

Rollins College

## Rollins Scholarship Online

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The College of Liberal Arts Faculty Minutes

College of Liberal Arts Minutes and Reports

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8-13-2020

### **Minutes, College of Liberal Arts Faculty Meeting, Thursday, August 13, 2020**

College of Liberal Arts Faculty, Rollins College

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Minutes of the Regular Meeting of the Faculty of the College of Liberal Arts  
August 13, 2020  
12:00 via WebEx

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**Presiding:** Paul Reich, President of the Faculty

**Recording minutes:** Jennifer Queen, Vice President of the Faculty/Secretary

**Members in attendance:** Aggarwal; Al-Haddad; Allen; Althuis; Anderson; Archard; Armenia; Balzac; Barnes; Barreneche; Bennett; Boles; Boniface; Brandon; Brannock; S. Brown; V. Brown; Cannaday; Carnahan; G. Cavanaugh; J. Cavanaugh; Charles; Cheng; Chong; Cody-Rapport; Cooperman; Cornwell; Coyle, Crozier; Cummings; D'Amato; Davidson; D. Davison; J. Davison; DeLorenzi; Dennis; Diaz-Zambrana; Douguet; Dunn; Elva; Fetscherin; Flick; Forsythe; French; C. Fuse; M. Fuse; Garcia; Gerchman; Gilmore; Gonzalez Guittar; Grau; Greenberg; Griffin; Guerrier; Guevara Pinto; Habgood; Hammonds; De. Hargrove; Harper; Harwell; Heileman; Hewit; Houndonoughbo; Houston; KC; Kiefer; Kincaid; Kistler; Kline; Kozel; Lewin; Libby; Lines; Littler; Luchner; Manak; Mathews; McClure; McLaughlin; Mesbah; Mohr; Montgomery; Moore; Mosby; Murdaugh; Musgrave; Myers; Namingit; Newcomb; Nichter; Niles; Nodine; Ouellette; Painter; Park; Parsloe; Pett; Pieczynski; Poole; Prosser; Queen; Ray; Reich; Richard; Riley; Robertson; Robinson; Roe; Roos; Rubarth; Russell; Ryan; Sahm; Sanabria; Santiago Narvaez; Savala; Seghair; Sen; Singer; Smith; P. Stephenson; Stone; Summet; Sutherland; Svitavsky; Tatari; Teymuroglu; Tillmann; Tome; VanderPoppen; Vidovic; Voicu; Warnecke; Wei; Wellman; Williams; Wunderlich; Yankelevitz; Yao; Yellen; W. Zhang; Zimmerman

**Guests:** Nancy Chick; Kaitlyn Harrington; Stephanie Henning; Toni Holbrook; Karla Knight; Rob Sanders; Janette Smith; Manny Rodriguez; Katrina Jenkins

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Meeting called to order at 12:05.

- I. Approval of Minutes from April 29, 2020 CLA Meeting
  - a. Paul Reich asked for approval of the minutes as sent around.
  - b. WebEx Poll Question: Do you approve the April 29<sup>th</sup> minutes? 98 yes votes, 1 no votes, 4 abstentions. Minutes are approved.
  
- II. Announcements
  - a. Paul Reich thanked Grant and Susan for the departmental conversations over the last couple of week.
  - b. Paul Reich announced that the bylaw date changes for the CEC and FEC letter submission deadlines voted on electronically earlier in the summer passed unanimously with 106 responses.
  - c. Paul Reich announced that Don Davison and Martina Vidovic have been reelected as FAC and CC committee chairs respectively. Jenny Queen has been reelected by EC as VEEP for the CLA Faculty. Julia Maskivker has been elected as our new Parliamentarian.

