise verbal, nonverbal, and visual campaign communication materials. 5. Evaluate and peer review classmates' formative research plans, and campaign plans. 6. Demonstrate mastery of the formative research and strategic communication campaign planning processes.

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Campaign Pitch Presentation 20% Situation/Issue Analysis 5% Campaign Book Draft 5% Client & Competitor Analysis 5% Final Campaign Book 30% Publics Analysis 5% Formative Research Presentation 5%
Formative Research Plan 15%

**Brief Descriptions of Course Requirements**
**1. Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises and Peer Reviews,** all of which are due by 11:59 pm on due dates specified on Canvas.
**2. Situation/Issue Analysis: S**tudents will analyze the central issue(s) facing their client and explain how it may be resolved to their client's advantage in a visual report. **3. Client and competitor analysis:** Students will analyze their client's background, history, and trends, their resources and challenges, their competitors, opposition, and potential sponsors in a visual report.

4. **Publics Analysis**: Students will **i**dentify and describe their key publics' demographics and  psychographics, their perceptions, attitudes, and behaviors related to their client/campaign in  a visual report.
5. **Formative Research Plan:** Students will synthesize their issue/situation, client/competitor,  and publics analyses into a formal report that establishes the foundation for their strategic  communication campaign. This report will be reviewed by the client, instructor, and  classmates who will provide revision suggestions for the final campaign book.
6. **Formative Research Presentation:** Students will develop and deliver a 20- to 25-minute  presentation that explains how their formative research will be used as the basis for their  campaign plan.
7. **Campaign Pitch Presentation**: Students will deliver a 25- to 30-minute presentation  explaining their campaign plan's goals, objectives, strategies, tactics, and displaying the  campaign materials they created.
8. **Campaign Book and Draft**: Students will draft and revise their campaign books that include  their formative research as well as the details of their campaign as outlined on Canvas. The  campaign book draft will be reviewed by the client, the instructor, and classmates who will  provide revision suggestions for the final campaign book.

| | | |
|---|---|---|
| **COURSE PROPOSAL/ CHANGE  FORM**  Form Approved December, 2016  Curriculum Committee | **ROLLINS** | CLA UG Holt UG GR  CLA/Holt Cross Listed |

### Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.
If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove

Course  Department: Communication

Course Title: Strategic Communication Measurement and Evaluation: Capstone 2

Transcript title (limited to 30 characters): Strat Comm Eval: Capstone 2

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 550

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):
Students in the second capstone course will develop their abilities to measure and evaluate their strategic  communication initiatives. This course will teach students how to research and measure industry-standard key  performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their  outcomes.


Grading: <mark>standard letter grade</mark> credit/no credit

Is this course repeatable for credit: <mark>Y</mark> N

Prerequisites: COM 545 Co-requisites:


Course countstoward the major/minor concentration Y N (please specify why)

**<span style="color:red">PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP</span>**

Course restrictions, if any Fr So Jr Sr <mark>Graduate</mark>
**Section II:** Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four
Credit Hours during 15- Week Semesters
This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work  expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at  least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this  course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research,  experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:


**Section III: Course Rationale - New & Change in Course**

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If  applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible  leadership, productive career, meaningful life)


Strategic communication measurement and evaluation is the second of two capstone courses in the Strategic  Communication Master of Arts program. In this course, students will learn how to demonstrate the value of their work. This  course will develop students' abilities not only to measure and evaluate their strategic communication campaigns, but also  to demonstrate how they are enhancing their client organizations' abilities to achieve their missions. Students will learn  how to use industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their  strategies, and improve their outcomes. This course will also teach students how to develop compelling narratives using  their evaluation data so that they can influence others or inspire changes in long-standing, but outdated practices that are  no longer useful or viable. Moreover, students will learn how to mine and analyze data to find key insights that drive their  campaigns' outcomes and impact. Finally, these skills are transferable to the students' individual lives, providing them with  effective frameworks for building and measuring the meaning and productivity in their personal and professional lives.

**Section IV: Curricular Impact- New & Change inCourse**

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the  new course proposed.

How often will this course be offered?

Rarely Every 2yr ==Every yr== Every semester More than 1/semester  During

which semester are you hoping to first offer thecourse? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and

what impact do you  anticipate? No

**Section V: Academic Standards**

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic  rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to  teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of  Journalism and Communication at the University of Florida after a 20-year career in public relations, political  communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will  also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

By the end of this course students will be able to:

• Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone  strategic communication campaign.
• Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes. • Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and  impact of their strategic communications
• Perform primary and secondary research to identify insights that drive strategic communication outcomes and impact. • Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and  analytics

What methods will you use to evaluate whether the learning outcomes have been met?

