

## Minutes of the Faculty Senate Meeting on 5 December 2017

The Faculty Senate met for a regular meeting on Tuesday 5 December 2017 at 5 PM in Wells Fargo Auditorium (Beatty Center 115).

1. **Call to Order**, 5:05 PM
2. **The [7 November 2017 minutes](#)** were approved as written.
3. **There were no Announcements and information.**
4. Reports

With unanimous consent of the Faculty Senate, Speaker Jurisich moved the Director of Riley Center for Livable Communities, Kendra Stewart, to the first report.

- a. **Director of Riley Center for Livable Communities, Kendra Stewart, Report on Nutrition and Housing Needs of CofC Students (Appendix A)**

Director Stewart gave a brief overview of the Riley Center's mission; to make connections between the College of Charleston campus, faculty, staff, and students and communities, working on issues of livable communities.

Stewart introduced Dr. Robert Kahle, Assistant Director of the Riley Center who oversees research and planning. Kahle was the principal researcher of a study conducted in spring 2017 on student nutrition and housing needs. Kahle gave background on the survey method, reporting that the survey was done in Qualtrics, with over 11,000 emails sent to all undergraduate and graduate students in the spring of 2017, two weeks before the end of the semester. Response rate was about 20% with 2200 students responding. Kahle explained they first looked at food and security, measured on a commonly used 10-point scale designed by the USDA. They found 15% of College of Charleston students responding report that they are in the low food security area, with another 15% reporting very low. So about 30% of CofC students surveyed are reporting that they are not getting enough to eat or not getting the variety and balanced diet that they seek. Kahle reported that the numbers are lower among comparable four-year institutions measured by the same scale.

Some students report going an entire day with nothing to eat. Kahle emphasized that based on students' reports, they are not getting enough nutrition to function well. 13% of students surveyed report they are not functioning as well academically as they would if they had a full belly. 12% said they have opted to buy food instead of a textbook.

Kahle said the study found that if students have Pell grants, or Stafford student loans, or other loans specific to room and board, if they are employed full-time or part-time, or if they self-identify as LGBTQ, these characteristics factor directly into food insecurity.

Kahle said he believes for the first time, they have a good random sample of students who self-identify as LGBTQ (18%), which if extrapolated, would yield about 2,025 students.

Moving to the topic of housing insecurity, Kahle said there is not as consistent a scale as there is for food and security, so they created one based on review of the literature. There were sixteen items on the survey, and if students answered yes to any of the questions, they were labeled as housing insecure. About 30% of the students surveyed report housing insecurity. The results include student worry about missing rent payments, to couch surfing, living in overcrowded conditions, or sleeping in their car. 8% of these students report if they had a more consistent place to stay, they would do better in school.

Consequences of food and housing insecurity include dropping out of school, missed study sessions, and absence from other campus activities.

100 students out of those surveyed are couch surfing due to housing insecurity. Another 30 students are sleeping in common areas (Kahle said visit the Stern Center at about 7:30 AM and see how many students are sleeping on the couches).

13 students reported that they tried unsuccessfully to get into a shelter.

Kahle emphasized the importance of the issue, since the mission of the College, to allow students to realize their intellectual and personal potential, is compromised when students don't have enough to eat or a safe place to sleep.

Students who were surveyed think they are alone, and are the only ones experiencing these issues. Kahle stated they are not alone and gave some resources for students, including the Office of the Dean of Students, <http://deanofstudents.cofc.edu/index.php>

Kahle said that student-led initiatives are most successful at helping those in need, and include normalizing food sharing, teaching students how to buy and prepare meals communally, and support for LGBTQ students.

Kahle suggested faculty include a blurb on their syllabi addressed to students stating that if they have trouble buying textbooks, or do not have enough to eat or aren't getting enough sleep, to see the professor and be directed to support.

Kahle mentioned work conducted by the College to address these issues include a food pantry, and a virtual food pantry allowing students to donate swipes on their cards to a pool. A program started by the Rochester School of Technology that the College is considering replicating is texting students who opt in that there is available food after a banquet or College function.

