The Faculty Senate met on Tuesday, April 11, 2006, at 5:00 p.m. in Beatty Center 115. Because we didn’t finish all business on the agenda, we will meet again on Tuesday, April 25 at 5:00 in Beatty Center 115.

The minutes from the March 28 Senate meeting were approved.

Reports

Provost

Provost Elise Jorgens reported she has asked Julia Eichelberger to take over as Chair of the Ad-Hoc Committee on General Education. She is quite pleased with the direction the Committee has taken and is ready for her participation to diminish a bit.

In addition, Ms. Jorgens announced a re-organization of the Office of Undergraduate Studies. Various people and responsibilities are being shuffled to form a new Office of Undergraduate Academic Services, which will be headed by Lynn Cherry. Current Dean of Undergraduate Studies Sandy Powers will become an Associate Vice President and academic liaison to CHE. The Provost will provide faculty a fuller report on these changes soon.

Speaker

Speaker of the Faculty Bob Mignone publicly recognized President Lee Higdon for the job he's done while at the College of Charleston. Mr. Mignone said that President Higdon has had a transforming effect on this campus, especially in relation to facilities, faculty salaries, new hires, and student-focused initiatives. He added that President Higdon will be missed when he leaves, and that his effects on campus will be felt long after he's gone.

Mr. Mignone also announced that he will be a member of the search committee charged with finding a new president. Terry Bowers (English) asked if a national search for the new President would take place. Mr. Mignone replied that he doesn’t know for sure. According to an article in The Post and Courier, the search will involve either a “target shoot” or a “fishing expedition.”

Julia Eichelberger, Ad-Hoc Committee on General Education

Julia Eichelberger, of the Ad-Hoc Committee on General Education, announced that her committee has been working to provide defining characteristics for the general education goals the Senate approved in January. The next step in the process will be to identify what kinds of curriculum and other activities the College currently has in place to meet these goals, and where there are holes. She hopes that her committee will have at least
one stage of a concrete proposal ready to bring to the Senate in the fall. For a full copy of the report Ms. Eichelberger delivered, see Appendix 1.

Susan Kattwinkel, Melanie Kyer, and Kay Smith, Committee on the First-Year Experience

Susan Kattwinkel, Melanie Kyer, and Kay Smith, of the Committee on the First Year Experience, reported that the new SACS evaluation process requires the College to submit a Quality Enhancement Plan (QEP) that outlines future steps to improve the College. A proposal concerning the First Year Experience will be that QEP for us. Right now, committees are being put together to examine curricular, student support, and assessment elements of the First Year Experience. Curricular elements will involve both first year seminars and learning communities. For a full report of the committee’s work to date and the tentative framework for the first year experience, see Appendix 2.

The floor was then opened to questions. Agnes Southgate (Biology) asked how the proposed first year seminars differ from the freshman seminar course currently being offered. Ms. Smith replied that the current course is success-focused and that it counts for only two hours of credit. In addition, it’s more focused on skills than content. The proposed seminars would be taught by departmental faculty rather than a separate staff and would have a specific content focus.

Brian McGee (Communication) asked if the committee had projected whether the proposed first year seminars would increase adjunct use. Ms. Kattwinkel replied that projections have been made several times, all resulting in different numbers. Questions such as these are why the committee is working very closely with the administration at this point, she added. Until we know the number of students who actually sign up for the courses, it will be difficult to project adjunct use. Melanie Kyer added that we already have an adjunct pool teaching the current freshman seminar, so it might be a matter of shifting this money to other adjuncts.

Ad-Hoc Committee on the College Identity

Bob Mignone, acting on behalf of the Ad-Hoc Committee on the College Identity, read a resolution supporting the identity of the College of Charleston as a public liberal arts and sciences institution. See Appendix 3 for a full copy of the resolution.

The committee asked the Senate to vote to endorse the resolution, but because Senators had not seen a copy of it a week in advance, Mr. Mignone announced that we would have to suspend the rules for a vote to take place. Claire Curtis (Political Science) moved that the Senate suspend the rules. Her motion was seconded and the vote to suspend the rules passed.

The Senate then voted in favor of endorsing the resolution.
Old Business

Scott Peeples (on behalf of the Amnesty International student group)—Resolution Regarding the Contract with Coca Cola

The Speaker recognized Scott Peeples (English) who re-introduced a resolution written by the student group Amnesty International that had originally been put forward at the March 28 Senate meeting. However, because of time constraints, the March 28 Senate meeting adjourned before the issue could be discussed. The resolution urges the College of Charleston not to renew its exclusive vending contract with the Coca-Cola Corporation. For the full resolution, see Appendix 4.