- d. Paul Reich announced that CC and EC have reviewed and passed two temporary policies this summer that originated in the CoVID Planning Task Force and the Dean's office, the CLA-Holt Fall 2020 Student Virtual Class Participation policy and the Fall 2020 Class Attendance Policy. They can be found here [https://rpublic.rollins.edu/sites/IR/\\_layouts/15/start.aspx#/SitePages/Policies%20and%20Principles.aspx](https://rpublic.rollins.edu/sites/IR/_layouts/15/start.aspx#/SitePages/Policies%20and%20Principles.aspx)  
Please know that this is a slightly revised version of the policy from that which was sent around earlier.
- e. Paul Reich announced that in light of the current challenges with childcare in the area, a group of faculty, staff and administrators are discussing the policies around having children on campus. If you have thoughts or concerns on this issue, please reach out to Sharon Carnahan or Paul. They are meeting as a group next Thursday and they will keep us informed.

### III. Reports

- a. Provost Susan Singer reported on course modalities, housing and student virtual requests (see attached PPT slides). Paul asked that we hold questions for Susan until the end of our business for the day.

### IV. Business

- a. Virtual Faculty Meetings for Fall 2020.
  - i. Paul Reich and Jenny Queen opened a conversation about how we will conduct business virtually this semester as we will now need to conduct permanent business in the legislative agenda.
  - ii. Are there ways we can better use the chat or handle your questions?  
Q: Everything online discussion and deliberation requires more time. We need to move slower.  
Q: When we are on campus, a lot of business gets done in hallways, conversations occur as you are getting your cookies. This is now missing. While I hate WebEx meetings, perhaps we need more of them that are more like colloquia for informational/argumentation rather than voting purposes. This would keep faculty meeting streamlined.  
Q: To promote more deliberations perhaps divisional chairs can hold regular meetings. These are smaller groups that might promote more conversation.  
A: Reminder that divisional chairs are already required to hold two division meetings per semester. Perhaps we experiment with more this Fall.  
Q: The chat is overwhelming. Questions fly by and we miss them. Perhaps we should rely on chat less. Perhaps breakout rooms (not currently available in WebEx, but available in Teams or Zoom) or divisional meetings to create smaller spaces where people might feel more comfortable talking. Multiple people appreciated hearing their colleagues voices.  
Q: I appreciate that chat enables folks to contribute who might not usually talk in face to face meetings.  
Q: One department is using Teams and it does a great job-sharing documents and the chat function there has the "like" capability which keeps the "I agree" chat posts to a minimum.

A: We want people to keep posting the “I agree” because it gives us a good sense of the room and makes more voices “heard”, but it does make the chat scroll up fast making it more difficult to not miss anything. But when we were discussing this issue privately, we were concerned that asking folks to learn a new technology just for faculty meetings would seem excessive.

A: OK, we will keep this in mind. And perhaps as new governance issues come up, we will make sure that these smaller meetings occur to encourage conversation.

- iii. Recognizing that all of these systems have pros and cons we want to hear how you feel about voting. Are you all OK with us using WebEx polling for the voting? We probably need to for amendment language to keep legislation moving forward. But for issue voting, our meetings are open and anyone present can vote in a WebEx poll. We cannot determine who voted on the fly to make sure that only eligible faculty voted. We could send out a Qualtrics after the meeting only to qualified voters, but then that brings up the issue of do we send it only to the people who attended the meeting or all qualified faculty?

Q: Could we change votes on WebEx to supermajority votes so that we are confident that the vote is the will of the faculty?

Q: Isn't it in the bylaws that all electronic votes are supposed to be supermajority?

A: I don't think so. I think it's only for bylaw changes. 2/3 of EC must approve that an electronic vote is appropriate, but the vote itself can be simple majority unless it is a bylaw change.

Q: Seems like we have conflicting ideas here. We need to have more small group discussions for deliberations to be more informed about voting, but we can only vote if we show up to the larger meeting. How do we avoid the disenfranchisement of people who showed up for the discussion, but lost their internet connection during the vote?

Q: Could we have Qualtrics votes live during meetings? And just post the link to Qualtrics survey live in the chat.