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Measurement Plan Draft 5% Quizzes/Tests 20% Measurement  Plan 20% Measurement  Framework  10%  Measurement Presentation 15% Measurement Methodology 10%
Data Mining and Analysis 10%

**Section VI: Additional Information (Optional)**

Use this section to provide any other pertinent information or explication. You may also use this section to describe non standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VII: General Education Requirements**

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate  General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum  Committee. General Education Designations are approved for a particular course and instructor. New instructors of  existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this

instructor? If yes, which? Hamilton Holt Gen Ed Designations:

_____ Expressive Arts (HART) _____ Writing _____ Quantitative Methods (HQT) _____

Scientific Perspective (HSCI _____ Literature (HLIT)

_____ Global Citizenship (HGC) _____ Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

_____ Health & Wellness (BCMP) _____ Mathematical (MCMP) _____ Foreign Language (FCMP)

_____ Writing (WCMP) _____ Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

**Section VIII: Approvals**

Include signature and date:

Faculty Sponsor/Instructor:

Department Chair or Program Coordinator:


Competency FacultyDirector:

# COM 550
# Strategic Communication Measurement & Evaluation: Capstone
## 2

Class Time: Wednesdays 6:45 p.m. Professor: David Lynn Painter, Ph.D. Office: CSS 160 Email: dpainter@rollins.edu Office Hours: T/TR 11-1, or by appt. Office Phone: 407.691.1702 Classroom: CSS 134 Cell Phone: 352-213-4529

**Reference Texts** (There are no required textbooks, but there are free white papers to be studied each week. Below, please find a partial list of publications, but the schedule and complete list are available on the course's Canvas page.

- Dictionary of Public Relations Measurement and Research, Third Edition by Don W. Stacks, University of Miami, & Shannon A. Bowen, University of South Carolina; August 2013

- 10 tips for enhancing your PR metricsin 2018 by William Comcowich, Ragan Communications, January 8, 2018

- Introducing Barcelona Principles 2.0 - Why change was necessary by David Rockland, Ketchum Partner, Immediate Past Chairman, the International Association for Measurement and Evaluation of Communication (AMEC)

  - The Barcelona Principles – Full text and description by Katie Paine Publishing • The Principles of PR Management published by Ketchum Global Research & Analytics

- Guidelinesfor Setting Measurable Public Relations Objectives: An Update by Forrest W. Anderson, Linda Hadley, David Rockland, Mark Weiner, published by the Institute for Public Relations

- Outputs or Outcomes? Assessing Public Relations Evaluation PracticesIn Award-Winning PR Campaigns by Maureen Shriner, Rebecca Swenson, and Nathan Gilkerson published in the Public RelationsJournal, Vol. 11, Issue 1, June 2017

**Course Description:**
Students in the second capstone course will develop their abilities to measure and evaluate their strategic communication initiatives. This course will teach students how to research and measure industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes.

**Course Objectives**
By the end of this course students will be able to:

- Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone strategic communication campaign.
- Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes.
- Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and impact of their strategic communications
  - Perform primary and secondary research to identify insights that drive strategic communication outcomes and impact.
- Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and analytics

**Course Assignments**
Participation/Exercises/Peer Reviews 10% Measurement Plan Draft 5% Quizzes/Tests 20% Measurement Plan 20% Measurement Framework 10% Measurement Presentation 15% Measurement Methodology 10% Data Mining and Analysis 10%

**Brief Descriptions of Course Requirements**
1. **Participation g**rades will be based on attendance and engagement, especially in terms of **Canvas Exercises, Discussions, and Peer Reviews,** all of which are due by 11:59 pm on due dates specified on Canvas.
   2. **Quizzes and test** will require you to reflect on course content as specified on Canvas. **3. Measurement Framework:** Students will use the AMEC Integrated Evaluation Framework to analyze their capstone campaign. The framework is a free online tool. Your work can be downloaded from the tool in various forms and submitted through Canvas. **4. Measurement Methodology: Students will create t**ransparency tables and methodology documents as part of their measurement plans. Students will also outline any other methodologies they will use as part of their capstone measurement strategy. **5. Data Mining and Analysis:** Students will explain how to research and analyze data from various sources as part of their capstone measurement strategies. Students will also describe how measurement plans and reports may include invalid or inflated data so that they can avoid such sources of bias in their evaluation strategies.
2. **Measurement Plan**: Students will draft and revise their measurement plans, reports, and dashboards as well as their narrative evaluations of their capstone campaigns. The measurement plan draft will be reviewed by the client, the instructor, and classmates who will provide revision suggestions for the final campaign book.
3. **Measurement Plan Presentation**: Students will deliver a 20- to 25-minute presentation explaining their overall capstone campaign measurement strategies and results.

# Proposal to Create a Holt Leadership Minor

Rick Bommelje, John Houston, Susan Bach, Edye McNickle, and Rob Sanders

## <u>Rationale</u>

The mission of Rollins College is to educate students to be responsible leaders. While this part of the  mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of  the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills,  and applications of leadership. Holt students, who often arrive with work experience, are seeking to not  only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles  within an organization. They have anecdotal experience with leadership but lack the systematic analysis  of the scholarship and application of leadership to position them for taking on such a role themselves. We  contend that to be educated for global citizenship and responsible leadership, students need to  inquire/explore their own style and behavior and analyze how to apply their strengths and address their  weaknesses.

The minor in Leadership is available to all Holt majors and is designed to introduce and guide students  through the personal development of leadership skills, behaviors, and dispositions, and how these  influence and are influenced by the group or organizational contexts in which they might find themselves  as leaders. Starting with a focus on students' awareness of their own personal identity as ~~a~~ leaders and  followers, students will explore the theoretical models of leadership, examine how different models of  leadership manifest themselves in different types of groups and organizations, and engage in practices of  leadership in the context of the students' major or anticipated profession. Elective courses provide an  interdisciplinary examination of leadership in the context of facets of leadership, including: organizational  development, the psychology of work, ethics, servant leadership, and conflict leadership.