Discussion began with two short presentations. First, representatives of the Coca-Cola Corporation gave a power point slide show defending Coke’s practices in Columbia, South America. Next, three students from the College of Charleston chapter of Amnesty International, Kristen Neumann-Martiensen, Jess Berens, and chapter president Taylor Livingston, presented arguments refuting Coca-Cola’s claims.

After the presentations, the Speaker opened the floor to discussion. He announced that only Senators would have floor privileges, though Coca-Cola representatives and students could be called on to answer questions. George Hopkins (History) spoke first. Mr. Hopkins said he supported the motion and thought it was a good example of students “thinking globally and acting locally.” He doesn’t believe that Coca-Cola has no control over their bottlers and added that movies such as the recent Fast Food Nation show that companies like McDonald’s can make suppliers change their practices.

Next, Calvin Blackwell (Economics/Finance) asked what CofC’s contract with Coca-Cola actually says. Jan Brewton, of Auxiliary Services, replied to Mr. Blackwell. She reported that Coca-Cola has an exclusive five-year contract to provide vending services at the College. The contract expires in June of 2009. Mr. Blackwell then asked what the College receives from this contract. Ms. Brewton replied that the Coca-Cola Corporation pays a minimum $100,000 annual commission to the College. If we sell more Coke products, we make more. She also pointed out that Coca-Cola has helped buy scorer tables for the basketball arena and supported the College’s athletics programs in other ways as well.

Joe Kelly (At-Large, English) then spoke in favor of the resolution, pointing out that the Amnesty International students have done a tremendous amount of research and that he is willing to support their decision. Bob Dukes (Physics/Astronomy) spoke next, confirming that the Associated Press was reporting that the University of Michigan had just agreed to resume purchase of Coca-Cola products. (This was a point made by the Coca-Cola representatives in their presentation). Yet, it looked to him that the decision was made by the administration without student input.

Betsy Martin (Chemistry) asked about contracts the College has with other companies. She pointed out that the College should have well-thought-out policies in place to deal
with issues such as the ones facing us today. Peter Calcagno (Economics/Finance) then asked whether the College had thought about alternatives to Coca-Cola. He asked who we would bring in instead, pointing out that it would be difficult to be sure that other major companies wouldn’t have similar problems to the alleged human rights abuses in Columbia.

Scott Peeples (English) then pointed out that the Amnesty students had discussed whether they believed the College should actually break its contract with Coca-Cola. Instead, they decided to suggest not renewing the contract after the five-year period ends in order to have bargaining power with the company. Mr. Peeples added that progress in the University of Michigan case was made only because students at that university brought pressure on the company. The Amnesty students, he said, want the College to work with Coca-Cola over the next few years to resolve some of the issues they raise in their resolution. Otherwise, Mr. Peeples argued, we have no say in Coca-Cola’s policies.

Gerry Gonsalves (Management and Entrepreneurship), pointing out that he had grown up in India and witnessed the effects of large corporations first hand, argued that large foreign companies bring both good and bad to impoverished nations. It is not a black and white matter. Mr. Gonsalves worried that if we picked out one company, such as Coca-Cola, to condemn, we’d have to pick out others as well. It is not fair to single out only one company.

Myra Seaman (English) spoke next, arguing that the student resolution does not prohibit Coca-Cola from doing business with the College, but that it provides we not renew our exclusive contract with the company.

Bob Perkins (EDFS) said that, when he came to the meeting, he was worried it would turn into a “he said, they said” affair, in which the faculty wouldn’t have enough information to make an educated decision. But because the resolution doesn’t involve actually breaking the contract with Coca-Cola, he supports it. The period before the contract expires will give us time to discuss the matter in more detail.

Susan Kattwinkel (Theatre) asked what the administration’s position on the resolution is. Mr. Peeples replied that President Higdon is aware of the resolution, but that he doesn’t know what Mr. Higdon’s actual position on it is.

Paul Young (Mathematics) then asked for a clarification. He pointed out that he didn’t see anything in the resolution that suggested the College would gather information before not renewing the contract. Mr. Peeples replied that Mr. Young was correct. The resolution currently contains no language making the non-renewal of the contract conditional on more information being gathered.

The matter was then put to a vote. The resolution passed on a show of hands.

