Faculty Senate, Tuesday, April 2, 2019, 5:00 PM, continued Tuesday, April 9, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)
Items on which the Faculty Senate voted appear in red.

April 2, 2019

1. The meeting was called to order at 5:11.

2. The minutes from March 5, 2019 were approved.

3. Announcements and Information: Speaker Liz Jurisich reported that Provost McGee was out of town and would give his report on April 9 if the meeting continues (which it did). At the request of Susan Kattwinkel, Chair of the General Education Committee, the Speaker asked that six items be added to the list of course approvals submitted by that committee, without objection. She also noted that items from the Graduate Curriculum Committee would be presented in slightly different order than they were submitted for the agenda, with a few small corrections made by the committee.

4. Reports

a. Speaker Jurisich thanked committee chairs and everyone on the Senate for their hard work this year, and she recognized Speaker-elect Simon Lewis. Speaker Jurisich attested to the need to preserve and strengthen shared governance. She also expressed her gratitude to President Osborne for being an involved and effective president.

b. Interim President Steve Osborne thanked Speaker Jurisich and congratulated Speaker-elect Lewis. He highlighted many of the College’s recent accomplishments and provided a number of updates in his report:

Budget and State Appropriations: The current state budget includes $26.7 million for the College. We lost close to 44% of our state appropriations during the recession; we’ve recovered some of those funds but we’re still not back to the $33 million we were receiving from the state prior to the recession. The College recently asked the House Ways and Means Subcommittee and Senate Education Committee to appropriate an additional $2.5 million in recurring funds and $8 million in non-recurring funds for capital projects. We have received about $5.25 million for major renovation projects already. In the House budget, we received $2.65 million in recurring funds from ways and means and $7 million for the Stern Center renovation. The budget that includes this funding has made it through the House but not the Senate at this point.

The College will have to absorb much of the expense of a state-mandated 2% pay increase (for employees making less than $100,000/yr) that passed the SC House (pending action
by the Senate), which will have an impact on our budget. The House budget also limits how much institutions can raise in-state tuition (the calculation is close to 1.75%), which will create additional budgetary pressure for the College.

Facilities Projects: The Sottile Theater renovation ($5.7 million) has a target completion date of Spring 2020. We have received some generous private funding to help with the renovation. Other new projects include digital scholarship studios on first floor of Addlestone library and an international language lab in the J. C. Long building.

Enrollment: Last year’s freshman class larger by 300 than the fall 2017 entering class. We hope to repeat last year’s numbers in Fall 2019; currently the numbers for out-of-state are running close to last year but in-state numbers are “lagging a bit.” We are doing well, but we will probably see about 100 fewer entering first-year students than we did in 2018. We also saw a decrease in transfer students.

Academics: The College was named a Top Producer of Fulbright Students and Fulbright Scholars among masters-level colleges and universities. President Osborne thanked the Senate for passing the engineering degree proposals and the PhD in mathematics with computation.

250th Anniversary: the slogan is “History. Made. Here.” Seven committees are working on various aspects of the celebration. A kickoff event is scheduled for November 2019.

President Osborne concluded by thanking the faculty and expressing hope and confidence that the spirit of collaboration and unity between faculty and administration continues under President Hsu.

Speaker Jurisich asked for and received unanimous consent to allow President Osborne to make the following motion (moved up on the agenda from New Business).

Resolved: The Faculty Senate approves the list of May 2019 degree candidates for graduation, as certified by the Office of the Registrar, subject to review and determination by the College of Charleston Board of Trustees.

The motion to approve the list of degree candidates passed by voice vote.

