The Faculty Senate met on Tuesday, January 31, 2006, at 5:00 p.m. in Beatty Center 115.

The minutes from the November 29 Senate meeting were approved.

Reports

Provost

Provost Elise Jorgens announced that she wanted to report to the Faculty Senate on a regular basis in order to foster dialogue between faculty and administration. She then went on to discuss several issues:

1) The office of Academic Affairs, working with individual departments, is busy producing brochures that describe each major. The Provost believes these will be a good recruitment tool as well as useful for advising. The first group of brochures should be printed in the next couple of weeks. Associate Provost Amy McCandless is overseeing this effort.

2) Next, Ms. Jorgens briefly announced that, in anticipation of the new grading system which will go into effect next fall, faculty will be able to assign dual grades to students this semester (grades using both the old and the new system), if they choose. Dual grading options will be available on Cougar Trail both at mid-term and at the end of the semester. These grades will then be available for students to view side-by-side, so they can begin to see how the new grading system might affect their GPA’s.

3) Ms. Jorgens voiced her enthusiasm for the general education review project that has been taking place on campus. She thanked the Ad-Hoc Committee on General Education for their hard work, singling out Julia Eichelberger in particular.

4) The new Faculty Activity System (an on-line database of faculty accomplishments) is now up and running, Ms. Jorgens announced. Some departments have asked faculty members to use the system to provide annual report information. The administration will be using the system to help prepare for the upcoming SACS review. Ms. Jorgens hopes that, as faculty members begin adding data, we will find that it simplifies report writing and is a useful tool.

5) Next, the Provost discussed enrollment, pointing out that our undergraduate enrollment this semester is 9,418 students. Projected enrollment was 9,394. Her office estimates that, when the drop period ends, enrollment will be right on projected targets. Ms. Jorgens added that we’re doing a good job of sticking with the enrollment caps put into place by President Higdon. In addition, she announced that the average SAT score this year is 1213, up 5 points from last year. Graduate enrollment is slightly down, but should end up being close to projected targets when all classes are accounted for. For
more information about enrollment, faculty may visit the “enrollment planning” portion of the Academic Affairs website.

6) Finally, Ms. Jorgens briefly discussed several administrative searches taking place on campus this semester. The search committee for a new Chief Information Officer, chaired by Ms. Jorgens, has seen two very strong candidates. We are also searching for a new Registrar, for a new Dean of Admissions and Financial Aid, and for a new Associate Vice President for Research who would also be Dean of the Graduate School.

Speaker of the Faculty Bob Mignone then opened the floor to questions. Mick Norton (Mathematics) asked about specific numbers for graduate enrollment. The Provost replied that we currently have 908 graduate students enrolled at the College. In response to a question about SAT scores, Ms. Jorgens said that SAT scores of out-of-state students are higher than those of in-state students, mostly because we have a larger pool of out-of-state applicants, for fewer slots. Finally, Agnes Southgate (Biology) asked how our goal to attract students with higher SAT scores will affect demographics at the College. The Provost replied that the administration also has diversity as a goal, and that they’re working to make sure these goals don’t conflict. The College is always looking for both well-qualified and diverse applicants.

Bob Pitts—Dean, School of Business and Economics

The Speaker then recognized Bob Pitts, Dean of the School of Business and Economics, who spoke to the Senate about the goals, organizational structure, students, faculty, programs, and initiatives of the School of Business and Economics. (Copies of Mr. Pitts’ power point presentation are available in the Dean’s office.)

Speaker

Mr. Mignone began his report by thanking Bob Pitts and Rhonda Mack for providing the Wachovia Auditorium (Beatty Center 115) for the Senate to use after a mix-up about Education Center 116, our usual venue. He also thanked all faculty and staff members who participated in the College’s MLK Day activities. These included Thomas Baginski, Lee Baginski, Rita Balaban, Jeri Cabot, James Carter, Teresa Hooper, Linda Jones, Bill Lindstrom, Greg Liotta, Gabriel Magwich, Mike Marcell, Betsy Martin, Lil Maughan, Bonnie McCarty, Vanessa McNamara, Carolyn Morales, Cal Morrison, Alison Piepmeier, Rob Rusnak, Dinesh Sarvate, Alada Shinault-Small, Alexa Thacker, Cassie Thomas, Fran Welch, and Kristen Wing.

