

Rollins College

Rollins Scholarship Online

Executive Committee Minutes

College of Liberal Arts Minutes and Reports

10-22-2020

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, October 22, 2020

College of Liberal Arts Executive Committee

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**EXECUTIVE COMMITTEE MEETING
October 22, 2020
Agenda**

12:30 p.m. via Webex

- I. Approval of Minutes from October 1, 2020 EC Meeting

- II. Business
 - a. Transfer Credit Policy (Virtual Global Learning)
 - b. Tenure Clock Extension for Fall 2020 TT Hires
 - c. Academic Calendar for AY 2021-2022
 - d. Attendance Policy – Religious Exemptions
 - e. Antisemitism at Rollins
 - f. CLA Faculty Meeting Agenda

- III. Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
 - c. Student Government Association



EXECUTIVE COMMITTEE MEETING
October 22, 2020
Minutes

PRESENT

Jennifer Cavanaugh, Dan Chong, Grant Cornwell, Donald Davison, Ashley Kistler, Richard Lewin, Julia Maskivker, Jennifer Queen, Jamey Ray, Paul Reich, Scott Rubarth, Rob Sanders, Susan Singer, Anne Stone, Martina Vidovic, Kyle Bennett, Manny Rodriguez, Karla Knight.

Guests: Giselda Beaudin

CALL TO ORDER

Paul Reich called the meeting to order at 12:30 PM.

APPROVAL OF MINUTES FROM October 1, 2020 EC MEETING

Lewin made a motion to approve the minutes from the 10/1/20 EC meeting. Chong seconded the motion. Motion passed unanimously.

BUSINESS

Transfer Credit Policy (Virtual Global Learning)

Attachment #1

Martina Vidovic

Beaudin explained that the proposal makes a minor change to an existing policy to allow students to receive transfer credit for virtual global programs while enrolled full-time on campus. Curriculum Committee discussed the number of credits Rollins would accept and decided to limit students to four credits per semester and a maximum of eight credits total for these virtual experiences.

Q: Does this effect the minimum credits required for scholarships or financial aid in any given semester?

A: No. Students would be enrolled full-time at Rollins and these credits would be an add-on.

Q: We don't want students to substitute these virtual experiences for courses currently being taught at Rollins. Is there anything that prevents this from happening?

A: Faculty need to approve the experience and most of these are internships. Those that aren't have an experiential component. They are unlikely to be core courses that Rollins offers.

The following edits (highlighted) were proposed and accepted:

“Rollins College will not transfer credits obtained from a secondary institution via online, blended, or distance learning courses, if a student is enrolled simultaneously in full-time courses at another institution (including Rollins). Exceptions to this policy ~~will~~ **may** be made for students participating **in** virtual global programs approved by the Office of International Programs; however, students may only transfer up to 4 credits per semester and a total of 8 credits **at Rollins**. Students must seek departmental approval for major and minor requirements and submit the Transfer Credit Pre-Approval form.”

Queen made a motion to approve the amended Transfer Credit Policy. Chong seconded the motion. Motion passed unanimously and will be brought to the full faculty for a vote in October.

Tenure Clock Extension for Fall 2020 TT Hires

Attachment #2

Paul Reich

Last spring, faculty approved a provision in the bylaws that gave faculty in the tenure-track evaluation process the option to pause their tenure clock for one year. At the time, discussion of Fall 2020 tenure-track hires was tabled. We are now recommending amending the extension to include Fall 2020 hires so that new faculty who began this year also have the option to pause their tenure clock for one year.

Queen made a motion to approve the tenure clock extension for Fall 2020 tenure-track hires. Motion passed unanimously.

Academic Calendar for AY 2021-2022

Attachment #3

Martina Vidovic

Curriculum Committee reviewed the 2021-2022 academic calendar and approved the attached schedule. There is a strong preference to align the CLA and Holt calendars. CC wants to talk with Holt students about what it will mean to them to have a fall break and a shorter Thanksgiving break. CLA students taking a Holt cross-listed course and CLA faculty teaching one course in Holt currently lose out on breaks since Holt does not offer a fall break.

There is also a desire from faculty to move commencement off Mother’s Day. CC would like to begin this conversation to see if it’s something we can work towards. Students have expressed concern about commencement being conducted virtually again this spring. Students are weighing in with clever ideas about how to socially distance an in-person ceremony. While it’s very likely Commencement 2021 will need to be virtual, we haven’t ruled out alternatives.

It was noted that the days of the week listed for the spring break dates are not accurate. Queen made a motion to approve the corrected 21-22 academic calendar. Lewin seconded the motion. Motion passed unanimously.

Attendance Policy—Religious Exemptions

Attachment #4

Martina Vidovic

CC has separated the attendance policies and is only requesting approval for the policy dealing with religious holidays at this time. They will discuss the college-related business policy at their next meeting.