President Osborne received a standing ovation from the Senate and attendees.

c. Committee on General Education (Susan Kattwinkel, Chair): Discussions with I-CAN student group on diversity in the curriculum. Senator Kattwinkel’s report is attached and included in the appendix of these minutes. PDF

d. Professor Jen Wright, Carnegie Engaged application update: the ad hoc committee is continuing its work toward achieving the Carnegie Engaged classification for the College.
will signal to students, faculty, staff, and funders that we take seriously our relationship with the community and that we incentivize civic engagement through course credit, financial support, and the promotion process.

e. **Professor Wright**, Taskforce for Student Wellbeing: The taskforce’s goal is to provide more ways for students to encounter information about physical and mental health facilities on campus. Their web page includes suggestions for faculty and staff about interacting with students on these issues.

f. **Professor Wright**, Faculty for Compassionate and Sustainable Living: This year, the focus of the annual series of workshops is food insecurity. The group wants to make sure students know about local food resources, such as Cougar Pantry.

5. New Business

a. **Committee on Nominations and Elections (RoxAnn Stalvey, Chair):**

   1. Election of 2019-2020 Senate Committees: Professor Stalvey explained the election process: [Slide Pres.]

      The Academic Planning Committee slate of nominees was approved by acclamation.
      The Budget Committee slate was approved by acclamation.
      The Committee on the By-laws and the Faculty/Administration Manual slate was approved by acclamation.

   2. Call for nominations for the Committee on Nominations and Elections. There were no nominations from the floor.

b. **Curriculum Committee (Chad Galuska, Chair)**


   PDFs: 302 314 318 325 333 336 341 342 346 352 362 399 493 494 499
Passed by voice vote.


PDFs: 103 190 190 syll 218 221 222 261 263 290 290 syll 340 340 syll 410 490 BA
Passed by voice vote.

4. ASST: Minor change. Minor-ASST PDFs: Cover Letter ASST Minor
Passed by voice vote.


6. CBIO/METR/PHYS: Program changes. Remove HONS 390 from elective lists. Computational Neuroscience Concentration, Required Courses-METR, Physics, Atmospheric Physics Concentration, B.S. PDFs: Program Changes Concentration Required Courses Passed by voice vote.

7. Chemistry, Teacher Education Program (Grades 9-12). Program change BA-EDCH PDF Passed by voice vote.


PDFs: 350 395 399 BA-ARTM BA-PHIL BA-POLI Minor-PHIL Minor-POLI PPLW Change Passed by voice vote.

9. EDEE: Course change: EDEE 425 PDF Passed by voice vote.

10. ENGL: New courses: ENGL 300: Special Topics: Pre-1800 Literature, Culture, and Rhetoric, ENGL 373: Reading for Writers. Program changes: English Core-ENGL, BA-ENGL-ENCW, BA-EDEN, BA-ENGL-EWRP. New concentration: BA-ENGL-ELFC
11. **ENSS**: New courses: ENVT 397: Research Experience in Environmental and Sustainability Studies, ENVT 452: Advanced Special Topics in Environmental and Sustainability Studies. Course change: ENVT 352: Special Topics in Environmental and Sustainability Studies. Minor change: Minor-ENSS. PDFs: 397 452 352 Minor Passed by voice vote.

12. **FINC**: Course change: Change REAL 380 to FINC 380: Real Estate Investment Analysis. Program change: BS-FINC. PDFs: 380 BS

Senator Richard Nunan asked for clarification on the purpose of the change. Senator Daniel Huerta-Sanchez (Finance) replied that the intention was to prevent finance students from taking all of their electives in real estate. Passed by voice vote.

13. **FYEX**: New course: FYEX 101: First Year Experience Project. PDF

Senator Susan Kattwinkel (Theatre and Dance) asked how many times a student would have failed a first-year-experience course before enrolling in FYEX 101. She was particularly concerned about students who enter in Spring. Professor Sarah Owens (First-Year Experience) replied that students who had not completed the FYE requirement by the summer after their first year would enroll in FYEX in the Fall of their second year. Passed by voice vote.


Passed by voice vote.


16. **HPCP: Minor change: Minor-HPCP PDF** Passed by voice vote.

17. **INFS: Minor change: Minor-INFS PDF** Passed by voice vote.