A: This still doesn't prevent those present who are not eligible voters from accessing it.

Q: Can email be sent to all faculty during the meeting with Qualtrics link? This could be a problem if the legislation language has changed. Or could we do something comparable to acclimation? If a WebEx poll passes by some pre-determined margin (supermajority of 67% or 75%) then we move on. If it does not, then we move to a more secure system of voting to ensure that only eligible voters cast a vote. In the middle of this. There are no perfect solutions in the current situation. People get disenfranchised all the time. Some of us have been asked to teach in common hour (or serve on FEC) and that means there are meetings we cannot attend.

A: We might be able to do this “Qualtrics for close votes” to all faculty in real time during faculty meetings, but not only to people present. We discussed in depth in the past that we feel very strongly that only those present vote.

A: What may have to happen is that if we don't get the super majority, then we will have to send a Qualtrics to the present and eligible voters after and announce the results via email.

A: We appreciate everyone's comments on this. We will bring this back to EC for further discussion. We will bring to you all at the next faculty meeting a policy that you all can vote on. And then that will be the one we use going forward.

- b. Attendance Policy—Religious Holidays and College Sanctioned Events (see attached)
  - i. Susan Montgomery moved that we approve the Attendance Policy/Religious Holidays and College Sanctioned Events policy (see attached). Richard Lewin seconded.
  - ii. Gabriel Barreneche and Katrina Jenkins then gave brief background and fielded questions and concerns.

Q: Offering these thoughts as someone who was involved in the developing of the original policy which passed in 2011 and as someone who regularly gets involved in interpreting it when disputes arise. This is a difficult policy to write and some of the ambiguities are there in part because we are treading on faculty rights to control their grading and particularly their participation policies. The original policy was the minimum that faculty could agree on after extensive discussion. I hope that we do not vote on this today without discussion as we have already been given a policy to use this Fall, so this does not have to be decided on immediately. First off, what is a "college sanctioned event"? That was discussed a lot in 2011 and we actually settled on the term "college business" on purpose. It was agreed that varsity athletics were considered college business and therefore excused but club sports were not. It was agreed that students presenting a paper at a conference with a faculty member should be excused. It was agreed that performers traveling with a faculty member for a college performance should be excused. Those were the only college businesses that could be agreed upon by the faculty after extensive debate. There were other things where faculty disagreed, and it fell to the course instructor to decide. For example, may faculty did not want to excuse a leader of a sorority or fraternity going to a national event. When a student organization holds a meeting during a class, faculty were asked to excuse students so they could attend. The language "sanctioned" events is potentially problematic, unless there is a sanctioning body. If there is, then the faculty needs to know who constitutes that body before they decide on this policy. The second thing that I would like to highlight is that the old policy permitted participation grades to be lowered for excused absences. The new policy does not permit faculty to lower participation grades. So, if a student is missing two weeks of classes for sanctioned events, some of think this might be significant with regards to participating in class some of us think. This is another issue for debate. I personally favor the change, but it should be discussed. The third issue I would like to raise is that some of us give regular quizzes. If an instructor gives a quiz every week and allows the two lowest quizzes to be dropped, and a student misses a quiz because of an excused absence, must the professor allow the student to retake the quiz or does the student have to use one of their drops?

That's not addressed here at all, and in my experience, has been a big issue for students. The final issue I would like to bring up is that the proposed policy does not require the student to have a conversation with the instructor before the end of drop/add for known absences (which the old policy does). The new policy says that faculty do not need to excuse the absences if it affects the learning objectives of the course, and students need to know as soon as possible if that it is the case. This allows a student to drop the course (and still add another and avoid dropping to part time status) if they know that their absences are going to prevent them from meeting the learning objectives of the course. For example, if a student cannot make Saturday CE events because of athletic competitions. Or if a student cannot attend a mandatory trip. When the old policy was passed in 2011, it was mentioned that it is developmentally appropriate for students to have to have conversations with instructors regarding these kinds of issues. I wait to give students a final syllabus with dates until they have told me which days they cannot attend for religious holidays or college business. I accept all of these told to me during drop/add and then make sure that all presentations or simulations that cannot be made up are not on those dates. Those are my concerns. I understand this is a really tough policy to write to make everyone happy, but I don't think this new version is going to change any of the controversies.