The Riley Center plans to expand the study to the Charleston county population under 25 years old. The goal will be to provide accurate numbers to the local service providers. Stewart said current information is outdated and underreports homeless youth. The Riley Center is currently looking for volunteers, if anyone knows of students who would be interested in helping with the study.

Kendra Stewart addressed the Senate asking faculty to think of ways they could be involved and said Jeri Cabot, Dean of Students, was present, and has formed a task force to help resolve the issue.

Stewart opened the floor for questions.

**Bob Frash, Senator** (Hospitality & Tourism Management) asked what percentage of the variability did the model represent?

Kahle responded 30% for food insecurity.

Stewart and Kahle said regression equations and full survey information is available through their office or on the website: <http://riley.cofc.edu/index.php> .

b. **Speaker of the Faculty Liz Jurisich** did not give a report.

c. **Provost Brian McGee** thanked the Riley Center for their important work and suggested students having enough to eat and safe housing are a timely reminder at holiday time. Provost McGee reiterated close working relationships with Student Affairs and thanked Alicia Caudill and the Dean of Students for their good work in taking on the issue.

The Provost congratulated all on the conclusion of the fall semester and wished everyone a restful holiday break.

Provost McGee attended the SACSCOC annual meeting at Dallas. The College's reaffirmation was confirmed, with no reports and no recommendations. The Provost's comment that it is the cleanest report in at least 40 years was met with applause. He lauded the extraordinary effort of people across campus who made the successful accreditation possible. He stated that the College has been accredited by SACS for 101 years and expects that we are in good shape for the next ten years. Provost McGee said SACSCOC is presently affirming new standards that are expected to be more rigorous. College of Charleston will be expected to be in compliance with the standards as soon as they pass.

The Provost reported there is current work being done on the School of Languages, Cultures and World Affairs (LCWA) permanent Dean search, to be continued in the spring and stated the Graduate School Dean search will begin in January 2018.

He spoke of current work on recommendations received from students that the administration is taking seriously. The recommendations include the creation of a bias incident response team. Work on this team is being conducted by the Office of Institutional Diversity, Student Affairs, and Academic Affairs, and he expects President McConnell will implement this team in March 2018.

Provost McGee spoke of a Diversity module that students would be required to complete as Freshmen as a condition of entry. After being created either in-house or with the assistance of a

vendor, the module will be brought before the appropriate Faculty Committees and Faculty Senate, although it is not tied to curriculum.

The Provost mentioned opportunities for collaborative projects for students with Trident Tech, MUSC, and the Citadel. One collaborative project is the 2 + 2 program for entrants to the Bachelor of Professional Studies program with Trident Tech and CofC. Provost McGee congratulated Dean Gibbison and CofC and Trident Tech colleagues who worked to make the program happen.

The Provost accepted questions.

**Larry Krasnoff, Senator** (Philosophy) asked for a more detailed timeline on the Dean Searches.

Provost McGee answered that the LCWA Dean search committee's chair is Dean Fran Welch, and an email would go out the following day asking for Deans, Chairs, and Program Directors asking for nominations or self-nominations to serve on the search committee. The goal is to have the search committee meet in December, and will continue in January with the advertising and call for candidates before the end of January. McGee stated that they expect to conclude the search during the spring 2018 semester.

5. There was no **Old Business**.
6. **New Business**
  - a. **Faculty Curriculum Committee (Gayle Goudy, Co-Chair)**

The following proposals were considered. Discussion was invited after each.

- i. **ARTS 430 Independent Study**: remove restriction that limits repeatability to 6 credit hours (Curriculog link: [ARTS 430](#)) ([pdf](#)).

There was no discussion. The proposal passed.

- ii. **SOCY 260 Development of Social Thought**: change description (Curriculog link: [SOCY 260](#)) ([pdf](#)).

**Larry Krasnoff, Senator** (Philosophy) asked if the phrase Big Ideas, was necessary? He offered the phrases "major concepts" and "major ideas," without capitalization.

**Mark Del Mastro, Senator** (Hispanic Studies) asked if there was discussion of the language in the Curriculum Committee's meeting.