Suggested revisions:

- Add the phrase “for excused absences” to the last sentence of the first paragraph.
- Reword the last sentence of the policy to read, “Students who need assistance in communicating religious holidays should...”
- Add the Dean of Religious Life as a resource in the final sentence.

Lewin made a motion to approve the revised policy. Vidovic seconded the motion. Motion passed unanimously.

Antisemitism at Rollins

Susan Singer

Administration is seeking guidance on making our community more welcoming to our Jewish students. What can the academic side of Rollins do about the perception on campus that Jewish students aren't as welcome?

A: We could try to understand where the perception is coming from. I was surprised to hear about the example given in the Sandspur. I would like to know more about the experiences of students that led to this perception. From an academic lens in the classroom we can promote dialogue.

A: Perhaps students don't know how to express their discomfort. Our standard response to students is to talk with their professor. We need to make sure we have information for students on how to handle these situations.

Q: Emily Block and Abby Hollern plan to revisit the procedures and policies to ensure the information is easily accessible to students. What other kinds of opportunities do we have to make sure student voices are heard around these controversial topics?

A: The CLA, Holt, and Crummer deans should send a letter to students explaining the process.

Q: There are many controversial topics taught by non-professionals. When you are regularly engaged in that content, it makes it more manageable to navigate the controversial few. Are people teaching too far out of their field?

The December rFLA meeting will focus on having difficult conversations as we get ready for the spring common read on racial justice.

CLA Faculty Meeting Agenda

Paul Reich

The October 29 Faculty Meeting agenda will include announcements, virtual faculty meeting procedures, Holt transfer credit policy, and the rFLA course and curriculum advisory committee, and committee reports. Time permitting, we will also vote on the tenure clock extension for Fall 2020 hires and the transfer credit policy.

Some faculty have noted that using the chat function in Webex for so many different purposes is a distraction and questions asked in chat aren't always being answered. It was suggested we have a second person monitor the public chat so that Queen can focus on the private messages she receives. Going forward, Maskivker will monitor the public chat during meetings.

COMMITTEE REPORTS

Faculty Affairs Committee (FAC)

Attachment #5

Donald Davison

Report attached.

ADJOURNMENT

Paul Reich

Meeting adjourned at 1:50 PM.

Proposal - College Policy for Virtual Global Learning Office of International Programs

The Office of International Programs began promoting virtual global programs in summer 2020 as an alternative to traditional study abroad and has continued to promote these experiences as add-ons to the fall and spring semesters. These programs represent unique opportunities for students to increase global knowledge and awareness and engage in active learning with individuals from countries outside the United States. Even once travel is broadly possible again, virtual global programs can continue to provide access to global learning opportunities for students unable to study abroad. Initial student feedback of these programs has been quite positive, and some students have articulated learning outcomes very similar to those on travel-based programs. We have included some preliminary data below.

While some of the programs are non-credit-bearing, the majority are for-credit where the academic credit is issued by an accredited U.S. institution of higher education. The majority of students have chosen to participate in virtual global internships, but International Programs is also promoting other virtual programs, primarily those with a focus on engaged learning, although we have also had some student interest in virtual global content and language courses. All of the programs we are promoting are programs offered through the same partners we have carefully vetted for study abroad; moreover, many of them were already developing virtual programming prior to Covid-19 as a way to expand access to global programs. Our partners did fast-track the launch of virtual programs due to Covid-19, but they were able to do so because they had already been exploring virtual global learning. For more information on the programs IP has been promoting:

<https://www.rollins.edu/international-programs/non-rollins-programs/virtual-programs.html>.

The Office of International Programs proposes that we amend current College policy to make it possible for students to participate in such programs in academic year 2020-21 and beyond.

Current Policy: “Rollins College will not transfer credits obtained from a secondary institution via online, blended, or distance learning courses, if a student simultaneously is enrolled in full-time courses at a different institution (including Rollins).” (<https://www.rollins.edu/registrar/transfer-credit/cla/>)

Proposed Adjusted Policy

“Rollins College will not transfer credits obtained from a secondary institution via online, blended, or distance learning courses, if a student is enrolled simultaneously in full-time courses at another institution (including Rollins). Exceptions to this policy will be made for students participating virtual global programs approved by the Office of International Programs; however, students may only transfer up to 4 credits per semester and a total of 8 credits. Students must seek departmental approval for major and minor requirements and submit the Transfer Credit Pre-Approval form.”

Preliminary Data on Virtual Global Programs

- 24 students participated in a virtual global program in summer 2020.