As a minor, the program isn't likely to result in new students enrolled in the Holt School. Rather, it will  serve to further expand the Holt portfolio of programs available to Holt students and at least two of the  INT courses offered can be proposed as HLCK options for other Holt students to use to fulfil General  Education requirements.

## <u>Learning Outcomes</u>

Students enrolled in the minor in Leadership will be able to:

1. demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals.
2. reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.
3. make a difference as leaders in professional, civic, and community life, and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice.

## <u>Budget and Resources</u>

The three INT courses will be taught as CLA faculty overloads or by adjunct faculty. While the relevant  electives are open to Holt students, additional sections may be added to accommodate enrollment in the  minor.

| | | |
|---|---|---|
| Adjunct Faculty (Increase Holt undergraduate  Adjunct Faculty Salaries-Instruction (61041)) 2 courses | | $8000 |
| Faculty Overloads (Increase Holt undergraduate  O/L Fac. Sal-Instruction (61045)) 2 courses | | $8000 |
| Director Stipend | | $1000 |
| Total costs per year | | $17,000 |

Holt undergraduate tuition for 2021-2022: $2048 per course

Enrollment of only ten (10) students would generate $20,480 per required course or $40,960 per year  (assuming two required courses per year).

# Curriculum Plan

- 6 courses/24 Credits
- Three Required Courses (all three currently in catalog)
    - o INT 260 Foundations in Leadership
    - o INT 261 Leadership and Citizenship in Action
    - o INT 390 Capstone in Leadership
- Three Interdisciplinary Electives
    - o Electives provided by Departments of Psychology, Communication Studies, Health Services Leadership and Administration, Business Management, and International Affairs
    - o Possible interdisciplinary electives may include (list would NOT be included in catalog): ▪ PSY 316 Ethics
        - ▪ PSY 317 Group Dynamics
        - ▪ PSY 330 Organizational Behavior
        - ▪ PSY 337 Organizational Dysfunction
        - ▪ PSY 343 Psychology of Relationships
        - ▪ PSY 407 Organization Development
        - ▪ COM 210 Public Speaking
        - ▪ COM 212 Persuasion Theory
        - ▪ COM 230 Listening
        - ▪ COM 301 Designing Effective Organizations
        - ▪ COM 316 Training and Development
        - ▪ COM 319 Leadership and Effective Communication
        - ▪ COM 321 Organizational Communication
        - ▪ COM 324 Self-Leadership and Communication
        - ▪ COM 327 Servant Leadership

▪ COM 345 Leadership, Film, and Communication

▪ HSL 315 Health Services Management, Organizational Behavior, and Leadership ▪ HSL 400 Health Strategic Management and Leadership

▪ EDU 496B Leadership Skills

▪ MGT 101 - Introduction to Responsible Business Management

▪ MGT 312 - Responsible Business Leadership

▪ MGT 316 - Critical Thinking & Problem Solving

▪ INAF 302 - Leadership and Public Policy in the Emerging Nations

Course Availability

| Fall | Spring |
|------|--------|
| INT 260 Foundations in Leadership | INT 260 Foundations in Leadership |
| INT 261 Leadership and Citizenship in Action | INT 261 Leadership and Citizenship in Action |
| Interdisciplinary Leadership Elective(s) | Interdisciplinary Leadership Elective(s) |
| INT 390 Capstone in Leadership (final term – on  demand) | INT 390 Capstone in Leadership (final term – on  demand) |

Intended Sequence

| **Semester One:** INT 260 Foundations in Leadership  Interdisciplinary Leadership Elective | **Semester Two:** Interdisciplinary Leadership Elective(s) |
|------|------|
| **Semester Three:** INT 261 Leadership and Citizenship in Action  Interdisciplinary Leadership Elective | **Semester Four:** Interdisciplinary Leadership Elective INT 390 Capstone in Leadership (final term) |
|  |  |

Note: Students are permitted to use one course from their major course of study to fulfill the  Interdisciplinary elective requirements. At least two elective courses must be taken outside the major.

## Demonstration of Learning Outcomes Assessment Plan

| *LEAP* Outcome | Learning Outcome | Ways of Demonstrating Learning | Outcome Benchmark |
|------|------|------|------|

| *Select an AAC&U LEAP Learning Outcome, if appropriate, using the pull-down menu.* | *Specific and measureable statement of what students will know and be able to do at degree completion.* | *In what courses, assignments, or projects will the department/program provide students with opportunities to demonstrate what they are learning? How will faculty members assess student learning?* *At least one direct and one indirect measure\* must be included in the overall demonstration of learning plan.* | *How will the department know students have met expectations? Ex: 90% of students will demonstrate mastery of the ability to synthesize material from multiple viewpoints based on a departmental rubric.* |
|---|---|---|---|
| Problem Solving | Students enrolled in the Leadership minor will demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals. | Assessed in INT 261 Leadership and Citizenship in Action<br><br>Direct: Course and homework assignments, case study analysis<br><br>Indirect: student reflections | 90% of students will demonstrate the ability to design, evaluate, and implement leadership strategies as assessed by a departmental rubric.<br><br>Students will spend at least 25% of class time engaged in active learning assignments that require reflection and introspection. |