**Gayle Goudy** (Chair, Faculty Curriculum Committee) responded that there was, and the course was originally titled something like, "Big Ideas and Major Thinkers." The intent of the language is to make it easier to understand the emphasis on major philosophers and critical thinkers.

**Tracy Burkett**, Guest (Chair of Department of Sociology and Anthropology) answered that the intent is to communicate the course is not limited to a certain set of classical thinkers, and thoughts and theories are tied together by moving sociological ideas forward.

Del Mastro offered that the intent of a catalog description is to interest students.

Burkett said the language is a result of thoughtful discussion in the departmental curriculum committee, and ideas introduced early in the major are carried through to the senior capstone, and that the language is consistent with major themes and initiatives conducted by the department.

**Tom Kunkle, Senator** (at-large, SSM) said he understands but didn't want the Senate to descend into being too picky.

**Brian Lanahan, Senator** (at-large, EHHP) said the language is similar in his field to the phrase Critical Pedagogy to describe ideas and constructs they want to move forward in their students. He gave the opinion that we need to respect the colleagues who wrote the description as moving forward important ideas in their field. Taking away the capitalization would remove the ability to convey the construct and the meaning that they are trying to build within their students.

Krasnoff responded that there is a big difference in critical pedagogy and phrases used as marketing devices. He defended his objection as looking out for keeping consistent language in the catalog.

There was no further discussion.

**Speaker Jurisich** called for the vote. The course description with no changes to the language passed with a majority vote.

- iii. **Bachelor of General Studies:** create a new degree program (Curriculog link: [BGST](#)) ([pdf](#)) to allow students to earn a degree without completing a major and two new associated courses (Curriculog link: [BGST 101](#)) ([pdf](#)) and Curriculog link: [BGST 400](#)) ([pdf](#))

**Speaker Jurisich invited Godfrey Gibbison (Dean, School of Professional Studies)** to offer some context for the proposed program.

**Dean Gibbison** offered an answer to potential questions about the Board of Trustees already approving the program. He explained that the Board approved it conditionally at the October Board of Trustees meeting, provided it passed through the Senate. The reason is the Board will not meet again until January, and Commission on Higher Education (CHE) requires the Board of the institution approve all new programs.

Gibbison stated he has presented twice before Faculty Senate on the General Studies program. He shared that the General Studies task force, representing many areas across campus, spent a year examining the issues and working on the proposal. Gibbison explained that the task force

spent a considerable amount of time understanding how General Studies programs are organized across the country. He said several versions of General Studies exist and organized in several different ways. Gibbison said that the task force worked to represent the best practices of the curriculum they studied, taking into account mistakes those program admittedly made in order to not repeat them.

Gibbison said the Introductory course was designed to be a one credit course, to offer an opportunity for students working with their advisor to determine if the program is the right choice for them. The curriculum is bookended by a final seminar in which students pull together the knowledge they have acquired over the course of their study and apply it to a new and important question. The rest of the curriculum is comprised of existing courses. Students will be allowed to pair minors that will suit their needs. The task force decided on organizing the curriculum around minors because they represent a cohesive body of knowledge.

Gibbison said several members of the task force were attending the Senate meeting and would be available to answer questions and contribute to the discussion.

**Iana Anguelova, Senator** (at-large, SSM) was concerned about the capstone and the synthesis of knowledge of two minors. She asked who are the faculty who will be able to judge this synthesis, especially if the minors are from different schools?

**Daniel Greenberg, Guest** (Psychology Department and member of the General Studies task force) answered that the course as they proposed it is aimed at the minors that they believe are going to be the most popular, mostly in the Social Sciences. Greenberg stated that over time, different versions of the course may develop that would target different minors. In this case, faculty who are more closely associated with those minors would teach the course. One of the advantages of the capstone course, since it comes at the end of the program, faculty are able to see in advance what resources will be needed. Greenberg explained that they have built into the evaluation process an external reviewer to bring disciplinary expertise to the course. He gave the scenario of teaching the course from a Psychology perspective, but if a student's other minor was Economics, the teaching faculty could ask for an external reviewer from Economics to evaluate the student's proposal and portfolio. He averred that the task force felt this would not be onerous, and a rubric to assist the external reviewer would be given to them.