Next, Mr. Mignone discussed several topics of interest to faculty:

1) He announced that a new sexual harassment policy is in place at the College and asked Associate Provost Amy McCandless to make a few remarks about it. Ms. McCandless pointed out that this new policy covers not just sexual harassment, but is a general harassment and discrimination policy. Some of the changes from the College’s old policy include the following:
--Includes non-protected status harassment as well
--Adds non-college-related child abuse reporting
--Simplifies designated recipients of harassment complaints.
(Under the new policy, faculty members report to the Associate Provost; students to the Dean of Students; staff to the Human Resources Office; anyone can also report to the General Counsel.)
The policy is available on the Senate website, at http://www.cofc.edu/~senate/senatemeetings.html#jan.

2) The Council of University Chairs has put together an op-ed piece concerning tuition increases. This piece is also available on the Senate website, at http://www.cofc.edu/~senate/senatemeetings.html#jan.

3) The College’s new anti-spam program will be going into effect at the end of the month. Mr. Mignone noted that he has been using the program for a while now and reports that it works great.

4) The Treasurer’s Office has instituted a new drop policy for students who have not fully paid tuition bills. If a student has more than a $500 balance when classes begin, that student will be dropped from classes automatically. Mr. Mignone has passed this policy along to the Academic Planning Committee for review. The policy is also available on the Senate website, at http://www.cofc.edu/~senate/senatemeetings.html#jan.

5) Next, Mr. Mignone followed up on a question that had been raised by George Hopkins (History) at the previous Senate meeting, about outsourcing custodial services at the College. Mr. Mignone reported that, since President Higdon’s arrival, the College has become 75-80% larger in terms of square feet. The administration has been looking at ways to cut costs, and one way is by contracting out custodial services. At least part of the custodial work for McAlister Dorm, the library, the Beatty Center, and the science center will be contracted out. Mr. Mignone also noted that custodial workers at the college are temporary workers and, anecdotally, seem pleased about the new arrangements because they will receive paid holidays, sick days, and possibly even medical benefits while receiving the same pay. Mr. Mignone promised to continue to follow up on this issue.

6) Finally, Mr. Mignone reported that, over the past year, the College has made very impressive advances in fund-raising, garnering over 12 million dollars this year, compared to over 6 million the year before. The 12 million dollar figure doesn’t include very recent large gifts of 2 and 3 million dollars. Mr. Mignone noted that President Higdon deserves credit for all his hard work in this respect, that he has been doing a great job of raising money, and that such fund-raising efforts help all of us at the College.

Old Business

Academic Planning Committee—Report Concerning Service Learning
The speaker then recognized Chris Hope, Chair of the Academic Planning Committee, who made the following recommendation to the Senate:

The Senate Academic Planning Committee recommends against a separate Cougar Trail designation of course sections that incorporate service learning at this time. This recommendation would not prevent faculty members teaching such courses or from advertising their availability in other ways.

Rationale:

- As expressed in the attached interim report, we feel there is a need for more systematic faculty oversight regarding service learning for academic credit. A mechanism for providing such oversight should be established before considering the implementation of the designation.

- Presently, there is much variation among classes and sections identified as service learning: the service may be optional or required, the number of hours required at the service site varies greatly. Given the lack of current, clear campus-wide guidelines, we feel that students would gain little information from a designation of “service learning” attached to a course section, even assuming that students would notice and correctly interpret the designation upon registration.

- Nearly all classes require outside-of-class time commitments and some require such commitments at scheduled times. The logistics of scheduling service learning may be somewhat more complex, but do not appear to be significantly different from these other cases.

In the discussion that followed, Jack Parson (Political Science) asked what was meant by “not recommended at this time.” He asked whether this meant the committee will continue to look at the issue. Ms. Hope replied that the Committee would do so if the Senate asks them to.

Next, Susan Kattwinkel (Theatre) asked if there were an alternate source in place for students to find out about service learning courses, such as a list maintained by the Registrar’s Office. Ms. Hope replied that there certainly could be, but that such a list is not currently in place.

Joe Kelly (At-Large, English) asked what would actually happen if the Senate supports this recommendation. Mr. Mignone pointed out, in response, that the Senate is only an advisory body to the administration, but that Senate recommendations concerning academic matters are generally followed.