| | | | |
|---|---|---|---|
| Ethical Reasoning | Students enrolled in the Leadership minor will be able to reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. | Assessed in INT 260 Foundations in Leadership<br><br>Direct: class discussion participation, case study analysis<br><br>Indirect: reflective journals and outcomes of self report efforts and improvements in relationships based on goals that were set. | 90% of students will be able to recognize ethical issues in leadership and demonstrate the ability to resolve ethical dilemmas as assessed by a departmental rubric.<br><br>Students will spend at least 25% of class time engaged in active learning assignments and activities that require reflection and self-reporting of different ethical perspectives and respective ramifications. |
| Civic Engagement | Students enrolled in the Leadership minor will be able to make a difference in professional, civic, and community life and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice. | Assessed in INT 390 Capstone in Leadership<br><br>Direct: Observation of students' participation in fieldwork<br><br>Indirect: # of hours engaged in activities related to civic engagement | 90% of students will demonstrate mastery of the ability to synthesize, analyze, and evaluate activities that address leadership issues as assessed by a departmental rubric.<br><br>Students will spend at least 25% of class time engaged in applied learning and at least 20 hours per |

| | | | term engaged in  leadership activities in their  organization. |
|---|---|---|---|
| | | | |

**Office of the Vice President for Academic Affairs and Provost**
## ACADEMIC PROGRAM INFORMATION SHEET
### *New Programs or Substantive Change/Discontinuation of Existing Programs*

| | |
|---|---|
| **Program Name** | **Undergraduate Minor: Leadership** |
| **College** | Hamilton Holt School |
| **Department or Program** | Interdisciplinary |
| **Contact(s), E-mail, Phone** | Rick Bommelje, RBOMMELJE@Rollins.edu, 407-646-2625 |
| **Action** | NEW PROGRAM |
| **Type of Program** | MINOR |
| **Level** | UNDERGRADUATE |
| **Credit or Non-Credit** | FOR CREDIT |
| **Preferred CIP Code** | 30.0000 Multi-/Interdisciplinary Studies, General. |
| **Total Credit Hours** | 24 |
| **Effective Date** | FALL 2022 |

| | |
|---|---|
| **Rationale and Needs Analysis for New Programs, Changes, or Discontinuation** | The mission of Rollins College is to educate students to be responsible leaders. While this part of the mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills, and applications of leadership. Holt students, who often arrive with work experience, are seeking to not only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles within an organization. They have anecdotal experience with leadership but lack the systematic analysis of the scholarship and application of leadership to position them for taking on such a role themselves. We contend that to be educated for global citizenship and responsible leadership, students need to inquire/explore their own style and behavior and analyze how to apply their strengths and address their weaknesses. |
| | The minor in Leadership is available to all Holt majors and is designed to introduce and guide students through the personal development of leadership skills, behaviors, and dispositions, and how these influence and are influenced by the group or organizational contexts in which they might find themselves as leaders. Starting with a focus on students' awareness of their own personal identity as a leaders and followers, students will explore the theoretical models of leadership, examine how different models of leadership manifest themselves in different types of groups and organizations, and engage in practices of leadership in the context of the students' major or anticipated profession. Elective courses provide an interdisciplinary examination of leadership in the context of facets of leadership, including: organizational development, the psychology of work, ethics, servant leadership, and conflict leadership. |
| | As a minor, the program isn't likely to result in new students enrolled in the Holt School. Rather, it will serve to further expand the Holt portfolio of programs available to Holt students and at least two of the INT courses offered can be proposed as HLCK options for other Holt students to use to fulfil General Education requirements. |

| | |
|---|---|
| **Program Mission Statement Aligned to College Mission** | The mission of Rollins College is to educate students to be responsible leaders. While this part of the mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills, and applications of leadership. Holt students, who often arrive with work experience, are seeking to not only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles within an organization. They have anecdotal experience with leadership but lack the systematic analysis of the scholarship and application of leadership to position them for taking on such a role themselves. We contend that to be educated for global citizenship and responsible leadership, students need to inquire/explore their own style and behavior and analyze how to apply their strengths and address their weaknesses. |
| **Intended Audience** | The minor in Leadership is available to all Holt majors and is designed to introduce and guide students through the personal development of leadership skills, behaviors, and dispositions, and how these influence and are influenced by the group or organizational contexts in which they might find themselves as leaders. |
| **Projected Enrollment** | 10 in each cohort |
| **Location(s) of Instruction** | Courses for the Leadership minor will be taught in-person on the Winter Park campus of Rollins College. |
| **Admission Requirements** | Students must be enrolled in an undergraduate degree program of Rollins College through the Hamilton Holt School. |
| **Faculty Required & Credentials** | The program will draw upon the expertise of existing faculty in multiple departments to teach the required courses and through the students' selection of approved electives. Adjunct faculty will be used when additional expertise is required. |
| **Coursework Required** | **Curriculum Plan**<br>• 6 courses/24 Credits<br>• Three Required Courses<br>    • INT 260 Foundations in Leadership<br>    • INT 261 Leadership and Citizenship in Action<br>    • INT 390 Capstone in Leadership<br>• Three Interdisciplinary Electives<br>    • Electives may include courses provided by Departments of Psychology, Communication Studies, Health Services Leadership and Administration, Business Management, and International Affairs<br>    • Possible interdisciplinary electives may include:<br>        • PSY 316 Ethics<br>        • PSY 317 Group Dynamics<br>        • PSY 330 Organizational Behavior<br>        • PSY 337 Organizational Dysfunction<br>        • PSY 343 Psychology of Relationships<br>        • PSY 407 Organization Development<br>        • COM 210 Public Speaking<br>        • COM 212 Persuasion Theory<br>        • COM 230 Listening<br>        • COM 301 Designing Effective Organizations<br>        • COM 316 Training and Development |