Committee on Nominations and Elections—Honor Board Proposal
The Speaker recognized Michael Phillips, of the Committee on Nominations and Elections, who presented a motion to increase membership on the College’s Honor Board by 11 to a total of 16 (8 board members, 8 advisors). The committee supplied the following justification for such an increase:

**Justification**
Honor Board membership needs to be increased for the following reasons:

1) There has been a great increase in case load due in large part to expansion of jurisdiction to include incidents involving removal from residence halls.
2) The peak times for Honor Board work, midterm and semester's end, overlap with peak periods of faculty workload, hence more faculty assigned to the Honor Board will alleviate the burden placed on a few.
3) Because of the increased case load, some adjuncts are currently being used as advisors. (With over 500 faculty eligible for committee service this seems needless.)

**Benefits**
1) Honor advisors will receive recognition for their time and labor.
2) More faculty will be able to assist in the annual review of the honor system.
3) Prompt processing of cases.

The floor was opened to discussion. Susan Kattwinkel (Theatre) asked where the pool of advisors would come from. Mr. Phillips replied that the advisors would come from the pool of faculty who volunteer for committee service. Michelle Mac Brooks (Biochemistry/Chemistry) added that she has been on the Honor Board and been an Honor Board advisor as well. She confirmed that Honor Board duties take hours and hours of faculty time, and thus, she supports the motion.

A vote was taken, and the motion passed.

**Committee on Nominations and Elections—Nominations for Standing Committees; Election of Senate Committees**

The Speaker then opened the Senate floor to nominations for next year's Committee on Nominations and Elections. Deanna Caveny (At-Large, Mathematics) nominated Tom Kunkle (Mathematics), and Julie Davis (Communication) nominated Kathy DeHaan (Communication). Mr. Kunkle and Ms. DeHaan will join the slate of candidates already put forward by the Nominations Committee: Marion Doig (Chemistry), Lynne Ford (Political Science), Annette Godow (Physical Education & Health), Frank Morris (Classics/German/Italian/Japanese/Russian), and Michael Phillips (Library).

The Senate next approved the slates for Faculty Senate Committees (Academic Planning, Budget, and By-Laws) put forth by the Nominations Committee. These committees will be comprised of the following members:

**Academic Planning**-7 (at least 4 senators)
Because of time and room constraints, the meeting was adjourned at 7:00 without finishing all items of business on the agenda. The meeting will continue on Tuesday, April 25, 2006 at 5:00 p.m. in Beatty Center 115.

Respectfully submitted,

Susan Farrell
Faculty Secretary
Appendix I: Report from the Ad-Hoc Committee on General Education

Progress Report, April 2006
To: College of Charleston Faculty
From: Ad Hoc Committee on General Education

The Committee’s work in 2004-2005

The Ad Hoc Committee on General Education was formed at the request of Provost Elise Jorgens. After learning of her request at the end of Spring 2004, the Senate elected representatives to serve on this committee. Additional members of the committee, both faculty and administrators, were appointed by the Provost. Students were also appointed, and they attended meetings in Spring 2005.

During Spring 05, the committee met regularly to discuss and consider the holistic purposes of general education and college curriculum requirements—in other words, what a student should gain as a result of completing graduation requirements, besides the degree itself. The committee sought to build on work that had already been done at the College by several current committees (Academic Planning, First-Year Experience, Communication Across the Curriculum, and others) and by the Ad Hoc Committee that had led the campus effort to examine and reform our general education curriculum in the 1990s. The important work of these committees has informed our thinking, enabling us to identify shared goals and possible curricular enhancements that already have broad support at the College.

We also have explored the work of many other institutions, some with very different models for their general education programs. Some schools have a set of common course requirements that are much more tightly defined and smaller in number than ours; other schools have a much larger menu of courses that can be used to fulfill their requirements, to the point that students in different disciplines within the same institution may receive very different educations. The Committee did not find that either of these models would fulfill our goals for general education as well as they could be fulfilled here with a “distribution model” similar to what we have in place now. This conclusion was not exactly a vote for the status quo. We believe our goals can be met by a distribution model, provided that we

• examine our current course requirements closely and retain all requirements that effectively advance the goals we have agreed upon,

• add components that could bring our students closer to meeting these goals, and

• develop a system of faculty oversight that would allow all faculty to take responsibility for the ongoing quality of this curriculum.

Our work in 2005-2006

To this end, we sought input from faculty during Fall 2005, writing a letter in September requesting input from departments and then, in October, inviting faculty to an open Forum on General Education. We then used this faculty input to articulate six holistic goals of a College of Charleston education. We agreed that all students should develop the following intellectual skills and areas of knowledge over the course of their College of Charleston career:

Research and Communication in Multiple Media and Languages
Analytical and Critical Reasoning
Historical, Cultural, and Intellectual Perspectives
Interdisciplinary and Intercultural Perspectives
Personal and Ethical Perspectives

Advanced Knowledge and Skills in Major Area of Study

In January 2006, we presented a more detailed articulation of these goals to the Faculty Senate. The Senate amended our proposal and voted to endorse the following statement.