Julia Eichelberger (At-Large, English) then asked if the office of Service Learning was aware of the various courses being offered. She wondered if they maintained a list of courses. Ms. Hope responded that Lauren Collier puts out a call for courses and lists the
ones she’s aware of. This list is sent to the advising office. Carol Ann Davis pointed out that one advantage of faculty oversight of service learning might be the creation of a centralized list. Kay Smith, Associate Vice President for the Academic Experience, responded, pointing out that service learning is a pedagogy in a toolbox of various pedagogies. It’s sometimes a small and sometimes a large component of a course. Student surveys show that the entering class of 2005 is more committed to social action and civic responsibility than any class in the previous 25 years. She worried that faculty over-supervision of service learning could have a chilling effect on students’ desire for such courses.

Discussion ended, and the Committee’s recommendation passed on a voice vote.

**George Hopkins—Motion Concerning Celebration of Labor Day**

The speaker next recognized George Hopkins (History) who made the following motion concerning celebration of Labor Day:

> The Faculty Senate shall create an Ad Hoc Committee to Plan Labor Day Celebrations and authorize the Faculty Committee on Nominations to recommend candidates for such a committee to the Senate as soon as possible.

**Rationale**

At its November 29, 2005 meeting, the Faculty Senate voted that "the College of Charleston recognize Labor Day by providing for special academic presentations and events celebrating the contributions of the Labor Movement and working people, as is done with MLK Day." Establishing an Ad Hoc Committee to Plan Labor Day Celebrations would create a mechanism to implement the College's recognition of Labor Day, beginning with next Labor Day, September 4, 2006.

The motion passed without discussion.

**New Business**

**Curriculum Committee**

The Speaker then recognized Agnes Southgate, Chair of the Curriculum Committee, who moved the following proposals:

1) *Proposal to change degree requirements*:
   - Interdisciplinary minor in Archaeology: change required courses.
   - Interdisciplinary minor in Archaeology: add courses to elective lists.

2) *New course proposals*:
   - RELS 381: Religious Studies Internship
   - PHIL 398: Student Research Associate Program
3) **Proposal to delete a course**: PHIL 214

4) **Proposals to change a course**:
   - PHIL 399: Tutorial: change requirement
   - ANTH 202: Introduction to Archaeology: delete prerequisite

5) **Proposals to change course description and remove restriction**
   - ANTH 340/SOCY 340
   - ANTH 351/SOCY 351
   - ANTH 356/SOCY 356
   - ANTH 357/SOCY 357
   - ANTH 362/SOCY 362

Terry Bowers (English) asked if there were any writing required for the RELS 381: Religious Studies Internship course. Meg Cormack (Religious Studies) replied that, while there is no statement that writing is required, the feeling in the department is that it will be.

Jose Gavidia (Management and Entrepreneurship) asked about the rationale for the change in requirements for the PHIL 399: Tutorial course. The new requirement states that a tutorial proposal must be approved by the department rather than the department chair. Ms. Southgate replied that the change was requested in order to reflect current practice. Ned Hettinger (Philosophy) added that tutorial proposals are circulated to the department and must receive approval from the department as a whole rather than simply from the chair.

All of the motions brought by the Curriculum Committee passed.

**Committee on Graduate Education, Continuing Education, and Special Programs**

The Speaker recognized Betsy Martin, Chair of the Graduate Education Committee, who introduced the following proposals:

1. List of courses which the Master of Environmental Studies program wishes to delete

2. New course proposals:
   - SMFT 524 - Space Science for Teachers
   - Thirteen new course proposals from the historic preservation program:
     HSPV 605 - American Architectural Styles 1650-1950
     HSPV 610 - History and Theory of Historic Preservation
     HSPV 611 - Documentation in Historic Preservation
     HSPV 612 - Materials and Methods of Historic Construction
     HSPV 680 - Special Topics
     HSPV 800 - Internship in Historic Preservation
     HSPV 802 - Historic Preservation Research Seminar
All of the proposals passed without discussion.

