Minutes of the Faculty Senate Meeting on 16 January 2018

The Faculty Senate met for a regular meeting on Tuesday 16 January 2018 at 5 PM in Wells Fargo Auditorium (Beatty Center 115).

1. Call to Order, 5:04 PM.
2. The minutes from 5 December 2017 were approved with one minor correction accepted by unanimous consent.
3. There were no Announcements and information.
4. Reports
   a. Speaker of the Faculty Elizabeth Jurisich gave a brief report that included notice of an email sent out by Nominations and Elections Chair Tom Kunkle calling for nominations for the 2018-2019 Senate. Needed are nominations for Faculty Secretary and At-Large Senators. The Faculty Speaker has agreed to nomination for a second year. Kunkle’s email included a link to the faculty senate roster, http://faculty senate.cofc.edu/archives/senate-rosters/index.php and a link to self-nominate, https://survey.az1.qualtrics.com/jfe/form/SV_6EEKdwGsWU4OWax. Nominations will remain open until the requisite number of nominations have been received and at least until 11:59 pm, Jan 23, 2018.

   Speaker Jurisich plans to attend the January Board of Trustees meeting and will follow up with work completed by former Speaker Todd McNerney about surveys concerning faculty satisfaction with administration.

   The Speaker reminded chairs and secretaries of Senate Committees to check the updated Senate committee webpages. Committees are invited to contact Megan Gould for help in linking to reports, or updating with meeting times. Megan is also making an effort to track down lost links.

   b. Provost Brian McGee offered a welcome back to the new semester. Provost McGee referred to the national news and stated strongly that The College of Charleston continues to support students, faculty, and staff regardless of the country of their origin. He said we are a diverse and inclusive community as demonstrated in documents consistently created and approved by Board of Trustees, administration, student, faculty, and staff. The Provost extended thanks to all who help make CofC a diverse and inclusive community, regardless of country of origin or immigration status. He expressed belief that the College community will continue to express those values.

   The Provost gave a reminder that if threatened with federal shutdown, some Schools and departments will be affected more than others. Sciences and Mathematics may
have to make contingency plans for the lockdown of federal buildings and the unavailability of regulatory and policy-making agencies.

The Provost thanked Physical Plant and others who worked to make campus safe after the local snowfall and icy conditions known as "Snowmageddon." Because equipment to deal with snow and ice is located in the upstate, it makes for delays in clearing snow and ice. Most faculty, staff, and students could be on campus for the first day back after winter break. The Provost thanked everyone for their patience and good humor in dealing with delays and asked that any lessons learned or suggestions be passed to your Dean or Chair.

The Provost gave updates on task forces and searches, including:

The Task Force on Advising and Mentoring, chaired by Lynne Ford. Requests for people to serve will appear this month. The Provost anticipates the work from this task force may be shared with The Committee on Student Affairs and Athletics, and possibly others.

The Task Force on Transfer Credit and Credit Hours, chaired by Joe Kelly, will be formed this semester. The work completed by this task force will reach Academic Planning and The Committee on Academic Standards, Admissions, and Financial Aid.

The Search for Dean of Languages, Cultures, and World Affairs. Faculty and a student representative eligible to serve on that committee have been contacted and have attended an organizational meeting with Dean Welch, Chair of that committee. The committee will be finalized soon. The Provost said he expects the call for candidates for the position to go out in early February.

The Graduate Dean search will be conducted this semester.

Provost McGee spoke of The Sestercentennial, or 250th year anniversary of the College. The Provost gave the scope as 15-18 months of celebration, including academic events and programs planned by faculty. Models for celebrations include University of Virginia, Brown University, and University of Oxford (recently celebrated 800 year anniversary). The Provost said there will be significant academic focus, purpose, and intent for the celebration. There will be funds available to support special events planned, proposed, and executed by faculty. He expects the celebration will be a great opportunity to learn more about the College of Charleston's past, present, and future. There will be opportunities to engage the process from any disciplinary or interdisciplinary perspective.