- 10 on a non-credit fellowship program with collaborative research projects.
- 12 on global internship programs
- 2 taking virtual courses on global content
- 8 students are participating in a virtual global program in fall 2020.
 - 1 on a non-credit fellowship program with collaborative research projects.
 - 3 on global internship programs (1 not for credit)
 - 3 taking virtual courses on global content
 - 1 additional recent graduate doing an internship
- 16 of the summer 2020 participants completed our post-program survey:

	Yes	I was considering it but hadn't decided	No
Were you planning on doing an international experience this summer prior to Covid-19?	7	3	6
Would you recommend this program to other students in the future?	16		
	Agree	Neither Agree or Disagree	Disagree
Virtual program activities and assignments enhanced my learning about one or more other countries (non-U.S.).	14	1	1
Virtual program activities and assignments included hands-on learning experiences (i.e. project work, research, interviews, collaboration, etc.).	16		
Virtual program activities and assignments regularly utilized experts from other countries and/or involved substantial interactions with people from other countries	15	1	
Interactions with instructors, facilitators, and/or supervisors enhanced my learning and helped me process my own reactions and experiences	15	1	
After completing this program, I feel more strongly that identity impacts how we experiences and see the world.	15	1	
After completing this program, I feel more capable of moving towards my personal, academic and life goals.	16		
This program helped me improve my ability to understand and react to failure in a positive way.	13	3	
	Easily	Fairly Easily	With Difficulty
To what extent were you able to change your own behaviors to successfully learn from and/or collaborate with people from one or more other countries?	8	8	
To what extent were you able to stay relaxed when confronted with a cultural conflict, difference, or misunderstanding that you did not understand or did not know how to manage?	10	6	
To what extent were you able to accept without judgment different cultural conceptions of time, professional etiquette, communication styles, etc.?	13	3	
To what extent were you able to understand the cultural perspectives presented by people you engaged with from other countries?	15	1	

Excerpts from Qualitative Responses:

- I learned that leadership doesn't always mean taking charge in a bold way. I learned that I can be a leader by building someone else up to feel confident in their own leadership potential.
- I was able to learn a lot about the lifestyle in Vietnam and India. Also getting a glimpse to how each country has managed in the midst of the pandemic.
- I am more confident than I thought. During my internship course, we had a mock interview assignment, which we need to research a job position and prepare an interview for it. I was so nervous but the result turned out to be great. I was able to answer every question with confident because I spent a lot of time practicing questions I thought I would be asked.
- The Netherland's concept of time in relation to work. The Dutch value rest and work significantly less hours than Americans. While they work in less time, they are more efficient with their work. I grew in my ability to work more efficiently as well.
- One new perspective I gained was the attention to political, social, and the environmental dynamics going on within another culture, especially when it comes to looking at merging another country's worldview with our own here within the U.S.
- Through my remote internship, I obtained time management and flexibility skills. Since the internship site was in a different time zone as my city, I would need to keep the time differences in mind and always keep myself motivated because there was nobody watching me unlike sitting in an office where there were coworkers around the office. In order to communicate efficiently, I had to be very flexible about my schedule for my supervisor. Sometimes I needed to stay up till 4am. to answer some questions my supervisor had. These skills are going to help me with this position because these skills show that I'm willing to spend as much time and effort to get my tasks completed.
- Doing anything virtually always poses its challenges, risks, and rewards. My virtual program experience has been a great exercise in navigating challenges with significant barriers. This can be applied to any challenge within in any professional space.
- Having program managers' support in the internship search was very helpful and the course set up really helps you process and unpack your experience by the end of it.
- I had a great experience with my team members, clients, mentors and the whole TEAN/ISA staff.
- Overall was a great experience, I have grown exponentially.

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~~2020, 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.