**Richard Nunan, Senator** (at-large, HSS) asked about the logistics of offering the capstone. How often would it be offered, how many students would take it, what would the content be from week to week, and what would the students be doing for four hours a week. He said he understood the proposal to be two minors, and a final project that would require a mentor. Nunan offered that he is not sure he would volunteer for that course.

**Julia Eichelberger, Guest** (English Department and member of the General Studies task force) said the course would include a seminar that would focus on a large question, and activities on the syllabus would provide direction to the students to use assigned readings and reflections from their own program of study to address the large question. In the final project, students will showcase the totality of their learning and will be reviewed by the professor and the external reviewer. In talking with faculty about these types of programs, in which student have multiple

minors, they found that students have a hard time communicating what they've learned to external audiences, so the seminar allows them to do that. Eichelberger explained that the fourth hour of the seminar is an opportunity for them to create an electronic portfolio, which they begin to prepare for starting in BGST 101. Eichelberger said students will archive course work, materials and projects they have completed into the electronic portfolio which will showcase their personalized program of study they chose based on their own career goals. They will work collaboratively to help each other design a meaningful e-portfolio.

Eichelberger said the seminar is not designed for students to demonstrate a high level of expertise like you would see in a major, since it is two minors. It should reflect the degree of knowledge students achieve from those two minors and from the General Education curriculum.

**Gayle Goudy** said the Faculty Curriculum Committee discussed whether or not BGST 400 would be a capstone. She said after discussion, they felt senior synthesis seminar more accurately described the course. The direction of the course is not to demonstrate mastery of a specific discipline, but to synthesize the two different minors.

**Daniel Greenberg** said that when the task force spoke to other programs about what the end of their programs looked like, they found that a final synthesis was needed, that students finding their own mentors was not successful as it was too unstructured and varied too much from professor to professor. The synthesis seminar was designed to give much more structure.

**Iana Anguelova, Senator** (at-large, SSM) asked about the six credit hours required at the 300 or higher level.

Julia Eichelberger said that some minors require this already. The task force felt they should not dictate within a departmental minor what students need to complete that minor, but felt that adding the 300 level requirement would lend some additional rigor to the degree.

Eichelberger mentioned that there are some College of Charleston majors that do not require a number of 300 level courses.

Angelova asked again about the rigor offered by 300 level courses.

Godfrey Gibbison said that there are majors at the College which require two or three 300 level courses. The students have an easier path already. He said the task force looked at 15 hours within the two minors, and felt that requiring this would change the minor, making it different for BGST students and for other students. They wanted to keep the minor the same for all students. So 24 hours, or eight courses are required for the entire program of study. Most students will finish this 24 hours within their minor.

Provost McGee noted that the discussion went back to his November 2017 Provost report, and stated that the College of Charleston did not define the difference between 100, 200, and 300 level courses until 2016. In the November Provost report he noted that one major at the College can be completed with nine credit hours at the 300 or 400 level. The Provost said there is no current curriculum rule for BA or BS degrees to require a certain number of 300 or 400 level

courses. He echoed Eichelberger's point that if approved, the BGST program would be the only program to require a certain number of hours at the upper division, and in that way, would be more rigorous than the requirements for the BA and the BS.

Provost McGee also stated that there is no curriculum rule requiring 300 and 400 level courses to have prerequisites, and there are hundreds of 300 and 400 level courses at the College which have no prerequisites.

**Tom Kunkle, Senator** (at-large, SSM) expressed concern about the level of depth required for students of the program and the rigor. He predicted they would find the easiest 300 level course on campus regardless of what their minor is. He asked if students had any advising on which two minors they would chose, and gave an example of a physics or mathematics student not necessarily addressing big questions. He asked who the program is serving. He asked if there are easier majors out there, then why are students struggling to graduate and why would they want to do the comparatively rigorous BGST program?

Julia Eichelberger said that the task force discussed who the program would serve and the impetus for creating the program was that the leadership of the College wanted a General Studies degree, and the task force wanted to ensure that the degree be consonant with who we are as an institution. That is why the task force was insistent that the same Gen Ed requirements would be required with this degree.