The Provost spoke of the growth of Distance Education at the College. The College has moved to a model of inviting faculty to go through distance education training. Over 250 faculty have gone through the training, designed and delivered by Teaching, Learning, and Technology group. The Provost said that the College has a successful
distance education program, essential to summer school revenues. Provost McGee said that for many students, taking at least one summer distance class is correlated with timely degree completion. The Provost said that CofC will continue to be a face to face institution, valuing personal engagement in the class room, but asked faculty to recognize that we might be more intentional in developing online courses for the most popular or common courses, including Gen Ed. Members of Academic Council have discussed this and the Provost and Deans will take the discussion to the Planning Committee to decide how to move forward in the next phase of distance education.

Program cost study. The Provost said that for the last several months, work has been done to replicate a study done in 2010-11 on direct instructional costs of offering academic programs on a program-by-program basis. The Delaware Cost Study has been available for years to Chairs, Deans, and Program Directors to allow for program comparison across multiple universities. Since the Delaware Cost Study has limitations in terms of methodology, the 2010-11 study was designed under former Senior Vice Provost Bev Diamond, the Office of the Provost, Deanna Caveny-Noecker, and the Institutional Research Office. This year, that study will be replicated with Dr. Diamond's help in order to compare against previous years and to gain a more in-depth analysis of how instructional costs are managed. A draft is being reviewed by the Deans. The data will be compiled, aggregated, and made available through reports to Deans, Chairs, and Program Directors, the Board of Trustees, The Committee on Academic Planning, and to the Budget Committee. This work will have consequences and implications for managing resources.

Faculty exit interviews. The Provost said the College will develop a process to gather more rigorous data on faculty leaving before they reach retirement, in consultation with Academic Council.

The Provost commented that he appreciated the report by the Adjunct Oversight committee, appearing in today's agenda.

The Provost accepted questions.

Irina Gigova, Senator (at-large, HSS) asked about Distance Education classes and expressed a concern that they were not subject to the same evaluation as face-to-face classes. She asked if someone was reviewing offerings online. Gigova said she offered her first distance class last summer. Following a conversation with a colleague who has since left the College, she realized that she would not have been comfortable with that colleague’s class in her department, and wondered if there was oversight over courses offered. Gigova also addressed student perception of online classes as easier, when the reality is that they are harder for both faculty and students, which leads to higher attrition rates.

Provost McGee said the national trend reflects higher drop rates for online courses. He stated that the ultimate responsibility for the rigor of course content belongs to the subject matter experts in each academic program or department. The expectation is
that department chairs and program directors are reviewing syllabi, and reviewing how teaching is done for face-to-face and online delivery. In the initial design phases, more eyes are on the online course. The Provost expressed that he has more confidence in the rigor of the design and delivery of first-time online courses. Provost McGee said that oversight, review and assessment of critical instructional materials belongs to the academic unit. He stated that faculty colleagues are free to express concerns if they think any unit on campus is not doing good work to the faculty in that department or to the program director or department chair.

Gigova asked if there had been any study on what Chairs are finding?

**Iana Anguelova, Senator** (at-large, SSM) asked about the training for distance education. She mentioned a divide between science classes and non-science classes. Both science and math classes require a final exam which must be taken in person, either on campus or proctored off campus. Anguelova said this is misunderstood by the Registrar's office, by the people teaching the distance education training class, and more. Anguelova suggested that the training for distance education classes is not adequate for the science classes. In her opinion, she believes it is a bad idea to mix the training for Humanities and Science classes, due to differences in styles of teaching. She felt that the usefulness of her training and that of other mathematicians she has spoken with could be quantified as 4%. She said that training for mathematicians and sciences is inadequate and there needs to be more understanding of the teaching needs of distance education science classes.

Provost McGee asked for comments from the people present who were involved in training.

**Richard Nunan, Senator** (at-large, HSS) said that he had been teaching Symbolic Logic, which is basically a math class, online for the last couple of summers. He said he found the training more than 4% helpful to him. He said it is true that there is focus in the training on trying to engage students through online discussions, which may be more important in Humanities classes than in math and science classes. He expressed that there is also a lot of technical training on how to deliver material online. Nunan said he would have been "at sea" if he had not done the training, and he found it quite helpful, and he would defend the people offering the training [the Teaching, Learning, and Technology team].

Anguelova said there were some helpful parts; 4% is bigger than zero. She said that after the training, she asked for help from other IT technologists to find a way to deliver the necessary material.