Attachment #3

CLA 2020-21 pre COVID	HOLT 2020-21 pre COVID	CLA 2021-22	HOLT 2021-22
Sun., Aug.16		Sun., Aug.15	
Wed., Aug.19		Wed., Aug.18	
Sat., Aug.22		Sat., Aug.21	
Mon., Aug.24	Mon., Aug.24	Mon., Aug.23	Mon., Aug.23
Mon., Sept 7	Mon., Sept 7	Mon., Sept 6	Mon., Sept 6
Sat., Oct. 10, through Tues., Oct. 13	Holt classes will meet during Fall break	Mon., Oct. 11 to Tues., Oct. 12	Holt classes will meet during CLA Fall break
Mon., Oct. 26		Mon., Oct. 25	
Wed., Nov. 25, to Sun., Nov.29 (CLA)	Tues., Nov. 24, to Sat., Nov. 28 (Holt)	Wed., Nov. 24, to Fri., Nov.26 (CLA)	Tues., Nov. 23, to Fri., Nov. 26 (Holt)
	Thur., Nov. 26, to Fri., Nov. 27 (Grad Counseling)		Thur., Nov. 25, to Fri., Nov. 26 (Grad Counseling)
Fri. Dec. 4	Fri. Dec. 4	Fri. Dec. 3	Fri., Dec. 10
Sat., Dec. 5, and Sun., Dec. 6		Sat., Dec. 4, and Sun., Dec. 5	
Mon., Dec. 7, and Tues., Dec. 8	Mon., Dec. 7, through Fri. Dec. 11	Mon., Dec. 6, and Tues., Dec. 7	Mon., Dec. 6, through Fri. Dec. 10
Wed., Dec. 9		Wed., Dec. 8	
Thurs., Dec. 10, and Fri. Dec. 11		Thurs., Dec. 9, and Fri. Dec. 10	
Tues. Dec. 15		Tues. Dec. 14	
Mon., Dec. 14, through Fri. Dec. 18	Mon., Dec. 14, through Fri. Dec. 18	Mon., Dec. 13, through Fri. Dec. 17	Mon., Dec. 13, through Fri. Dec. 17
Count:69 in class/3 reading/4 exam/6 Holiday.Days:13M/14T/14W/14R/14F	Count:70 in class/5 exam/5 Holiday.Days:14M/14T/14W/14R/14F	Count:69 in class/3 reading/4 exam/6 Holiday.Days:13M/14T/14W/14R/14F	Count:70 in class/5 exam/5 Holiday.Days:14M/14T/14W/14R/14F
2020-21	2020-21	2021-22	2021-22
Tues., Jan. 12	Mon., Jan. 11-Holt Tue., Jan. 19- Grad Counseling	Mon., Jan. 4 - Fri., Jan. 11 Tues., Jan. 11	n/a Mon., Jan. 10-Holt Tue., Jan. 18- Grad Counseling

Mon., Jan. 18	Mon., Jan. 18	Mon., Jan. 17	Mon., Jan. 17
Sat., Mar. 13 through Sun. Mar. 21	Mon., Mar. 15 through Sun. Mar. 21	Mon., Mar. 12 to Sun. Mar. 20	Mon., Mar. 14 to Sun. Mar. 20
Tues., Apr. 27	Tues., Apr. 27	Tues., Apr. 26	Mon., May 2
Wed., Apr. 28		Wed., Apr. 27	
Thurs., Apr. 29 and Fri., Apr. 30	Tues., Apr. 27 through Mon., May 3	Thurs., Apr. 28 and Fri., Apr. 29	Tues., Apr. 26 through Mon., May 2
Sat., May 1, and Sun., May 2		Sat., Apr. 30, and Sun., May 1	
Mon., May 3, and Tues., May 4		Mon., May 2, and Tues., May 3	
Wed. May 5	Wed. May 5	Wed., May 4	Wed., May 4
Sun., May 9 (Mother's Day)	Sat., May 8	Sun., May 8	Sat., May 7
Mon. May 10	Mon. May 10	Wed., May 11	Wed., May 11
Count:70 in class/3 reading/4 exam/6 Holiday.Days:13M/15T/14W/14R/14F	Count:70 in class/5 exam/5 Holiday.Days:14M/14T/14W/14R/14F	Count:70 in class/3 reading/4 exam/6 Holiday.Days:13M/15T/14W/14R/14F	Count:70 in class/5 exam/5 Holiday.Days:14M/14T/14W/14R/14F
2021		2022	
Mon., May 10		Mon., May 9	
Mon., May 24		Mon., May 30	
Thur., June 3		Thur., June 2	
Fri. June 4		Fri. June 3	
	2021		2022
b)	Mon., May 17		Mon., May 16
	Mon., May 17		Mon., May 16
	Mon., May 31		Mon., May 30
	Mon., June 28		Mon., June 27
	N/A Sun, July 4		Mon., July 4
	Mon., July 5 (at noon)		Tues., July 5 (at noon)
	Mon., July 5		Wed., June 29
	Mon., July 16		Fri., July 15
	Fri., Aug. 13		Thur., Aug. 11
	Tues., Aug. 17 (at noon)		Tues., Aug. 16 (at noon)

Attendance Policy – Religious Holidays

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. If a student will miss a class because of religious observance, 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. 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 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, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict. 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 should consult with the Office of Student and Family Care or the appropriate academic dean.

**FAC Report to the Executive Committee
Meeting of 10/22/2020**

The FAC and Dean Cavanaugh completed suggested revisions to the review process for lecturer candidates applying for “Senior Lecturer.” The process attempts to mirror the evaluation process for tenure and promotion except teaching is the only category being reviewed. (See attachment) FAC approved changing the bylaw giving faculty in the tenure-track evaluation process to pause their tenure clock by one (1) year is extended to new tenure track appointment (i.e., hire date begins fall 2020). (See Attachment).

FAC has begun working on their review of the CIE.

FAC is considering simplifications to the FSAR.