Eichelberger said conversation with many faculty revealed that allowing students to choose their own course of study reflected who we are as a liberal arts institution. Student choosing this degree will be broadly educated and it will be easier to complete two minors for those students who are working and are interested in two very different things. She expressed that students desiring to be more marketable and attractive to future employers will be thinking about things beyond what the easiest courses will be. Professional advising will be steering them in those directions.

Gibbison said that a lot of advising is built into the program, starting with BGST 101. He also said that schools offering this type of degree advised against requiring students to choose their two minors at the beginning of the program, since they don't know enough about the minors to choose at that early stage and will often change their minds as their studies progress. He said students will talk with faculty, talk with the BGST 101 instructor and meet often with their professional advisors to choose the right course of study.

**Carrie Messal, Senator** (Management and Marketing) and member of the General Studies task force said that over the last year, she has met with many students who she realized would be good candidates for the BGST degree. She gave the example of one student who has trouble completing a required course in business, but has 117 hours, and a business minor. The BGST option would allow him to add a second minor and graduate on time.

**Susan Kattwinkel, Senator** (Theatre) expressed that she trusted her colleagues in all departments to design a program that is challenging enough for students. She asked about the BGST 101 course. She thought that the number of students coming into the program had some

experience with college, so why would they need an introduction into something they have almost already finished?

Daniel Greenberg said the task force found in focus groups and in talking with people that there are thousands of reasons why people stop out of College. He said that the course is designed to address significant gaps in college attendance, and to introduce students to what the BGST program actually is and if it is appropriate for them.

**Christa Poparad, Guest** (Library) and member of the General Studies task force reiterated that there is student success support built into the program, and gave the example a student out of school for a short time, but faced with a different learning management system than their former school, that library resources may be significantly different, that there may be need for assistance from the Center for Student Learning, or from the Center for Disability Services. All of those necessary services are part of the Introductory course.

**Jacob Steere-Williams, Senator** (History) asked if there was any stipulation against a student taking the Introduction course and senior seminar at the same time.

Godfrey Gibbison said that BGST 101 and some other course built into the program must occur before student may take the senior seminar. Students cannot do both at the same time.

**Beatriz Maldonado, Senator** (at-large, LCWA) asked how the program plans to staff both the one credit hour Introductory course and the BGST 400 course. She asked if we were building programs that ask adjuncts to bear the brunt of our creativeness? She asked a second question about the residency requirement, that most minors required nine credit hours in the minor at the Junior level of higher at the College of Charleston. Would that be true for both minors at the BGST?

Gibbison acknowledged that staffing courses is always a challenge. The plan is to have both courses taught by roster faculty and explained that the task force conducted a survey that showed faculty desired to be compensated in many different ways. The task force asked the Provost's office to work with Deans and Chairs offering faculty a menu of choices for compensation.

**Mary Bergstrom, Guest** (Registrar) said the rules for completing minors will not change for the BGST students.

**Jeri Cabot, Guest** (Student Affairs) asked if there was any discussion about a pricing differential since the bottom quartile of the state population will be targeted?

Provost McGee said there are many discussions on pricing undergraduate and graduate programs. An initial effort to explore pricing differential has been made in the School of Business and the School of Humanities and Social Sciences. He said at this point, BGST will not be treated any differently than a BA or BS program, but conversations are ongoing.

The Provost said they are looking at financial aid models to get more assistance for students in need.

Susan Kattwinkel brought the discussion back to who is teaching the BGST 101 course and asked for confirmation that roster faculty will teach the course. She highlighted language that implied parallel with other one-hour courses, including the courses like FYE (which is 0 hours) who employ student advisors.

Gibbison said faculty will be teaching the course with peer facilitation. There will be a faculty instructor for each section of the course, along with peer facilitators.

**Irina Gigova, Senator** (at-large, HSS) and member of the General Studies task force asked Provost McGee about budget concerns, since a number of students in the General Studies focus groups suggested that they would not return to school unless there was a financial aid package offered.