**Zach Hartje, Guest** (Director of Teaching, Learning, and Technology) said that online training was designed to be somewhat generic in order to meet the needs of the entire campus and different disciplines with one offering. Much of the training is on pedagogy. The hope is that during and after the training, the professor will engage with their instructional technologist to focus on appropriate solutions.
Anguelova raised the point that the content of the class does not have to be generic, since it is an online class. It could cater to different audiences.

Hartje said that there is one staff member who oversees the entire Distance Ed program, with the help of faculty mentors. He said that the unit does not know who is in the cohort until a few weeks before the course, which adds to the difficulty in designing the course for a specific discipline. Hartje said he is happy to have conversations about making changes or improvements.

Speaker Jurisich said if we get more distance ed courses, maybe his team will get another staff member.

Provost McGee asserted that he has full confidence that faculty are working hard to deliver good courses, and that department chairs and program directors are providing supervision and oversight.

c. Todd LeVasseur, Director, Quality Enhancement Plan, Update on the QEP: “Sustainability Literacy as a Bridge to Addressing 21st Century Problems.”

LeVasseur thanked Divya Bhati and the Office of Institutional Effectiveness and Strategic Planning for leading the successful SACSCOC accreditation.

LeVasseur thanked faculty for supporting the Sustainability Institute and QEP. He stated that the Institute is here to facilitate faculty interaction with students learning about the triple bottom line of sustainability and giving them the identified learning skills that the QEP is designed to address: thinking and systems, creative problem-solving, analytical reasoning, economic, social, and environmental systems.

LeVasseur announced there will be twenty upcoming events this semester. He mentioned that in the first year, they have offered over 10 sustainability-focused and related courses, given out over 10 SLI min-grants to students, faculty, and staff, and funded 3 research projects. He said they have over 15 student ambassadors, and a robust event structure. They are collecting data for the next assessment cycle. In year two, the theme will be social justice and fair distribution. He asked for faculty to watch for a call for mini-grants for the fall semester for up to $1,000, on themes relating to social justice.

LeVasseur mentioned that they hope to work out of new physical space soon.

He said in the near future, they will offer faculty training on systems thinking and creative problem solving, led by Steve Jaumé. The training will count as faculty development.

Please contact Todd LeVasseur with any questions and concerns and visit the website, http://sustain.cofc.edu/index.php.
Dr. LeVasseur accepted questions.

Annette Watson, Senator (Political Science) asked if there was a method to reflect if students are taking QEP courses? She also asked what is student motivation to take the courses?

LeVasseur said that starting next year they plan on offering a sustainability scholarship program. He said there are no curricular requirements for QEP classes. He said that Dean Godfrey Gibbison (School of Professional Studies) plans to offer a sustainability certificate in year three.

Mary Bergstrom (Registrar) offered that the Attribute Column that appears [on the right] when looking up courses in MyCharleston or when using the Concise Schedule reflects that a course is a QEP course.

d. Julia Eichelberger, Chair, Adjunct Oversight Committee reported that the Committee was formed in the past year. Meeting times and the charge of the committee are on the website: http://facultysenate.cofc.edu/committees/adjunct-oversight/index.php.

Eichelberger explained that the committee functions as a clearinghouse for concerns and questions that arise regarding adjunct welfare and adjunct policies and practices. She said the committee collects and make available information about adjunct policies and practices, including how many adjuncts does the College have in each year, how much are they paid, and how many credit hours are taught by adjuncts. The committee is determining how to collect the data and make it available for study and analysis.

The committee's first activity was to provide a list of recommended best practices for chairs, program directors, and those who supervise and hire adjuncts. Those recommendations include creating a supportive and collegial atmosphere for adjunct faculty members and are available in the appendix at the end of the minutes.

Eichelberger said spring 2018 meetings are scheduled for January 26, February 23, and if there is still work to do, April 6. The committee is charged with meeting twice a semester or more, if appropriate.

Anyone with questions or comments on the committee's work is invited to email Julia Eichelberger.

Dr. Eichelberger accepted questions.

Robert Frash, Senator (Hospitality and Tourism Management) commented that since his office is located near the School of Business adjunct office, students often leave assignments with him, or ask him how to meet with their adjunct professors.
He asked if the committee could address office space or mail boxes for adjuncts in order not to disadvantage the students?