18. **INTB: Major change: BS-INTB PDF** Passed by voice vote.


   PDFs: Req Courses BA-INAF BA—INAS BA—INEU BA-INCL BA—INLA INST Minor Passed by voice vote.

20. **LTIT: Course changes: LTIT 250: Special Topics in Italian Literature in (English) Translation, LTIT 350: Special Topics in Italian Literature in (English) Translation**

   PDFs: 250 350 Passed by voice vote.


   PDFs: 200 400 495 Minor Passed by voice vote.

22. **MEIW: Minor change: Minor-MEIW PDF** Passed by voice vote.


   PDFs: 225 241 240 Passed by voice vote.

25. **NSCI: Minor change: Minor-NSCI PDF** Passed by voice vote.

26. **PBHL: Program changes: BS-PBHL PDF** Passed by voice vote.

28. PSYC: **New courses:** PSYC 332: Psychology of Social Change, PSYC 354: Techniques in Neuroscience. **Program Changes:** BA-PSYC, BS-PSYC. **PDFs:** 332 354 BA BS Passed by voice vote.

29. REAL: **Program changes:** BS-BADM-REAL. **Minor change:** REAL minor. **PDFs:** BS Minor Passed by voice vote.


**PDFs:** 321 322 323 324 325 326 334 335 336 390 391 394 490 340 341 330 CMGT QLRM MKAC LGST OMD PMGM Sustainability

[During the discussion of the Professional Studies proposals, the Speaker divided the question. Prior to the April 9 meeting, Prof. Galuska provided an outline School of Professional Studies proposals to facilitate further discussion. **PDF** The minutes below reflect the order in which the various Professional Studies proposals were considered. The discussion and voting on the Professional Studies proposals continues in the April 9 minutes.]

**Items for Senate Consideration and Vote: Professional Studies**

- **Applied Marketing Communication Concentration BPS-APCP (modified concentration)**
  
  **I. New courses (Required or Electives):** PRST 324: Fundamentals of Coaching...


III. Course change: PRST 330: Professional Writing and Presentations.

Professor Rhonda Mack, Chair of Management and Marketing, reported that her department has concerns about the courses PRST 390, 391, and 394. They also object to the use of the word “marketing” in the title of the modified concentration. Many of the courses in the concentration, she said, are not marketing courses, and the program is not coherent. Meanwhile, she said, she is in charge of a marketing major that just turned five years old and she is worried that the name of the Professional Studies concentration will confuse students and affect the reputation of the marketing major. Her department had supplied a letter of support, which stated some concerns; but in light of the discussion at the Curriculum Committee meeting in which this proposal was considered, the department is withdrawing its support.

Addressing Professor Mack’s points, Dean Godfrey Gibbison (School of Professional Studies) said that there had been at least 20 communications about this proposal between his school and the School of Business. He read from their letter of support and said that he objected to their withdrawing that support at the last minute. He described the School of Professional Studies’ efforts to create more coherence within concentrations based on competency profiles. He also described the difficulty he has faced over the years in getting roster faculty to teach in the BPS program. He said that Marketing has not been a willing partner, and that it’s not fair to BPS students not to have the curriculum they need.

Professor Gia Quesada (Guest, Supply Chain and Information Management) defended Marketing’s decision to withdraw support, saying that when there are proposed changes that will affect the School of Business, they have an obligation to speak up. In this case, she objects to having two sets of courses from the same institution both labeled “marketing.”

Dean Gibbison responded that the BPS students would not be taking courses on the
main campus; they are not competing.

Professor Larry Krasnoff (Guest, Philosophy) asked if removing the word “Marketing” from the title of the concentration would resolve the issue. Dean Gibbison explained that the current title of the concentration is “Applied Communication,” so it would simply be a matter of not adding the word “Marketing.” He said he was willing to drop the word “Marketing” from the proposed changes, but he was not willing to drop any courses from the proposed curriculum.