**Ad-Hoc General Education Committee—Goals of General Education**

The Speaker then recognized Julia Eichelberger of the Ad-Hoc Committee on General Education, who moved that the Faculty Senate endorse the following statement of purpose and goals for general education:

**Statement of Purpose for the Common Requirements of the College of Charleston’s Undergraduate Curriculum**

All graduates of the College of Charleston complete a challenging sequence of coursework and experiences that prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. These College-wide requirements enable each student, regardless of major, to develop crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences offers students a broad perspective on the natural world and the human condition, and encourages them to examine their own lives and make useful contributions to their own time and place. Through students’ work in their chosen major, where they acquire specialized knowledge and skills in a particular discipline or profession, students continue the intellectual growth fostered by the core curriculum. Over the course of their undergraduate careers, all College of Charleston students develop the following intellectual skills and areas of knowledge:

I. **Research and Communication in Multiple Media and Languages**, including proficiency in
   - Gathering and using information
   - Effective writing and critical reading
   - Oral and visual communication
   - Foreign language

II. **Analytical and Critical Reasoning**, including the ability to perform
   - Mathematical and scientific reasoning and analysis
   - Social and cultural analysis

III. **Historical, Cultural, and Intellectual Perspectives**, including knowledge of
   - Human history and the natural world
   - Artistic, cultural, and intellectual achievements
   - The mind and the way humans interact in groups and societies
   - International perspectives
Perspectives and contributions of academic disciplines

IV. **Interdisciplinary and Intercultural Perspectives**, gained by
   Using multiple approaches to interpret complex phenomena
   Experiencing and understanding multiple cultural perspectives

V. **Personal and Ethical Perspectives**, including experiences that promote
   Self-understanding
   Curiosity and creativity
   Personal, academic, and professional integrity
   Moral and ethical responsibility
   Communal and global responsibility

VI. **Advanced Knowledge and Skills in Major Area of Study**, consisting of
   Skills and knowledge of the discipline
   Sequence of coursework that fosters intellectual growth
   Coursework that extends and builds upon knowledge and skills gained from
   the core curriculum
   Applications of coursework in the major that go beyond the classroom

A lengthy discussion followed. The Speaker first recognized Jack Parson (Political Science) who asked three questions: 1) Over the past 8-9 years, there have been many conversations about goals; are these very different from our current goals? 2) The motion lists 6 goals, but there seem to be at least 12 here. “Interdisciplinary and Intercultural Perspectives,” for instance, are very different things. Why are these conjoined together? 3) Why are economic and political goals not listed?

In response, Ms. Eichelberger took the third question first, explaining that the Gen-Ed Committee considered social and cultural analysis as broad categories, encompassing both the political and economic. In reply to the Mr. Parson’s second question, she pointed out that all the goals have sub-requirements and that one course couldn’t fulfill any of the goals. Mr. Parson then asked why we don’t simply say we have 12 or 14 goals, each of which could be a coherent package. Ms. Eichelberger responded that each goal listed represents a different means of acquiring knowledge. The Gen-Ed Committee feels there is commonality in the linked goals. In addition, the committee was striving for a small list so that the goals could be expressed holistically to students, thus helping students to understand their educational programs more fully. Finally, Ms. Eichelberger addressed the third question, arguing that important differences exist between the proposed goals and the college’s current goals. For instance, the major is included in the new list, as is a requirement for interdisciplinarity.

Next, Deanna Caveny (At-Large, Mathematics) argued that Goals 3, 4, and 5 sound as if they are stated from a social scientist or empiricist perspective rather than a knowledge-based perspective. In Goal 5, for instance, the emphasis is on characteristics of students rather than on the knowledge the students need to develop these characteristics. Ms. Eichelberger suggested that Ms. Caveny work up some different wording, and that the committee would be happy to consider it.
Darryl Phillips (Classics, German, Italian, Japanese, Russian) spoke next, noting that he liked Goals 1-4, but that he feared Goal 5 might prompt the College to start offering 3 hours of credit for courses in self-understanding and the like. Mr. Phillips moved to amend the committee’s motion by removing Goal 5 and putting it in a separate category as an outcome rather than a goal. Discussion of Mr. Phillip’s amendment followed.

Ms. Eichelberger pointed out that the goals offered by the Gen-Ed Committee came out of faculty forums and departmental discussions. The committee tried hard to honor this input. She also thought it was important for students to see the items under Goal 5 listed so that they could think about their own progress in these areas. Claire Curtis (Political Science) then added that Goal 5 was connected to knowledge, to classes that look at ethical concerns relating to knowledge, so that this goal is not simply outcome-based. Susan Kattwinkel (Theatre), also a member of the Ad-Hoc General Education Committee, noted that the committee wanted to avoid “teaching to the test” in coming up with their list of goals. Thus, they had no specific courses in mind at this point that would be matched to the goals. Mary Beth Heston (Art History), also a member of the committee, added that the more the committee discussed general education, the more it became clear that general education includes not just traditional academic courses, but other experiences as well.