Eichelberger said this represents a physical barrier that the committee addressed by making a recommendation to departments that all adjuncts have mailboxes in the same location as their colleagues in the department. She said this demonstrates collegiality and respect, but also reflects the simple student need to turn in their assignments easily, regardless of academic rank. Eichelberger mentioned making use of the dropbox function in Oaks might be useful.

Eichelberger suggested faculty could suggest departmental improvements enhancing a collegial and respectful atmosphere to their Dean or Chairs.

**Deanna Caveny-Noecker**, (Associate Provost for Faculty Affairs) added that adjunct faculty are invited to new faculty orientation. Two items on the agenda at orientation are 1) faculty responsibilities to students (also found in the FAM) which addresses making office hours available to students and, 2) a divisional policy requiring faculty to include in their syllabi information for students on how to contact them. Caveny-Noecker mentioned that funding is available from the Provost office for locally-offered faculty adjunct development. Training on tools specific to each discipline might be valuable. Her office is open to suggestions on items to include in the new faculty orientation specifically helpful for adjuncts. She said adjuncts are paid $25 an hour to attend the orientation and adjunct faculty departmental and program development opportunities. Feedback is welcome to her department and for the Suggested Practices for Adjunct Faculty document.

Eichelberger said she appreciated Caveny-Noecker bringing up the topic since we as faculty collectively own our curriculum, we own our students' learning experience, and part of that includes supporting all of our colleagues to help students access to faculty members when they have questions.

**Richard Nunan, Senator** (at-large, HSS) asked if the Adjunct Oversight Committee had agenda topics?

Eichelberger said so far, they do not have an agenda set for the next meeting, but plan on getting more information from Human Resources on adjunct eligibility for various benefits. They hope to encourage HR to make that information more comprehensible. Eichelberger invited suggestions for agenda items.

Nunan asked if the Adjunct Oversight Committee had any recommendations for the Committee on By-Laws and Faculty/Administration Manual?

Eichelberger said it is their purview to make a recommendation, if needed. She invited adjunct faculty to bring any concerns to the committee. Those concerns might be shared with other committees, such as Faculty Welfare and Faculty Compensation, as needed.
Eichelberger pointed out that a report done in April 2016 was available on the website which included recommendations for adjunct practices nationally and benchmarked the state of CofC adjunct faculty at that date.

http://facultysenate.cofc.edu/committees/adjunct-oversight/index.php

5. There was no Old Business.
6. There was no New Business.
7. Constituent's General Concerns

Tom Kunkle, Senator (at-large, SSM) and Chair of Nominations and Elections, reminded faculty about open elections and stated that everyone’s vote counts.

Irina Gigova, Senator (at-large, HSS) gave an update on the work of the Committee on Institutional Identity. She said that the committee has extended survey invitations through multiple channels. The survey opened December 11, 2017 and closed January 12, 2018. There were 440 participants. 170 expressed interest in the next round of discussions, which Gigova hopes will take place in February.

Gigova said six questions were offered as points of discussion, and between 70% and 80% of respondents validated the questions as important. The questions were on institutional identity, on areas of improvement, on the mission of the university and other big questions.

Gigova said there were a number of other questions that people asked. Gigova grouped these into twenty categories. She reported that the biggest concern was inclusion and diversity on all levels, including students, faculty, and staff. According to Gigova, the second most expressed concern was retention. Gigova named concerns about recruiting faculty and staff due to low wages. Many respondents expressed concern about the importance of research, and the emphasis on research, but not a lot of support. There were concerns about the teaching mission of the College being replaced by the research mission. Gigova reported that there is uncertainty about where funds are distributed between teaching and research. She said a large number of questions were about the tension between claims and aspirations of national pre-eminence and academic excellence and the high admission rates in the last couple of years and the perceived decline in quality and preparation of students who are coming in. She listed inequality of pay as another concern, for female staff members, and for part-time faculty and staff as well as associate professors. Salary compression was a concern. Gigova also said a big concern is increased tuition for our students and what we can do to offset that. Another important concern expressed is what the tuition-driven budget model is doing to our educational mission. She said there are twenty more types of concerns, but she recounted the big ones.

Gigova said she hoped to see many faculty in the discussion groups that will emerge in the next few weeks.