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 will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While their work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, the College’s core curriculum will ensure that each student, regardless of major, develops crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place. Over the course of their undergraduate careers, all College of Charleston students will develop the following intellectual skills, areas of knowledge, and dispositions:

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
   - The ability to transfer the skills and knowledge of the major into another setting

What’s Next?
The committee now is in the process of analyzing our existing requirements to see how close they bring our students to achieving all of the components of these six goals. The first step in doing this has been to identify defining characteristics of each of the six goals and their sub-goals. We arrived at these defining characteristics through our synthesis of suggestions and comments that came from the previous Gen Ed reform effort, the department memos we collected in September, the Forum, and from statements we found in other institutions’ general education goals. After much effort and deliberation, we have completed a draft version of this document, which will serve as a guideline for whatever proposals the Committee will make about modifying or retaining any aspect of our curriculum. Our next step is to discuss this document with chairs. We need department chairs’ views on how far the present curriculum takes our students in meeting these goals, and we welcome their ideas on enhancements to the curriculum that would help us meet these goals more effectively. Based on the input we get from chairs, we will continue our work this summer, in hopes of bringing a proposal to the faculty in the fall. Such
proposals would begin in the appropriate academic committees (Curriculum, Academic Planning) and then come before the Senate for discussion. Faculty are welcome to contact the Committee directly with their comments on our work thus far, or to convey any comments or concerns to their department chairs, who will be meeting with us in early May.

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

All graduates of the College of Charleston complete a challenging sequence of coursework and experiences that will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While their work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, the College’s core curriculum will ensure that each student, regardless of major, develops crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place. Over the course of their undergraduate careers, all College of Charleston students will develop the following intellectual skills, dispositions, and areas of knowledge:

I. Research and Communication in Multiple Media and Languages, including proficiency in

Gathering and using information
Students should be able to
--Determine the nature and extent of information needed
--Access the needed information effectively and efficiently
--Evaluate information and its sources critically
--Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
--Acknowledge the use of information sources using an appropriate documentation style

[From Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education]

Effective writing and critical reading
Students should be able to
--Understand, analyze, and interpret intellectually challenging texts
--Use writing to increase their own understanding of a topic and to communicate their point of view persuasively
--Strengthen written work through the process of drafting, revising, and editing
--Produce well-organized papers that convey substantive information and that conform to the conventions of edited American English

Students should complete rigorous writing assignments and receive significant feedback on their written work, both in their first-year writing courses and in other courses taken throughout their college career.

Oral and visual communication
Students should be able to
--Create oral presentations that are well-developed, well-organized, and
appropriate for the situation and audience
    --Deliver oral presentations clearly and persuasively
    --Interpret visual images and employ images to communicate ideas and concepts

**Foreign language**

Students should be able to

- Communicate in writing, construct simple sentences, and apply the rules of the basic grammar of the target language
  -- As readers, understand the meaning of simple sentences on familiar topics and, with the aid of a dictionary, to discern the meaning of an unfamiliar passage written for adults (i.e., an article in a newspaper, a speech by a public official, a passage from a work of imaginative literature)
  -- Communicate orally on straightforward topics, construct intelligible sentences, respond to simple questions

*For languages whose alphabet, root words, or other linguistic features have very little in common with the English language, a more rudimentary level of competency may be required.*

II. Analytical and Critical Reasoning, including the ability to perform

**Mathematical and scientific reasoning and analysis; social and cultural analysis**

Students should be able to

-- Understand, interpret, develop and apply abstract models of varied phenomena
-- Engage in inductive and deductive thinking and quantitative reasoning
-- Use appropriate methodology to evaluate evidence and to make clearly reasoned interpretive judgments
-- Use appropriate methodology to effectively formulate questions and solve problems
-- Exercise the skill and precision necessary for successful laboratory experimentation

III. Historical, Cultural, and Intellectual Perspectives, including knowledge of

**Human history and the natural world**

Students should

-- Develop knowledge of the history of human civilizations and an awareness of the diversity of historical experience
-- Understand the historical process
-- Understand fundamental concepts and theories about the natural world, as well as knowledge of the evidence, ideas and models used to describe natural phenomena
-- Appreciate the historical and contemporary impact of science and mathematics on daily life
-- Distinguish between science and pseudo-science and appreciate the capabilities and limitations of science in order to effectively evaluate and contribute to science based policies and issues of contemporary significance.
Artistic, cultural, and intellectual achievements