Mike Skinner (Foundations, Secondary, and Special Education) spoke next, arguing that he agreed with Mr. Phillips’ amendment in spirit, but he thought the problem could be solved by adding the word “dispositions” to the last sentence of the statement of purpose. Mr. Phillips then withdrew his amendment in favor of Mr. Skinner’s amendment to add the words “and dispositions” to the last sentence of the paragraph preceding the goals.

After some discussion about the relative merits of the word “disposition” versus “characteristics,” “personality traits,” etc. , Mr. Skinner’s amendment passed. The final sentence of the statement of purpose will now read: “Over the course of their undergraduate careers, all College of Charleston students develop the following intellectual skills, areas of knowledge, and dispositions.”

Discussion then turned back to the main motion. Mr. Phillips spoke again, arguing that Goal 6 was also problematic; while he supported the major being included in the goal statement because it is the culmination of the general education program, he didn’t want the Senate, without much discussion, to spell out what the majors should consist of. Mr. Phillips argued that the last sub-point under Goal 6 did just this. He’d be happier with a general statement that left the major in the hands of the departments. Ms. Eichelberger responded that the committee wanted to emphasize a shared sense of intellectual development in the language used to describe the major. How each major filled in the blanks would be left up to the departments. Hugh Wilder (Philosophy) then spoke in support of Mr. Phillips’ point, arguing that the last item under Goal 6 implies that majors would be required to add a “beyond the classroom” experience. Susan Kattwinkel pointed out that she saw that last item as suggesting “beyond the major,” perhaps into other courses. Jose Gavidia (Management and Entrepreneurship) read a statement from
the AACU outcomes, arguing that the ability to transfer skills and knowledge from one setting to another captures the spirit of what the committee intended.

Bishop Hunt (At-Large, English) then raised a different issue; he asked about the link between “the mind” and “the way humans interact in groups and societies,” under Goal 3. He suggested leaving out the term “the mind.” Claire Curtis argued for unlinking “the mind” and “the way humans interact in groups and societies,” but retaining both. Bishop Hunt then moved to amend the motion by removing the words “the mind and” from bullet point 3 under Goal 3. Terry Bowers (English), in discussion of Mr. Hunt’s amendment, said that he didn’t have a problem with the language as it existed, since “the mind” suggests psychology which fits naturally with sociology. He also argued against making a longer list.

After a vote, Mr. Hunt’s amendment failed. Discussion turned back to the main motion.

Erin Beutel (Geology) then moved to amend the original motion by changing the final bullet point under Goal 6 (the one Mr. Phillips had originally objected to) to the language read from the AACU outcomes by Jose Gavidia.

The amendment passed. The final bullet point under Goal 6 (“Applications of coursework in the major that go beyond the classroom”) will be replaced by this phrase: “The ability to transfer skills and knowledge from one setting to another.”

Next, Bob Dukes (Physics and Astronomy) called the question on the main motion. A 2/3 majority voted in favor of calling the question. A vote was then held on the main motion.

The motion, as amended by Mike Skinner and Erin Beutel, passed.

**Constituent Concerns**

The Speaker recognized Terry Bowers (English) who asked about the status of electronic course evaluations. Mr. Mignone replied that there will be a recommendation from the Educational Technology Committee concerning this issue soon. Christophe Boucher (History), a member of the committee, added that they hope to have a recommendation about electronic course evaluations for the faculty to consider at the next Senate meeting.

Next, the Speaker recognized Susan Kattwinkel (Theatre) who asked, on behalf of her colleagues in the Theatre Department, that any faculty members using Theatre classrooms please leave the rooms clean and well-ordered when class is over.

Finally, Hugh Wilder (Philosophy) announced that on Monday, February 13th at 5:00 p.m. in Alumni Hall, the president of the Student Government Association will deliver a state of the student body address. All faculty members are welcome to attend.

With no further business, the meeting adjourned at 7:05.
Respectfully submitted,

Susan Farrell
Faculty Secretary