There were no questions.

8. Adjournment 5:59 PM.
Respectfully submitted,

Jannette Finch  
Faculty Secretary

Appendix
To: C of C Chairs and Program Directors  
From: 2017-18 Adjunct Oversight Committee (Julia Eichelberger, Chair; Phyllis Jestice, Sorinel Oprisan, Mary Ann Blitt, Cheryl Spinner, Todd McNerney)  
Date: January 12 2018

The Adjunct Oversight Committee offers the following recommendations for chairs and program directors as well as other C of C faculty seeking to use best practices for adjunct faculty.

**Initial Hiring Practices:**

Request teaching materials and a teaching philosophy statement from applicants.  
If department has a standard syllabus, request that applicants prepare to discuss the syllabus and their teaching practice during their interview.  
Include at least one other (preferably tenured) member of the department besides the chair/program director to provide input when making hiring decisions. Invite those who have helped with hiring to help the chair/director in welcoming and assisting adjunct faculty as they begin teaching.  
When hiring an adjunct faculty member, provide information on how you will be evaluating their teaching and on resources available to help adjunct faculty teach successfully.  
Use the [Academic Affairs guidelines for adjunct faculty appointments](#).

**Evaluation and Rehiring Practices:**

In addition to the guidelines for evaluations in the FAM, Academic Affairs has provided further guidelines for evaluation and rehiring. Discuss the process with adjunct faculty so that they can ask questions and learn how to be a successful applicant for rehiring within your department or program. Try to invite interested adjuncts to participate in this conversation well before evaluation materials are due.  
Conduct classroom observations within the first half of the semester so that there is a chance for a return visit if the adjunct or supervisor should desire it.  
Share as much information as you are able regarding when you will offer contracts for future semesters and when/why an adjunct’s sections might close due to low enrollments.  
If you wish, ask Academic Affairs for guidance in wording a letter of intent explaining your intention to hire a particular adjunct for both Fall and Spring of the following year if sections prove to be available.

**How to find qualified adjuncts**

SSM departments & programs can use the C of C’s [job listing page](#) to advertise openings and to invite applicants to submit their materials anytime. Other chairs & program directors should work with their dean to create an adjunct pool posting for their schools.  
Have the department keep a database of previously submitted materials/candidates  
[The committee welcomes other suggestions from chairs/program directors]
Suggestions for making your department or program as welcoming and collegial as possible for adjunct faculty

Mailboxes and Dept Listings: Make all mailboxes the same for faculty regardless of rank. Integrate the list of adjunct faculty within the overall faculty listings. Invite adjunct faculty to create a web page comparable to other faculty in the department if they wish.

Socializing: Recognize birthdays and achievements (publications, other recognitions) of adjunct faculty in the same way other faculty are recognized. Invite adjuncts to department events and parties. Introduce adjunct faculty to other faculty who may not know them.

Service (Voluntary): Invite adjunct faculty to serve on relevant departmental committees, if they wish to do so. Consult with other faculty about which committees might benefit most from adjunct faculty input. Invite adjunct faculty to attend some or all of your regular department meetings. Consider inviting adjunct faculty to elect a departmental representative to attend all department meetings.

To promote adjunct faculty’s professional development

Encourage adjunct faculty to apply for any professional development opportunities that they may be eligible for, including TLT workshops, Writers’ Retreat, and professional development organized by your program or school.

Seek out funding for Adjunct Professional Development opportunities organized by your program or school.

Via a program provided by the Provost’s Office, deans, chairs, or program directors may apply for funding for a variety of local adjunct faculty development activities such as peer observation exchanges with other department faculty, workshops on pedagogical topics, preparing presentations for workshops, and more. These can be department-wide activities that benefit all faculty teaching in your program. You should first apply for funding for a professional development activity, then request pay for adjuncts who participated (a two-step process similar to Travel Authorization followed by Travel Reimbursement). Go here for information.

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Please contact a member of the Adjunct Oversight committee if you wish to suggest additional recommendations or have other questions or concerns regarding our adjunct policies and practices.

Spring 2018 Meeting Dates
Fri Jan 26
Fri Feb 23
Fri April 6 (if need be)
Meetings are 4-5:30 PM, History Department Conference Room, MYBK 209