A: Hashing the new policy out was a group effort with CC. The language with drop/add was removed because there are some events that students just don't know about at that time. For example, we were just accepted to present a paper and a conference in November and its September after drop/add. We would probably encourage students to have these conversations.

Q: Yes, but didn't the original language say that students were to talk to instructors about known absences during drop/add and then all other absences as soon as they are known?

A: I don't remember. It's been awhile.

Q: Yes, that was the original language.

Q: Could you speak a little more to the religious issues that caused us to revise this policy?

A: Yes. That was the reason we revisited this. Yes, there always will be issues with student athletes, but multiple religious leaders on campus have had students ask for days, agreed to make up the work, and encountered resistance from instructors. I always ask the student have you gone to the faculty member and agreed to make up the work? I have often offered to act as an advocate with faculty, but the student has not felt comfortable because of something they have felt (recognizing that "they have felt" are key words here) makes them believe it will held against them. I don't know if it makes sense, but we did want to clarify because there is a lot gray there. In the spirit of inclusivity, we want to make it clear to our students of all faith traditions that we want them here, we welcome them here, and the attendance policy was a point of contention. We know that students do not always feel comfortable approaching instructors because of the power differential. We may think we are approachable and welcoming, but at the end of the day there is a power differential. We wanted the policy to send a

signal to those students that they are welcome to practice their faith here and are encouraged to do so.

Q: It is a complicated policy, and where EC got hung up was not on the religious observance and making sure that those are excused absences, it was the term “college sanctioned events” and how we define that.

Q: Is there a sanctioning body? Who determines what a college sanctioned event is?

A: No, we don’t have one of those. We wanted to stick with “college business” but when we were hacking this out in CC, we were struggling to define this, so we use the term “sanctioned” because there was this idea that it had a blessing, that it had somebody saying this is legit.

Q: In other institutions where I have taught, there was always a list of dates sent around with the major holidays and their dates for the upcoming semester for at least the three major religions, Judaism, Christianity, and Islam. That really helped with my syllabus prep. Is that something we could do? We were actively encouraged to create our syllabi with these in mind so that we were not having an exam or presentation that was heavily weighted on those days.

A: A couple of years ago we sent out a link that we update regularly with all the major religious holidays and their explanations. I don’t mind sending out that link again because we do keep it up to date.

Q: Yes, but I am lazy. I’m not saving that link. Can you send it every year?

A: I don’t mind doing that at all.

Q: The students who have been facing these difficulties, what have they done? Have they just not attended the religious observance or event? Or have they appealed their grades?

A: Sometimes they come to me, and sometimes they just grin and bear it. They say things like I would like to observe this holiday, but I don’t want the professor to get mad at me. It had been a few years since this had come across my desk, so I thought we were doing well, but then I talked with others and found that was not the case. There were many instances of students not wanting to make waves either with faculty or the Dean’s office for fear of retribution. Whether it is founded or unfounded, this is what they are feeling. This is what they are perceiving.

iii. Joan Davison moved to amend the language in the policy from “college sanctioned events” to “college business”. Gabriel Barreneche seconded.

iv. We voted by acclimation to open discussion on the amendment.

Q: When we teach about child maltreatment we have people develop a consensus definition of what everyone agrees is maltreatment, so I would suggest we have a consensus definition of what everybody agrees is a good excuse not to be in class, religious events, participation in events that are college funded activities, and scholarship related events, some sort of short checklist and then we have the other events be negotiated between the person and their faculty member. That would make it so that going to Pan Hel or going to a doctor might be OK with one professor, but not another. But there would be a short list of things that absolutely everybody agreed on.