Gigova asked if other program or services would suffer to support BGST, since there is a finite number of budgetary resources.

Provost McGee answered that there is uncertainty anytime a new program is launched. He said in the case of BGST, the costs are extremely low, since any BGST students would be taking classes that are offered anyway giving the College an opportunity to serve more students attracted by the program.

The Provost said that considering questions such as staffing benefit from maximum flexibility.

**Lynne Ford, Guest** (Associate Vice President for the Academic Experience) asked about plans to offer the curriculum online if the science labs have no plans to go online. She also asked plans for online Gen Ed courses.

Julia Eichelberger said that the way it's currently envisioned is not 100% online, since Science faculty have not conceived of a way to offer labs online. She said that if students do not have the science requirements, they would have to transfer the credits in from someplace else.

Ford asked how this would be communicated to students interested in the program.

Gibbison said this represent the current situation, and credits are accepted from other institutions that offer less expensive or online options. We cannot ask how they courses are delivered, but we accept the credit. If students cannot go to the main campus, they will have to complete those courses elsewhere.

Gayle Goudy said the Curriculum Committee discussed the program itself-the two minors, the residency requirements and did not consider where the students were taking the courses-online or in class, as part of the requirement for the degree. She clarified that the degree program the Senate is being asked to vote on is not an online degree. She emphasized that the vote is for the credit hours in the program, not the mode of delivery.

Irina Gigova clarified that the School of Sciences and Mathematics do offer a number of lecture courses online, and have offered labs in a more flexible manner; in weekend labs, or compressed labs.

Discussion concluded and Speaker Jurisich asked for a vote on the Bachelor of General Studies proposal.

The proposal passed with majority vote.

#### **b. Committee on Graduate Education (Christine Finnan, Chair)**

The following proposals were considered:

- i. **MED-LALE** Changes ([Link](#)) ([pdf](#))
- ii. **LALE 698**: Independent Study ([Link](#)) ([pdf](#))
- iii. **LALE 695**: Standards-Based Teaching Portfolio ([Link](#)) ([pdf](#))

There was no discussion. All motions carried.

### **7. Constituent's general concerns**

**Richard Nunan, Senator** (at-large, HSS) gave an informal report on the outcome of a recent public hearing. He stated there is no formal process for reporting the outcome of public hearings, and that at least 40 people attended Dr. Oksana Ingle's public hearing. He said this is unfortunate with regards to transparency of our processes, and called for a solution.

Nunan reported that Dr. Ingle did not succeed in her case before the Hearing Committee and in appeal to President McConnell.

Senator Nunan wished to thank Dr. Ingle formally before the Senate for her more than nine years of solid service to the College. Nunan said her case serves as confirmation that even long-term adjuncts have no recourse of maintaining employment in the face of an abrupt dismissal.

Nunan stated that it does not matter if enrollments are declining, which is not the case in Russian Studies, as over the last two fall semesters, courses have increased in Elementary Russian language, which are the courses Dr. Ingle teaches. Nunan said this information is publicly available on the Registrar's website, <http://registrar.cofc.edu/index.php>, and invited people to go back to 2012 and look at the numbers, which reveal a low point in fall 2015, but then climbed back up to the same level as in previous years in fall of 2016 and fall of 2017. He said the fall of 2017's enrollment figures are higher than the administration's benchmark number, made in the fall of 2012.

Dr. Nunan expressed he thinks this is a very unfortunate incident and appealed for all to think carefully about how we treat long-term adjuncts.

**Annette Watson, Senator** (Political Science) stated her department is concerned about the congressional tax plan and its impact on graduate education. She asked if there is anything the College is doing to address this.

The Provost offered that leadership continues to work with legislators when they have the opportunity to do so at the state and federal level. At the national level, he said our higher education advocacy organizations are the most effective mechanism to make arguments for our profession. He stated that we can work on individual legislators on their specific votes, and that effort has not been wildly successful.

8. Adjournment 6:37 PM

Respectfully submitted,

Jannette Finch  
Faculty Secretary

Appendix A: Report on Nutrition and Housing Needs of CofC Students