Students should
--Know the achievements in the fine arts of our own and other civilizations and the cultural, social and historical context in which they were created
--Understand aesthetic criteria that may be used to interpret works of art
--Understand the creative process, gained through analysis and/or creation of art
--Have knowledge of mathematical and scientific achievements
--Have knowledge of literary, philosophical, and religious traditions

The mind and the way humans interact in groups and societies

Students should
--Know the evidence, ideas, and models used to understand how people relate to one another in groups, institutions, and communities
--Understand concepts, patterns, and issues that affect the organization and governance of societies and the relationship between the individual and the group or society
--Understand the values and ethical issues that underlie social, political, and economic organizations.

International perspectives

Students should
--Know the literature, culture and intellectual achievements of countries other than the United States
--Have linguistic and/or cultural knowledge that could enable them to function more effectively within a foreign country
--Understand some of the local and global conditions that historically cause countries to become distinct and different, as well as the conditions that cause the destiny and interests of countries to be interconnected

Perspectives and contributions of academic disciplines

Students should
--Employ the methods of inquiry appropriate to multiple academic disciplines and be familiar with the ways these disciplines organize and create knowledge
--Develop in-depth knowledge in at least one academic discipline, [including the ability to relate knowledge in that discipline to other disciplines ]

IV. Interdisciplinary and Intercultural Perspectives, gained by

Using multiple approaches to interpret complex phenomena

Students should be able to
--Understand the interconnectedness of knowledge that comes from separate disciplines
--Solve problems using knowledge and perspectives learned in more than one discipline
Experiencing and understanding multiple cultural perspectives
Students should
--Demonstrate understanding of perspectives and conditions that distinguish cultures and social identities from one another
--Demonstrate critical understanding of the local and global processes that historically influence and help to define human difference
--Demonstrate awareness of beliefs and values of a culture or social identity other than their own
--Experience a culture different from their own

V. Personal and Ethical Perspectives, including experiences that promote Self-understanding
Students should undergo
--Experiences that increase their understanding of their own personal temperament, ways of learning that are successful for them, and beneficial ways of relating to others

Curiosity and creativity
Students should undergo
--Experiences that increase their desire to learn more about a subject or problem
--Experiences that require creative and original approaches to problems

Personal, academic, and professional integrity
Students should undergo
--Experiences that require personal honesty and accountability
--Experiences that promote understanding of the Honor Code and the responsible use of knowledge in academic settings
--Experiences that define integrity in a professional setting or an academic discipline

Moral and ethical responsibility
Students should undergo
--Experiences that invite them to reflect on their own values and commitments and to understand why they hold them

Communal and global responsibility
Students should undergo
--Experiences in which they use their talents and/or education to serve others and learn to behave as responsible citizens

Experiences in this category will be self-assessed; students will be required to identify experiences satisfying each criterion that have occurred during their careers at C of C (both in and out of class).

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
The ability to transfer the skills and knowledge of the major into another setting
Home departments will define these sub-goals more precisely for their own majors.
Appendix II: Report from the Committee on the First-Year Experience

To: The Members of the Faculty Senate  
From: The ad hoc committee on the First Year Experience (Melanie Kyer, Susan Kattwinkel, Chris Korey, Jack Parsons, Philip Powell, RoxAnn Stalvey, Trish Ward) and Kay Smith, ex-officio member of the committee  
Re: Our report to the Senate on April 11, 2006

The committee was charged with examining issues of implementation regarding plans for a new First Year Seminar program. We have addressed issues raised by the provost and the committee. What follows is our new report, preceded by a summary of the questions we have attempted to answer in our work:

1. Will the courses give general education credit?  
Yes, based on the discipline/department offering the course. Part of implementation will concern making decisions about how each course will be approved to be offered as a FYS.

2. What will the stipend be for developing this course?  
$1000 for a week-long planning/training experience. Again, part of implementation will be working out appropriate training.

3. Will departments be penalized for offering these courses because of small enrollment (20 students per class)?  
The Provost will negotiate with departments and deans based on workload standards. The Provost has noted that there will be enough workload flexibility for each department to offer courses of this size; no department should be penalized for participating in FYS offerings.

4. Will the FYS increase the number of adjuncts?  
There will be approximately a 40% replacement rate for FYS courses that offer Gen Ed credit (the average class size at CofC is 35; the average class size for the FYS will be 20, leaving approximately 15 students to be covered). Implementation will be incremental, so that staffing costs can be analyzed and managed at each stage, but it is clear that some adjunct hires will be necessary.