| | |
|---|---|
| | • COM 319 Leadership and Effective Communication<br>• COM 321 Organizational Communication<br>• COM 324 Self-Leadership and Communication<br>• COM 327 Servant Leadership<br>• COM 345 Leadership, Film, and Communication<br>• HSL 315 Health Services Management, Organizational Behavior, and Leadership<br>• HSL 400 Health Strategic Management and Leadership<br>• EDU 496B Leadership Skills<br>• MGT 101 - Introduction to Responsible Business Management<br>• MGT 312 - Responsible Business Leadership<br>• MGT 316 - Critical Thinking & Problem Solving<br>• INAF 302 - Leadership and Public Policy in the Emerging Nations |
| **Student Learning Outcomes** | **Learning Outcomes**<br>Students enrolled in the minor in Leadership will be able to:<br>1. demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals;<br>2. reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions; and<br>3. make a difference as leaders in professional, civic, and community life, and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice. |
| **Evaluation & Assessment** | See attached Demonstration of Learning (DoL) Assessment Plan. |
| **Resource Requirements & Project Budget** | **Budget and Resources**<br>The three INT courses will be taught as CLA faculty overloads or by adjunct faculty. While the relevant electives are open to Holt students, additional sections may be added to accommodate enrollment in the minor.<br><br>Holt undergraduate tuition for 2021-2022: $2,048 per course<br>Enrollment of only ten (10) students would generate $20,480 per course. |

| | |
|---|---|
| Adjunct Faculty (Increase Holt undergraduate Adjunct Faculty Salaries-Instruction (61041))<br>2 courses | $ 8,000 |
| Faculty Overloads (Increase Holt undergraduate O/L Fac. Sal-Instruction (61045))<br>2 courses | $ 8,000 |
| Program Director Stipend - O/L Fac. - Admin Stipends (61046) | $ 1,000 |
| Total costs per year | $17,000 |

| REVIEWS–APPROVALS | | |
|---|---|---|
| **Sponsoring Department** | | 10/4/2021<br><br>10/5/2021 |

| OIP or OISSS (If international.) | *Not Applicable.* | |
|---|---|---|
| **Dean** | *Robert Sandor* | 10/4/2021 |
| **VPAA \| Provost** | *Susan Rundell Singer* | 10/5/2021 |
| **Faculty Governance** (All governance entities.) | CLA Curriculum Committee Chair Signature on Approval<br><br>CLA Executive Committee Chair Signature on Approval<br><br>Minutes of CLA Faculty Meeting on Approval | Date<br><br>Date<br><br>Date |
| **President's Cabinet** (If financial resources required.) | Not Required; Provost Notification Only | |
| **President** (if required) | Not Required; Provost Notification Only | |
| **Trustees** (if required) | Not Required; Provost Notification Only | |
| **SACSCOC Action Taken** (Completed by Assistant Provost and SACSCOC Liaison.) | Notification only and addition to Degree and Program List; no new content, courses, or faculty at the undergraduate level. | 10/5/2021 |

# Rollins
## EST. 1885

**Faculty Evaluation**

# Post-Tenure Review

## Key Institutional Documents

- o [CLA Faculty Bylaws](#), Article VIII "Faculty Appointments & Evaluation" (pp. 11-27)

## Timeline

- o Associate and Full Professors go through a Post-Tenure Review two years before a scheduled sabbatical.

- o Materials are due by January 1.

## Required Materials

- o Professional Assessment Statement

  - o The PAS for Post-Tenure Review has three parts: 1. Introductory Self-Assessment (a short general statement of what the faculty member contributes to his or her department and to the college as a whole, as well as special areas of competence or concern), 2. Self-

evaluation and goals in the areas of teaching, research, and service, and 3. Description of your sabbatical plans and specific resources needed to accomplish this scholarship.

# Guidance & Support

- How to Document Effective Teaching



Visit the Endeavor Center's "How to Document Effective Teaching" site for advice on preparing your materials.