Q: We are keeping the religious holidays language the same right? This is only about the “college sanctioned events” language?

A: Yes.

Q: “College business” is ambiguous.

A: Yes, it is.

Q: But you are just trading one ambiguity for another. While yes using the term sanctioned when there is no sanctioning body is a problem, the term business seems like it has certain connotations that would not necessarily be clear to a student. And frankly, I’m not sure what it means, so I could really see them struggling to see what differences are. I don’t have a better suggestion. We could say “approved college event” and then the approval is at the faculty level. The faculty and the student together will determine what is going to be approved and not. But I don’t know if that opens Pandora’s box.

Q: When SLC and EC wrote this policy, we intended that “college business” meant that the student would be doing an event with a faculty or staff member, so they were doing something with somebody from Rollins who wasn’t a student.

A: Thank you.

- v. WebEx Poll Question: Do you want to amend the language in the Attendance Policy - Religious Holidays and College Sanctioned events policy from “college sanctioned events” to “college business”? 74 yes votes, 27 no votes, 11 abstentions. Motion was amended.
  - vi. Joan Davison moved to table the motion as amended and have it sent back to committee for further discussion. Scott Rubarth seconded.
  - vii. WebEx Poll Question: Do you want to table the Attendance Policy/Religious Holidays and College Sanctioned events policy motion? 83 yes votes, 18 no votes, 3 abstentions. Motion was tabled.
  - viii. Please send Martina Vidovic suggestions or examples of what we mean by college business events so that they can be incorporated into the new language.
  - ix. Q: Is there a way to separate religious observances so that we can support our students? Can we make a commitment to be more cognizant of this as a faculty?
- c. Faculty Questions and Concerns
- i. Susan Singer fielded questions from the faculty.

Q: I’m beginning to get questions from students that I can’t answer. Who should I send these students to?

A: International students should definitely be talking to Jenifer Ruby. Other questions might be able to be answered using the FAQs. Students have until this Saturday to declare that they will be studying virtually and getting the related grant. Faculty will know by the end of next week, which students in their classes have opted for the remote participation. Housing questions should be sent to Leon Hayner. Classroom questions should be sent to Vincent Lee. And truly if you don’t know where to go with a question, ask Susan Singer. She will make sure you get to the right person.

Q: Students still have a few days to decide about studying virtually, but how many answers do we still lack? You’ve been able to give us numbers already, so how many are we still waiting to hear from?



A: The option is available to all students, but it was phrased as, "if you would like to go virtual make the request," it wasn't "let us know one way or another." They do know whether or not we were able to meet their housing needs. All students also have now heard from all their professors via letters and videos what their plans were and the codes are live on the registrars site. They have all the information they will need to make a decision by Saturday. I'm guessing 500 students out of 2100 who will be virtual. Things could shift after Labor Day, but things do look encouraging.

Q: Do we know how many students are not returning to Rollins at all because of financial issues?

A: In the analysis that Faye Tydlaska and Steve Booker have done, there is no way to break out who is not coming for financial reasons. Unsurprisingly, we have a disproportionately high number of students requesting a gap year. We have repackaged all the financial aid for our students. All students requesting a triple rate got the double rate and an extra grant. All students are being charged a double rate, no one is being charged for their singles. Anyone who expressed a familial hardship has had their aid package adjusted. And with a slightly smaller class, we have had some wiggle room there.

Q: Could I follow up on something I thought you said a couple of minutes ago, did you say that you are estimating that approximately 500 students will be virtual full time?

A: That's what we are estimating. As of this morning it was about 440 in CLA and then about 100 in Holt.

Q: Let's say there are some students who are understandably going to take a gap year and then there are 500 who are going virtual, so let's just say we will have about 2/3 the normal student population on campus...

A: That's 2/3 on campus taking classes, we will only have a little over 1000 residentially on campus.