The First Year Seminar  
At the meeting of April 13, 2004, the faculty senate approved the following principles and goals of the First Year Seminar program:

“The entering first-year students enrolling at the College of Charleston in Fall 2003 come from many places and bring varied backgrounds, experiences, talents and expectations with them. President Higdon, in order to introduce these freshmen to the learning community at the College of Charleston, is developing a First-year Experience. It is envisioned that an important component of that First Year Experience will be a course, taken by freshmen in their first semester, for academic
credit. The many sections of this course, while designed and taught by faculty members from different departments, will share the following characteristics. The students will understand the material as relevant to their understanding of the world in which they live and the education they are pursuing. Analysis of these issues will require input from many disciplines. The small class size and intense discussions occurring in class will encourage students to develop a personal relationship with their professor. It is expected that, as a result of this academic experience, the students will become familiar with the various resources available at the College. More importantly, this course should demonstrate not only the necessity of detailed disciplinary knowledge in attacking real world problems, but also the usefulness of a broad-based understanding of the scope of human intellectual activity that a liberal arts education can provide.

First-Year Seminars fit directly into the Strategic Plan of the College of Charleston. This initiative will contribute to the goals of lowering average class size, demonstrating to students the complexity of the intellectual experience, helping them to develop higher order thinking skills, and raising the freshman to sophomore retention rate by improving student ability to succeed in college-level work.”

We propose that a new First-Year Seminar program, to replace the current FRSR 101 course, be implemented as soon as possible. It will be a voluntary program for roster faculty and first-year students, beginning with fifteen sections and increasing by fifteen sections per year for the first two years. It is planned that, eventually, all freshmen will either take the first-year seminar or have their freshman experience enhanced through participating in a linked course or learning community.

First-Year seminar courses will, when appropriate, count for General Education requirements. In some departments, these seminars may function as alternative introductory courses so as to reduce the need to replace roster faculty with adjunct faculty. Informal discussions with department chairs across the college community have shown that there is significant interest in the program and that enough faculty members should be available to cover the program.

Each semester the Registrar clearly designates the courses which count as First-Year Seminars.

Program Structure

I. Administration
The Director of the First-Year Seminar Program is a roster faculty member directly responsible to the Vice-President for the Academic Experience. The Director works with the Deans of the Schools, the Department Chairs, the Advising Center, the Admissions Office and the Registrar. The Director should teach at least one First-Year Seminar each year. The Director organizes training workshops and meetings as needed to orient faculty members who teach in the program and to ensure that curriculum meets the course goals. The Director recruits faculty to participate, serves as a resource to faculty, and oversees any common course components. In conjunction with other administrative bodies, the
Director insures that incoming students are fully informed in advance about course offerings. The Director should be appropriately compensated.

A Standing College Committee, called the First-Year Experience Committee, is composed of 6 roster faculty (and must have at least one faculty member from each school), 3 of whom shall be teaching in the program, and a student representative and alternate. The Director of the First-Year Seminar, and the Vice-President of the Academic Experience are *ex officio* non-voting members of the Committee. The Committee, in conjunction with the Director, reviews and approves all First-Year Seminar proposals. It participates in the assessment of the program. It reviews information from the Director, reviews and makes policy decisions concerning curriculum, course selection procedures, and training, and works with the Director in program development. The Committee is responsible for forwarding a course that is taught more than three times to the Faculty Curriculum Committee for approval as a permanent course. The First-Year Experience Committee may also be charged with oversight for other First-Year programs such as learning communities.

First-Year Seminars shall:
- enroll no more than 20 students
- be taught by roster faculty
- be taught in “smart rooms” when available.
- not be offered as express courses

II. Faculty
Faculty who wish to teach First-Year Seminars will take part in a training workshop for which they will receive a stipend of $1,000. Faculty teach First-Year Seminars as part of their normal course load. Enrollment in First-Year Seminars will be counted as double for purposes of workload calculation so that neither faculty nor departments are penalized for low enrollment as a result of their participation in this program.

Part of the faculty member’s advising and instructional duties is to develop in students the necessary skills for academic success in college, whether through in-class activities or through the utilization of existing campus services.

In addition to a required workshop for faculty participating in the First-Year Seminar, funding will be available for interested faculty to attend special conferences and external workshops specific to the First-Year Experience.

We recommend that the Faculty Senate modify the tenure and promotion guidelines to acknowledge the participation of the faculty teaching in this program.