**FSAR Evaluation**

**Description of the FSAR in the Faculty Handbook:**
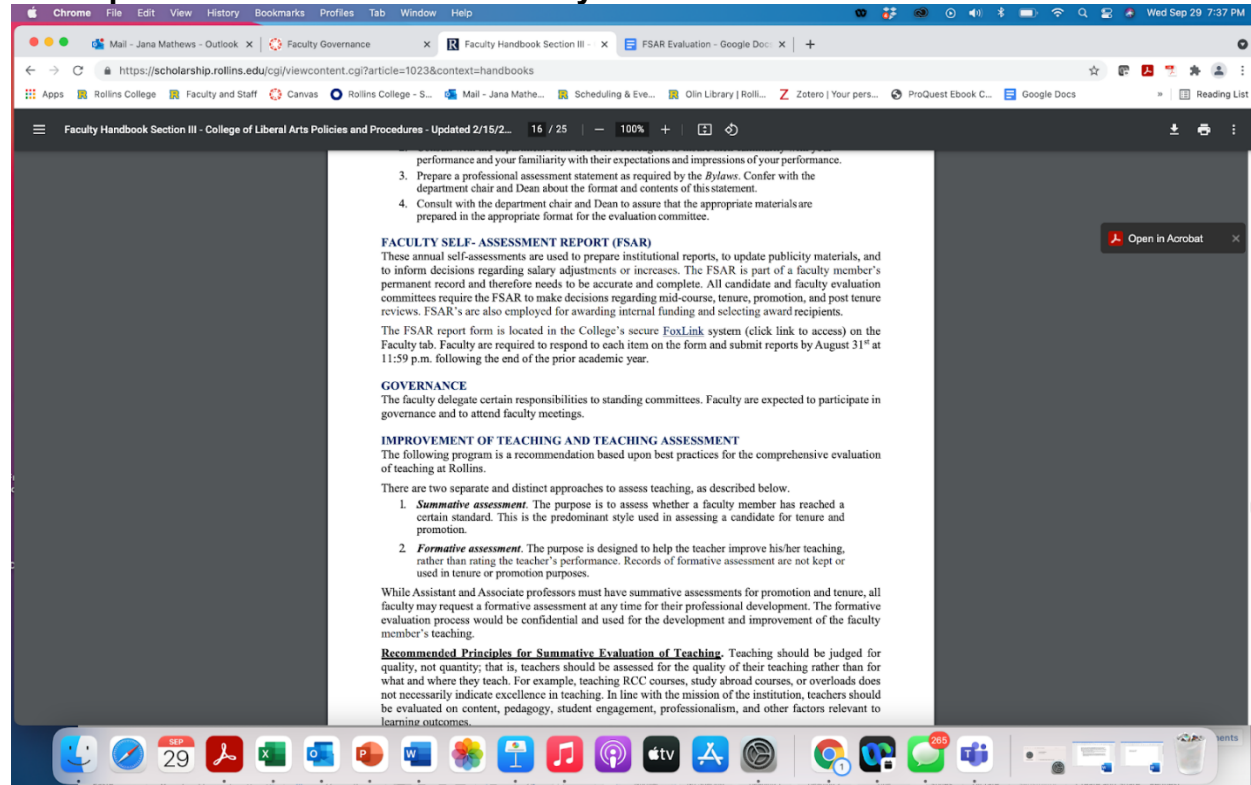


**Information about Rollins' FSAR (goals and purpose):**
https://blogs.rollins.edu/facultyevaluation/fsar/

****Update 9/28/21: The above document says that "SACS requires the College to have an annual faculty self-assessment report for all teaching faculty."

I couldn't find record of this in the SACS handbook and Toni Holbrook confirmed that there is no such requirement and kindly asks that we remove this statement from our website. The only thing that Toni needs from faculty is an updated CV each year. Meghal says that he does not use the FSAR for any institutional data gathering purposes. I'm not sure to what extent the Dean's Office uses the FSAR to determine internal grant eligibility.

Pre-tenure faculty produce multiple self-reflections and tenured faculty produce self-reflections every five years via the PTR process.

Below is information about other institutions' FSAR-like documents, but the bigger and more radical question I'd like us to consider is: **should we do away with the FSAR completely?**

**FAC Proposed Revisions to the FSAR Questions**

**Benchmark Institutions**
Rollins has 30 established benchmark institutions. I looked up all of them but in full disclosure, I didn't look that hard. If the information I was looking for wasn't forthcoming (ie. didn't pop up using 3-5 keyword search terms), I moved on… so it's likely that I missed

some. Other institutions did have posted information about annual faculty self-evaluations (most were linked to merit pay), but the documents were hidden behind firewalls. Since we are just trying to get a sense of what other institutions are doing, I hope that this info will be enough to get our creative juices flowing:

**Hope College** (similar to FSAR)
https://hope.edu/offices/provost/faculty-resources/faculty-activity-reporting/

**Luther College** (written statement submitted to department chair w/ opportunity to respond):
https://www.luther.edu/academics/provost/faculty/resources/forms/

**St. Lawrence** (similar to FSAR but slightly more simple--click "faculty assessment report")
https://www.stlawu.edu/offices/academic-affairs/faculty-staff-resources

**Roanoke College** (click "self evaluation form; self-reflection and goal setting written narrative)
https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information

**Pacific University** (annual activity reporting and periodic self-assessment that corresponds to T&P or review cycle)
https://pacificu.app.box.com/s/5ztjxvk4j2ej4hlevr6wqrye7xjbk2q6

**Macalaster College** (faculty submit annual reports to department chairs who then report to Dean)
https://www.macalester.edu/provost/faculty-funding-support/tenure-faq/

**Pacific Lutheran** (max 5 page written statement):
https://www.plu.edu/provost/wp-content/uploads/sites/340/2018/05/faculty-activity-reporting-instructions_2020-21-1.pdf