Professor Mack expressed support for deleting “Marketing” from the title of the concentration. She reiterated that she has concerns about some of the courses. She also noted that faculty from her department had taught Principles of Marketing at the North Campus, and she said that they are willing to teach marketing courses online to support the BPS.

Senator Jolanda van Arnhem (Library) moved that the word “Marketing” be removed from the title of the Applied Marketing Communication concentration in the proposal. The motion was seconded.

Discussion of motion to remove “Marketing” from the title in the proposed changes to the concentration:

Professor Wayne Smith (Hospitality and Tourism Management) asked if a letter of support from Communication was required, since “Communication” is in the title. Professor Graeme Coetzer (Guest, Director of BPS) replied that they already had a letter of support from the Communication Department. He also described the process of arriving at the set of competencies needed for the concentration, one of which was marketing. He said that previously, BPS had proposed calling the concentration “Marketing and Communication,” but the School of Business had objected to the word “and.” He said that he did not mind removing “Marketing” from the name of the concentration, but he wanted to assure everyone present that the BPS had done a proper job of mapping the competencies for the concentration.

The motion to remove the word “Marketing” from the title in the proposed modifications to the concentration passed by voice vote. The modifications themselves were not put to a vote on April 2; discussion proceeded to other proposals within the Professional Studies package.

Legal Studies Concentration BPS-PRST-LGST (modified concentration)

i. New courses (Required): PRST 335: Managing Internal and External Stakeholder Relationships

iii. Course change: PRST 330: Professional Writing and Presentations.

Senator Richard Nunan (Philosophy) asked if the Legal Studies concentration is essentially the same as the paralegal program at Trident Technical College. He wondered about the fact that there are numerous management courses in a program called “Legal Studies.”

Dean Gibbison replied that, according to law firms, good writing, research, and management skills are what paralegals need. Therefore, the concentration tends to be heavier on the management, research, and writing side as opposed to law courses.

Professor Carrie Messal (Guest, Management) expressed support for this part of the proposal. Professor Smith noted that the BPS program does “so much with so little” in terms of resources. He asked whom the program would partner with, for legal studies, in terms of hiring and evaluation of adjunct faculty.

Dean Gibbison replied that sometimes they partner with departments and sometimes they don’t. In those latter cases, which would include Legal Studies, they hire a Concentration Coordinator, typically an adjunct with administrative experience. He said that in cases when adjuncts did not perform well, they tended to have been sent to BPS by departments on the main campus. He added that he and Prof. Coetzer evaluated adjunct faculty, and that students reliably let them know when an instructor fails to perform.

Senator Julia Eichelberger (HSS) reported that the Faculty Budget Committee had reviewed the proposal and found it sound from a budget standpoint. Expressing concern about adjunct reliance, she asked if Dean Gibbison would be pursuing line faculty or possibly working with departments to hire line faculty. He replied that he had made the request for Instructor lines, alluded to in previous Senate reports by the Provost.

Speaker Jurisich asked if there were any new courses associated with the proposed changes to Legal Studies, and Dean Gibbison and Professor Galuska confirmed that there were not. Senator Nunan asked for confirmation that these were changes to an existing concentration and not a new concentration, and Speaker Jurisich and Professor Galuska replied that these are changes to an existing concentration.

**The modifications to the Legal Studies concentration passed by voice vote.**

Construction Management Concentration BPS-CMGT (New concentration)


Senator Steve Litvin (Hospitality and Tourism Management) said that, considering the level of “angst” over the recent approval of two engineering degrees, he would expect some discussion of adding a Construction Management concentration.

Professor Graeme Coetzer (Director, BPS) said that construction management was at the top of the list of programs desired by Trident Technical College and the Chambers of Commerce, and they specifically wanted a management-oriented (as opposed to an engineering-oriented) program. The program BPS has developed meets all the criteria set by the Council of Construction Educators.