III. Students
Students who pass the First-year Seminar receive credit for an elective course which counts towards the 122 hours for the degree. In most instances, this course will also count towards General Education distribution requirements pending approval by the First-Year Experience Committee, the Curriculum Committee, and the Faculty Senate.
IV. Course Content
First-Year Seminars are designed to develop the necessary skills for academic and professional success in a discipline-specific environment.

Seminars will include components of
• writing
• reading
• class discussion
• collaborative learning
• an oral presentation
• a research component
• a technology component
• an interdisciplinary component

The topics of First-Year Seminars will vary. They will provide roster faculty with an opportunity to develop courses not regularly offered in the College of Charleston curriculum.

V. Implementation Details
Implementation will occur in conjunction with the new General Education Requirements. Upon approval of this proposal:
• A director will be chosen to lead the program.
• The First-Year Experience committee will be established according to faculty senate rules.
• A call will go out to faculty providing information about the program and soliciting course proposals for consideration and approval.
• The Registrar will clearly designate First-Year Seminars in the course schedule.
Upon creation of the committee and appointment of a Director:
• An assessment procedure will be developed to ensure that curriculum goals are met by each course, to monitor any difficulties which may arise in the implementation of the program, as well as to anticipate problems regarding staffing and adjunct considerations.
• A procedure of validation will be developed for current Freshman Seminar courses which may be adapted to meet the new requirements. In particular, this would affect summer programs such as the SPECTRA program.

VI. Examples of First-year Seminar Courses taught at other schools
A Quest for the Ultimate: From Quanta to Quarks
Picturing Nature: Visual Images and Scientific Knowledge, 1600-1850
Ethics and Children’s Literature
One Billion Years of Change: The Geological Story of North Carolina
Defining Blackness: National and International Approaches to African-American Identity
Making the Right Connections: computers and Microprocessors
Where Did All the Fish Go?
Unlocking the Genetic Code
Philosophy Through Mathematics
The Grand Tour in Early Modern Europe
Gambling in Western Culture
Food and Literature
Catastrophe and Chaos: Unpredictable Physics
Families and Children
The City of Bricks, Pipes, and Bits
Religion in American Public Life
The Art and Science of Language
A Random Walk Down Wall Street
God, Death and the Meaning of Life
Elements of Design
Sex and Gender Around the World
Scientific Serendipity: Accidental Science
The Human Genome
Politics and the Arts
Talking About Numbers: Communicating Research Results to Others
Madness and Obsession
The Struggle Between Good and Evil: Fairy Tales in Literature and Music
Nations, Borders, Identities
Fish Gotta Swim, Birds Gotta Fly: The Mathematics and Mechanics of the Movement of Things
Energy, the Environment, and the Economy
Developmental Science and Children’s Lives
The Coastal Zone Environment
Tolerance and Diversity
Mental Dimensions of Sports and Performing Arts
Explorations in Human Memory
Early Life on Earth
Civic Participation and Community Leadership
The Visual World of Moby Dick
Physiology of Human Performance
Creative Communication
Animals in Biomedical Research
Cross-Cultural Perspectives on Love
Infectious Diseases: Fact and Fiction
Leadership in the 21st Century

A TENTATIVE FRAMEWORK FOR THE FIRST YEAR EXPERIENCE QEP

CURRICULAR ELEMENTS:
Chair: Hugh Wilder

FIRST YEAR SEMINAR: INQUIRY IN THE LIBERAL ARTS
• TOPIC FOCUS/ SMALL CLASS

LEARNING COMMUNITIES: EXPLORATION IN THE LIBERAL ARTS
Chair: Fran Welch
### Possible Common Elements for All First Year Seminars:

- Faculty Development and Training
- Information Literacy
- Transitional Issues
- Research and Critical Thinking
- Active Learning
- Writing/Speaking Intensive
- Demonstrable Link to Gen Ed Learning Goals

### Possible Common Elements:

- Faculty Development and Training
- Information Literacy
- Transitional Issues
- Research and Critical Thinking
- Active Learning
- Writing/Speaking Intensive
- Demonstrable Link to Gen Ed Learning Goals

### Student Support Elements:

**Co-Chairs:** Victor Wilson* and Lynn Cherry

- Advising
- Orientation
- Summer Reading/Convocation
- Welcome Week
- Residence Life
- Early Alert (Res. Life Focus)
- Center for Student Learning
- Service Learning

### Assessment:

**Chair:** Jeri Cabot*

- Assess Current First Year to Establish Baseline
- Design Assessment to Support Curricular and Student Service

---

18
Appendix 3: Resolution on the College Identity

This We Believe . . .