Q: So, you see where I am going with this. I wanted how the numbers balanced out with the need to de-densify campus for health and safety concerns. So, you are estimating that a good number of students will be commuter students or students living off campus on their own in potentially multiple student living situations.

A: Right. I think that our students are safer living on campus, but because of Crummer and Holt, we will have those kinds of students regardless. There are probably about 400 students living off campus.

Motion to adjourn by Richard Lewin. Jenny Queen seconded. Meeting adjourned at 1:32 pm.



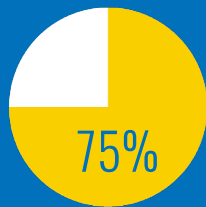
# Update on Teaching Modalities

August 11, 2020

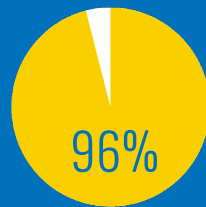


# Course Modality Data

## First year students

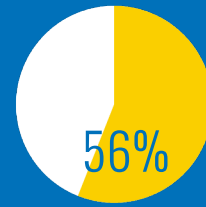


≤ 1 virtual courses

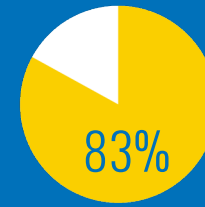


≤ 2 virtual courses

## Sophomores

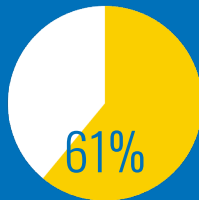


≤ 1 virtual courses

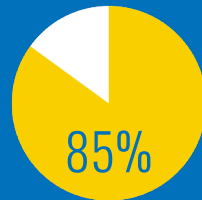


≤ 2 virtual courses

## Juniors

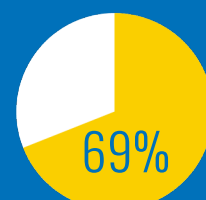


≤ 1 virtual courses

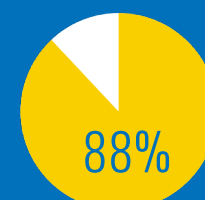


≤ 2 virtual courses

## Seniors



≤ 1 virtual courses



≤ 2 virtual courses



## Number of Virtual Classes by Student Classification

Number of Virtual Classes	College of Liberal Arts/A&S							
	Freshman		Sophomore		Junior		Senior	
	#	%	#	%	#	%	#	%
0	202	32.7%	110	21.7%	149	25.9%	175	34.9%
1	238	38.6%	173	34.1%	200	34.8%	171	34.1%
2	137	22.2%	138	27.2%	137	23.8%	95	18.9%
3	34	5.5%	66	13.0%	61	10.6%	40	8.0%
4	5	0.8%	16	3.2%	23	4.0%	17	3.4%
5+	1	0.2%	4	0.8%	5	0.9%	4	0.8%
<b>Grand Total</b>	<b>617</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>	<b>575</b>	<b>100.0%</b>	<b>502</b>	<b>100.0%</b>

# and % broken down by Student Classification & Number of Virtual Classes registered for.

\*Excludes AFILs, Independent Studies and Augustmester courses.



Modality	Number of CLA Classes	Number of Holt Classes
Virtual	142	71
Mixed	150	45
Face to Face	196	81

## **Attendance Policy – Religious Holidays and College Sanctioned Events**

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be conveyed in the attendance policy. At the instructor’s discretion, a student’s grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to religious observances and college sanctioned events. If a student will miss a class because of either situation, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences for religious observance or college sanctioned events. Instructors need to provide reasonable accommodations regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of religious observances and/or college sanctioned events absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to religious observances or college sanctioned events, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict and obtain an approval. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student’s responsibility to discuss with their professor how and when make-up work should be completed before missing class.

Students who need assistance in communicating regarding absences due to religious holiday observance or official college sanctioned events should consult with the Office of Student and Family Care or the appropriate academic dean.