In response to Senator Litvin, Senator Nunan said that this proposal from Professional Studies is different from the engineering proposal because the BPS has a different purpose from and serves a different population than the main campus. This proposal is more about serving the community, and it’s consistent with the established mission of the BPS, so he does not object to it as he did the engineering majors.

Speaker Jurisich divided the question for separate votes: one on new courses --- CMGT 340 and 341 --- and another on the concentration itself.

The motion to create CMGT 340 and CMGT 341 passed by voice vote. The motion to create the concentration in Construction Management passed by voice vote.

Organization Management and Development Concentration BPS-PRST-OMD (modified concentration)


III. Course change: PRST 330: Professional Writing and Presentations.

Professor Simon Lewis (Guest, English) asked about staffing such a large number of new courses. Professor Coetzee replied that they have a staffing plan. If they could get full-time faculty to teach the courses, they would, but the courses will be taught by well-qualified people who have taught at the College before.

Senator Eichelberger called the question, which was seconded and passed by voice vote.
The modifications to the Organizational Management and Development concentration passed by voice vote.

Quality and Risk Management Concentration BPS-QLRM (New concentration)


III. Course change: PRST 330: Professional Writing and Presentations.

[There was no discussion of the Quality and Risk Management concentration, which includes no new courses.]
The creation of the Quality and Risk Management concentration passed by voice vote.
Project Management Minor PMGM (new minor)

I. New course (Required): PRST 321: Fundamentals of Strategic Planning


III. Course change: PRST 330: Professional Writing and Presentations.

Senator Litvin asked if anyone on the main campus may pursue this minor, and Dean Gibbison replied, yes. Senator Litvin asked Dean Gibbison if he has worked with Professor Messal on this proposal, because it sounds like something that might belong in Management, in the School of Business. Dean Gibbison replied that when they first discussed it, the Management and Marketing faculty didn’t think the program was something they could do, so BPS proceeded to create the curriculum.

Senator Nunan called for a quorum. There were not enough Senators present to constitute a quorum, so at 7:30 the meeting adjourned until April 9.
Continuation of Meeting, April 9, 2010

1. Call to Order: Speaker Jurisich called the meeting to order at 5:06 PM.

2. Announcements and Information: Speaker Jurisich reminded everyone of the Celebration of Faculty event to be held April 24 at 3:15 PM. Next year’s Senate meeting dates are posted on the Senate website.

3. Reports: Provost Brian McGee updated the Senate on several items he had addressed at previous meetings:

   The Executive Order on campus free speech was issued since the last Senate meeting; the Provost reiterated that he sees no threats to free speech or academic freedom on our campus and regards the order as unnecessary.

   Regarding the School of Professional Studies and the Honors College hiring instructors: there is no proposal on his desk at present for a line dedicated to one of these schools, but it does seem plausible that we could make visiting instructor appointments in consultation with departments that might be affected. As for multi-year appointments, the Provost said “we’re not there yet.”

   The Provost referred to a table (see presentation slides) with statistics on tenure and promotion cases and thanked everyone who devoted time and effort to the process. He said that each year he and the deans discuss how the process might be improved.

   Following up on South Carolina Senate Bill 35, which would add a three-hour course or the equivalent to fulfill the “founding documents” requirement, the Provost reported that there has not been much progress on passing the bill in the past month, but it seems fairly likely that it will pass. If it does pass, he said, it will certainly have consequences for the College.

   Work is continuing on integrating diversity education (from diversity.edu) into the FYE curriculum, and the Provost thanked everyone who has been part of that effort.

   Regarding the agenda, he expressed hope that the Senate would address the grade redemption issue, which “has some urgency.”