During the past two months, 372 faculty have engaged one another in a conversation about the identity of the College of Charleston as a liberal arts and sciences institution. The conversation was framed around three questions and the detailed responses from each of the 87 groups involved in the first round were made available, unedited and in their entirety, on a website. Likewise, the results of the second round of discussions, designed to serve a synthesizing role, are available in their entirety and unedited on a website. Rather than try to summarize the variety of insights and viewpoints, we have elected to draw on what we have learned from this experience to frame the obvious fourth question, “What happens next?”

There is a strong consensus among the faculty (85 percent) that we should continue to use “liberal arts and sciences” to describe the College of Charleston and that the advantages to doing so far outweigh the disadvantages. As expected, we do not agree on every detail of what it means to be a liberal arts and sciences institution. However, this conversation was never meant to settle the question of institutional identity; that will require a more integrated discussion among faculty, the administration, and other stakeholders. What this conversation has demonstrated is the depth of commitment the faculty has, individually and collectively, to maintaining our institutional culture devoted to liberal education. As a faculty we reaffirm our commitment to our identity as a public liberal arts and sciences university. In our context, this means:

• a primary focus on providing high quality undergraduate education, grounded in an extensive and common general education curriculum reflecting the value of intellectual inquiry across disciplines, and designed to support a diverse array of major programs ranging from Classics to Discovery Informatics.

• a faculty focus on teaching that at its core is defined by a close relationship with students whether nurtured in small classes, or through academic advising, research collaborations, supervised undergraduate research, and/or experiential learning opportunities. In this regard, scale is more important than size.

• a faculty that understands and embraces the teacher-scholar model of professional development and an administration that has supported high quality teaching and high quality scholarship through the Fourth Century Initiative by expanding the size of the faculty relative to the size of the student body, by enhancing support for sabbaticals, and by providing resources to support faculty research, undergraduate research, and innovation in teaching.

• an entrepreneurial faculty that remains intellectually vital by developing interdisciplinary teaching, research, and programmatic connections with colleagues from across the university and a faculty committed to translating the value of a liberal arts core
to students in professional programs in business and education.

• a public university that develops and provides high quality graduate programs in service to community needs and that prepare graduates for responsible leadership grounded in the core values of the liberal arts.

• a firm commitment to shared decision-making and a belief that process is at the core of collegiality.
Appendix 4: Resolution Regarding the Contract with Coca-Cola

College of Charleston Faculty Senate Resolution regarding the Contract with Coca-Cola

WHEREAS paramilitary groups have threatened, kidnapped, tortured, and murdered union workers at Coca-Cola bottling plants in Colombia; and

WHEREAS a fact-finding delegation of labor, educator and student representatives led by New York City Council member Hiram Monserrate concluded that the Coca-Cola corporation’s “complicity in the situation is deepened by its repeated pattern of bringing criminal charges against union activists who have spoken out about the company’s collusion with paramilitaries” (Final Report dated April 2004, p. 1); and

WHEREAS credible reports have also charged Coca-Cola with irresponsible business practices elsewhere, including: using sugar harvested through hazardous child labor in El Salvador; illegal salary reductions and unsafe working conditions in Guatemala; and the theft of common water resources and consequent depredations to subsistence agriculture in the Indian province of Kerala; and

WHEREAS the Coca-Cola Corporation currently holds an exclusive vending rights contract with the College of Charleston that eliminates competition from other soft drink manufacturers while encouraging members of our campus community to subsidize human rights violations and environmental degradation by purchasing Coca-Cola products; and

WHEREAS, as educators at a liberal arts and sciences institution, College of Charleston faculty are deeply committed to protecting human rights and promoting environmental responsibility;

THEREFORE BE IT RESOLVED:

That the Faculty call upon the Administration not to renew the College of Charleston’s exclusive vending contract with the Coca-Cola Corporation; and

That the Faculty request that President Higdon send a letter to Edward E. Potter, Director of Global Labor Relations and Workplace Accountability, and E. Neville Isdell, Chairman of the Board of Directors and C. E. O. of the Coca-Cola Corporation, stating the College of Charleston’s intention not to renew its contract and urging the Coca-Cola Corporation to

- Denounce the violence that has occurred in the name of Coca-Cola in Colombia;
- Reinforce Coca-Cola’s public stance against violence by directing all bottling plants in Colombia to stop dealing with any armed groups that are participating in violence against trade unionists;

- Respect the fundamental rights to free association and to organize trade unions, as reflected in Colombian law, Article 22 of the International Covenant on Civil and Political Rights, as well as Conventions 87 and 88 of the International Labor Organization;

- Provide compensation to known victims of violence at Coca-Cola bottling plants.