ACS

**University of Richmond** (merit-based; 1500 word reflection and goal statement + activity list + CV)
https://asadmin.richmond.edu/deans-office/Faculty-review/annual-review/faculty-review.html

**Trinity University (**Merit-based annual evaluations; faculty fill out form [no link provided unfortunately])
https://www.trinity.edu/directory/departments-offices/academic-affairs/recognition/tenure-evaluation

**Centenary College** (brief list of activities and self-reflection and goal statement)
https://www.centenary.edu/directories/offices-services-directory/provost-2/information-for-faculty/faculty-annual-report-format/

FACULTY SELF-ASSESSMENT REPORT FOR ACADEMIC YEAR 2019-2020

Name:
Date:


Completing the FSAR provides faculty an opportunity to reflect on their past academic year in relation to teaching, scholarship, and service. This information is also used to prepare institutional reports and to update publicity materials.  It is filed in your permanent record and therefore needs to be accurate and complete.
Completion of FSAR is required for internal grant eligibility.

# I. TEACHING

1. **COURSE ASSIGNMENTS**

**Fall 2019**

| Dept. & Course # | Course Title | # of Credits | # of Students |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| Totals: | | | |


**Spring 2020**

| Dept. & Course # | Course Title | # of Credits | # of Students |
|---|---|---|---|
| | | | |
| | | | |
| Totals: | | | |


**Summer 2020**

| Dept. & Course # | Course Title | # of Credits | # of Students |
|---|---|---|---|
| Totals: | | 0 | 0 |


## Teaching

1. List your teaching activities for this academic year. You may wish to mention:
   - Awards
   - New Course(s) developed
   - Significant Revisions to a Course
   - Innovative Application of Technology
   - New Teaching Technique

And courses taught for:
   - Honors
   - RCC
   - General education
   - rFLA

COMMENT BOX here with suggested word/character limit (100-200 words)


2. Did you lead or participate in:
   - International experience or study abroad

- Immersion
- Community engagement or service learning

Please specify your role in these experiences and whether the experience included faculty and/or students.

### *ADVISING*

Academic advising may occur differently across departments. Please comment on your advising activities, including number of advisees per semester, professional development you have undertaken related to advising, and any other relevant aspects.

COMMENT BOX here with suggested word/character limit (100-200 words)

### *MENTORING*

Describe teaching mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.

## II. SCHOLARLY ACTIVITIES

**With full bibliographic detail,** please list all refereed journal articles, other print publications, electronic publications, artistic performances/presentations, presentations at national and local meetings or competitions, or media appearances/interviews for the **academic year.**

**Publications, Performances (drama, literary readings), Exhibitions (art), Musical Performances and/or Recordings, Patents Published or Exhibited, Community-Based Research (e.g., "research that equitably involves community members, organizational representatives, and researchers in all aspects of the research process and in which all partners contribute expertise and share decision making and ownership"), Service-Learning Research in 2019-2020.**

*[In this section we would either have:*
*-a bulleted list of publication types with a single textbox at the end in which to enter reference information, or*
*-The user adds entries by using an "add entry" button, which produces a drop-down list of publication types, along with a text box. They select the relevant publication type from the drop-down, then enter the reference info in the text box. They can then add another entry, which produces another drop-down and text box, etc.*

**In the text box below please specify which type of publication and include full bibliographic information: author(s), date of publication, title of work, page number range if applicable, place of publication, performance or installation**.

**Publication Types:**
- **Books**
  - **Single authored books**
  - **Co-authored books**

- **Edited books**

- **Articles**
  - **Single authored**
  - **Co-authored**

- **Edited volumes and book reviews**

- **Chapters in books:**
  - **Single author of a chapter in a book**
  - **Co-author of a chapter in a book**

- **Broadcast Productions**

- **Web-based publications**

- **Publications in the Popular Press**

- **Art Exhibitions**

- **Dramatic Productions**

- **Literary Readings**

- **Musical Performances/Recordings**

COMMENT BOX here with no word/character limit (for listing above)

## Presentations at National, State, or Regional Meetings or Lectures Delivered at other Academic Institutions. (note if related to Community Engagement)

COMMENT BOX here with suggested word/character limit (100-200 words)

**Special Academic Honors Awards and Grants Received in 2019-2020:**
For awards pleas please specify, e.g., Fulbright, Guggenheim, commissioned works/prizes, honorary degrees, etc.)

COMMENT BOX here with suggested word/character limit (100-200 words)

**Grants/Contracts:**
- **External grants or contracts awarded in 2019-2020**
- **Internal grants or grant administration**
- **Grant applications submitted**
- **Grant applications not funded**

COMMENT BOX here with suggested word/character limit (100-200 words)

## Mentoring
Describe research mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.
COMMENT BOX here with suggested word/character limit (100-200 words)

# III. SERVICE: PROFESSIONAL/COMMUNITY/COLLEGE

**Comment on your activities in which you have provided *service to the college* during this academic year.**
**Examples of college service include:**
- **College governance or committees**
- **Department committees or assignments**
- **Miscellaneous campus activities**

COMMENT BOX here with suggested word/character limit (100-200 words)

**Comment on your activities in which you have provided *service to your profession* during this academic year.**
**Examples of professional service include:**
- **Journal editorships**
- **Service to professional organizations**
  - Committees appointed/elected to, offices held, etc.
- **Conferences organized, association awards/nominations, professional external review activities**

COMMENT BOX here with suggested word/character limit (100-200 words)

**Comment on your activities in which you have provided *service to the community* during this academic year.**
**Examples of community service include:**
- **Boards**
- **Presentations**
- **Workshops**
- **Volunteer work**
- **Awards**

COMMENT BOX here with suggested word/character limit (100-200 words)

Mentoring
Describe service mentorship activities you have undertaken in addition to those above, such as mentoring students or working with colleagues.