   Finally, Provost McGee reflected on the various roles he has had at the College, thanked the Speakers of the Faculty and others he had worked with, and expressed confidence in President-Elect Hsu and in the future of the institution. He closed by saying how pleased he was that his own children chose the College because it gave them the opportunity to work with our faculty. PDF
4. New Business (continued from 4/2/19):

   a. Curriculum Committee (Chad Galuska, Chair):

   Remaining Professional Studies proposals (#30 on the list of Curriculum Committee items):

   1. Applied Marketing Communication Concentration BPS-APCP (modified concentration)


      III. Course change: PRST 330: Professional Writing and Presentations.

   Professor Rhonda Mack (Guest; Chair, Management and Marketing) said that her department was withdrawing their objections from the previous meeting since the word “Marketing” was removed from the title of the concentration.

   The motion to create the new courses (PRST 390 and PRST 391) associated with the modification to the Applied Communication Concentration passed by voice vote.

   The motion to modify the concentration by adding new and revised courses passed by voice vote.

   2. Project Management Minor PMGM (new minor)

      I. New course (Required): PRST 321: Fundamentals of Strategic Planning

III. Course change: PRST 330: Professional Writing and Presentations.

Professor Carrie Messal (Guest, Marketing and Management) affirmed that her department does teach a course in project management but does not teach a sequence like the one being proposed.

Senator Renée McCauley (Computer Science) asked if the minor would be available to all students or only to students in Professional Studies. Registrar Mary Bergstrom replied that all undergraduate minors are open to all students.

The proposed minor passed by voice vote.


New course (Required): PRST 490: Applying Sustainable Business Solutions

The proposed new certificate program and associated course passed by voice vote.

Two additional votes were taken on the Professional Studies package of proposals:

Changes to PRST 330 passed by voice vote.

New course PRST 394 passed by voice vote.


PDFs: 200 Minor Passed by voice vote.

32. SCIM: Course change: SCIM 333: Purchasing and Supply Chain Management. Major change: BS-SCIM. PDFs: 333 BS Passed by voice vote.

34. TEDU: Course change: TEDU 325 PDF Passed by voice vote.

35. THLR: Course changes: THTR 320: Creative Drama, THTR 421: Community and the Theatrical Classroom, THTR 422: Theatre for Youth Literature PDFs: 320 421 422 Passed by voice vote.

b. Committee on Graduate Education (Sandra Slater, Chair)

[Note: the proposals were lightly revised and re-ordered for clarity between the publication of the agenda and the Senate meeting. They are presented below as revised by the committee.]

1. Public Administration, M.P.A.


   B. PUBA 519: Course Creation https://cofc.curriculog.com/proposal:1140/form PDF


   D. PUBA 701: Public Administration Capstone. Updating the course description to reflect current trends and the current capstone experience https://cofc.curriculog.com/proposal:1620/form PDF

   E. The MPA program is proposing a degree credit hour decrease from 39 hours to 33 hours. https://cofc.curriculog.com/proposal:1092/form PDF

   F. Eliminate one core course (PUBA 603) from the curriculum and reduce the number of required approved electives from 15 hours to 12 hours. PUBA 600: update course description. This curriculum change is in response to four interrelated data points and observations. https://cofc.curriculog.com/proposal:985/form PDF

Passed by voice vote.

2. Environmental and Sustainability Studies, M.S. and Public Administration, M.P.A. Concurrent Master's Degree Program - MS-ENSS-MPA-PUBA

   A. The MPA program is proposing a total credit hour change from 39 hours to 33 hours. As a result, PUBA 603 has been removed from the MPA core and replaced with an elective. Additional change to clarify that students are required to complete either
the Environmental Studies thesis or internship. The MPA internship is an elective option. [https://cofc.curriculog.com/proposal:1092/form](https://cofc.curriculog.com/proposal:1092/form) 

**Passed by voice vote.**

3. Notice of Termination of the MPA + URST combined bachelor’s/master’s

4. Environmental and Sustainability Studies
   
   A. EVSS 595: Special Topics in Environmental and Sustainability Studies. New course being proposed as an elective class [https://cofc.curriculog.com/proposal:1555/form](https://cofc.curriculog.com/proposal:1555/form) 
   
   
   **Passed by voice vote.**

5. Community Planning, Policy, and Design
   
   
   B. CPAD 690: Restrict students to only 6 total credit hours for degree [https://cofc.curriculog.com/proposal:1517/form](https://cofc.curriculog.com/proposal:1517/form) 
   
   **Passed by voice vote.**

6. MAT Performing Arts
   
   
   
   **Passed by voice vote.**

e. Committee on General Education (Susan Kattwinkel, Chair)

Approval of three courses for General Education—Humanities.


**All three passed by voice vote.**
On April 2, without objection, the following courses were added to the agenda for approval as General Education courses:

DCSP 350 for Humanities credit

ENGL 300 for Humanities credit

HONS 174 for Humanities credit

HONS 217 for Mathematics credit

MUSC 225 for Humanities credit

RUST 200 for Humanities credit

f. Committee on Academic Standards, Admissions, and Financial Aid (Ricard Viñas de Puig, Chair):

1. Proposal to rescind the current grade redemption policy PDF

Professor Viñas de Puig explained the rationale for rescinding the policy, using this presentation.

Senator Litvin asked if it was dangerous to rescind this policy before voting on a replacement.

Lynne Ford (Associate Vice President for the Academic Experience) provided background. A task force of faculty and staff attempted to reconcile the grade redemption policy with existing policies. In the process, they discovered that our course repetition policy is indecipherable, so they decided to tackle the course repetition policy first.

Senator Kattwinkel asked if the new course repetition policy will preclude the old one. Professor Ford replied “not quite,” pointing out that the repeat-exclude provision had been excluded in the proposal.

Senator Nunan asked how the repeat would count. Registrar Bergstrom answered: a student can earn credit once for a course unless otherwise specified. “Repeat-include” means that when a student repeats a course, the new grade is
averaged into the student’s GPA but the student does not receive additional credit hours.

Speaker Jurisich reminded the Senate that the motion being discussed was the motion to rescind the current grade redemption policy.

Provost McGee explained that the course repetition policy is complex; we tried to attach a redemption policy to it, but it did not work to students’ benefit. He encouraged the Senate to pass the motion to rescind the redemption policy first.

Tripp Keeffe, SGA President, said that members of SGA have met with AVP Ford and Provost McGee; the SGA passed a resolution in favor of rescinding the 2017 grade redemption policy and revising the course repetition policy.

**The motion to rescind the grade redemption policy passed by voice vote.**

2. Proposal to revise the current course repetition policy  [PDF](#)

Professor Viñas de Puig explained the rationale for the revision (see attached presentation above). Senator Idee Winfield asked why the policy says “in which a D- or higher grade has been earned OR for which credit has been awarded.” Professor Ford replied that the second condition applies to transfer credits or any situation where the student received a “P” instead of a grade. She also clarified that when a student fails a course, they may *retake* it, but that is not the same *repeating* it.

Senator Joe Carson (SSM) said that zero-credit courses hurt poor students, not wealthy students. Mr. Keeffe said that was a big issue for students, then added that students who are not well off, who are on financial aid, still favor this change.

Professor Jon Hakkila (Graduate School, Physics and Astronomy) asked if a student, toward the end of their academic career, took only repeated courses, would they still pay tuition? Prof. Ford said yes, they would, because the courses they’re taking are not designed as zero-credit courses.

Professor Galuska (Psychology) asked, what’s to stop a student from repeating a course they got an A in, just to get another A? Prof. Ford replied that department chair can stop the student, since the policy requires departmental approval for a student to repeat a course.

Senator Nunan said that the language of the policy doesn’t make clear how the grades will be averaged into the GPA.
Senator Litvin cited overall GPAs for students at Clemson (3.4), USC-Columbia (3.2) and C of C (2.9) and said that we need to do something that will help our students compete with students from those and other schools. He asked why we are getting rid of the 12-hour limitation. Prof. Ford and Registrar Bergstrom replied that the 12-hour limitation had never been enforced and is in fact unenforceable.