COMMENT BOX here with suggested word/character limit (100-200 words)

*AS YOU LOOK AT YOUR ACCOMPLISHMENTS THIS YEAR, IS THERE ANYTHING FURTHER YOU WANT TO NOTE OR MAKE A PART OF YOUR RECORD?*

COMMENT BOX here with suggested word/character limit (100-200 words or more)

# IV. GOALS FOR AY 2020-2021
1.  **What progress have you made in achieving the goals you set for yourself last year?**

2.  **What specific goals have you set for yourself over the next academic year (or longer range), whether in teaching, advising, scholarship, professional work, or campus life?**

3.      **What is the most important thing Rollins can do to help you achieve these goals?**

COMMENT BOX here with suggested word/character limit (100-200 words or more)

<p style="text-align: center;">**POSSIBLE TEMPLATES**</p>

<p style="text-align: center;">**OPTION A**
**Annual Tenure-Track Faculty Self-Evaluation**</p>

**Part I:**
Please submit a current CV (with material added within the past academic year highlighted) in PDF format to _____. This document is used to prepare institutional reports for SACSCOC.

**Part II:**
In accordance with best practices in our field, the College of Liberal Arts requires faculty members in continuing positions to conduct annual self-reflections of their teaching, scholarship, and service. _____**will use this information to _____.**

**Teaching (about 500 words)**
Our tenure and promotion standards ask faculty to provide high quality courses and excellent teaching. What progress have you made in achieving the goals you set for yourself last year? Reflect on things that went well, but also on things that may have fallen short of your hopes. What changes will you make in response? In this section, feel free to comment on anything else that was notable about your teaching this year. Finally, identify several specific goals for the upcoming academic year that will allow you to provide high quality courses and excellent teaching. Provide brief comments on your plan to achieve these goals

**Scholarship (about 500 words)**
Our tenure and promotion standards ask faculty to be continually engaged in the area of scholarship and other professional work. What progress have you made in achieving the goals you set for yourself last year? A thorough assessment will include strengths, special areas of achievement, and areas that need improvement. What are your goals for working toward achieving, or maintaining the tenure and promotions standards in the upcoming year? Please briefly describe your plan.

**Service (about 500 words)**
Our tenure and promotion standards ask faculty to maintain an active service agenda. What progress have you made in achieving the goals you set for yourself last year? How have you been a competent and conscientious advisor this year? What problems have you encountered? How have your other service activities helped your department realize its goals and/or helped the college further its mission, purpose, and liberal learning goals? What are your service goals for achieving or maintaining the tenure & promotion standards? Please briefly describe your plan for achieving these goals.

<p style="text-align: center;">**OPTION B**
**Annual Tenure-Track Faculty Self-Evaluation**</p>

**Part I:**
Please submit a current CV (with material added within the past academic year highlighted) in PDF format to _____. This document is used to prepare institutional reports for SACSCOC.

**Part II:**
In accordance with best practices in our field, the College of Liberal Arts requires faculty members in continuing positions to conduct annual self-reflections of their professional life. The College's new strategic plan aims to acknowledge and support existing work in the area of DEI and develop

new practices, policies, and initiatives in this area. In about 500 words, please describe your current engagement (in teaching, scholarship, and/or service) in this area.

In about 500 words, please identify ways that your future teaching, scholarship, and service will or could be influenced by the college's increased engagement with and commitment to the principles and practices of diversity, equity, and inclusion.

**_____ will use this information to _____.**

**OPTION C**
**Annual Tenure-Track Faculty Self-Evaluation**

**Part I:**
Please submit a current CV (with material added within the past academic year highlighted) in PDF format to _____. This document is used to prepare institutional reports for SACSCOC.

**Part II:**
In accordance with best practices in our field, the College of Liberal Arts requires faculty members in continuing positions to conduct annual self-reflections of their professional life.

**Check this box if you are submitting another kind of reflection this year (PTR, annual, mid course, or tenure and/or promotion). ☐**

a.      The College's new strategic plan aims to acknowledge and support existing work in the area of diversity, equity, and inclusion and develop new practices, policies, and initiatives in this area. In about 250 words, please describe your current and future engagement (in teaching, scholarship, and/or service) in this area.  {THIS QUESTION CHANGES ANNUALLY AS INSTITUTIONAL PRIORITIES CHANGE}

**The _____ will use this information to _____.**

b.  In about 250 words, please reflect on your professional development over the last year.  What progress have you made in achieving the goals that you set for yourself last year?  What specific goals have you set for yourself over the next academic year (or longer range), whether in teaching, advising, scholarship, professional work, or campus life?  What is the most important thing Rollins can do to help you achieve these goals?

**The department chair/program chair (??) will use this information to _____.**