Senator Litvin expressed concern about inconsistencies among departments in permitting repeats and the possibility of appealing a chair’s decision. In response, Prof. Ford, Prof. Dan Greenberg (Chair of Psychology), and Registrar Bergstrom pointed out that students may appeal any department-level decision to the dean of their school, and then the provost; and that this policy adds an important advising component to students’ decisions regarding repeats.

Senator Kattwinkel argued that the language does not make it clear that some courses are repeatable for credit. That information can be found in catalog descriptions of courses, but students might not understand that when they see this policy; they might panic when they read that courses are not repeatable. Registrar Bergstrom and SGA Pres. Keeffe said that the current repeat policy contains similar language and that students look to course descriptions in the catalog to see if courses are repeatable.

In response to a comment by Professor Hakkila concerning GPA calculation, Professor Ford and Registrar Bergstrom asserted that this policy does not change the way we calculate GPA. Registrar Bergstrom added that all repeated courses would now be treated as “repeat-include,” which we have been calculating into GPAs all along. The policy does away with “repeat-exclude.”

Professor Jen Wright asked whether there could be any reason other than improving one’s GPA that would lead to repeating a course. If not, she suggested, we might consider adding “for Grade Redemption” to the name of the policy, for clarity. Prof. Ford responded that students might also repeat courses to improve their skills or refresh their memories. Professor Brooke Van Horn (Chemistry) said that her department had discussed this policy and had decided they approve of students repeating courses in order to solidify skills, and she suggested that other departments have that conversation.

**The proposal to revise the course repetition policy passed by voice vote.**

3. Proposal to revise the current minor residency requirements [PDF]

Provost McGee thanked the committee and endorsed the proposal.
The Proposal to revise the current minor residency requirements passed by voice vote.

4. Proposal to modify Dance 100-level course and Dance degree requirements

Senator Tom Carroll (EHHP, PEAC Coordinator) objected to the implication, in the proposal memo, that physical activity courses are strictly movement and participation courses. They also include cognitive and writing components. Professor Gretchen McClain (Dance) apologized and said that they did not mean to suggest that physical activity courses were less rigorous or that grades were based solely on movement and participation.

The proposal to modify Dance 100-level course and Dance degree requirements passed by voice vote.

g. Committee on the By-Laws and Faculty/Administration Manual (Mike Lee, Chair):

1. Description of Faculty Grievance Committee

Professor Lee explained that the proposal adds mediation training for members of the Faculty Grievance Committee. Provost McGee said that he supports the motion but cannot bind future provosts to make the financial commitment for the training. Senator Nunan, who is a member of the By-Laws/FAM Committee, said that he sees this provision as setting down a marker that we hope future provosts will comply with.

The motion passed by voice vote.

2. Senate membership change and Senate rules clarification

The first motion – to add a student representing the C of C Graduate Student Association as a non-voting ex-officio member of the Faculty Senate – passed by voice vote.

Professor Lee explained the second motion, which adds language to the Standing Rules of the Senate: “While ex-officio members of the faculty have full floor privileges at faculty meetings, including the right to make motions, ex-officio members of the Faculty Senate do not have motion privileges at Faculty Senate meetings.”

Senator Slater and Senator Mignone sought clarity regarding the motion, especially regarding the meaning of “motion privileges” and the distinction between membership in the faculty and membership in the Faculty Senate. Prof. Lee, Speaker Jurisich, and Parliamentarian George Pothering explained that
“motion privileges” equates with the right to make motions and that the language is meant to distinguish between full faculty meetings (which are called on rare occasions) and Faculty Senate meetings.

In an effort to clarify the meaning of the rules change, Senator Slater moved to revise the language in the original motion: “Ex-officio members of the faculty have full floor privileges at faculty meetings, including the right to make motions. However, ex-officio members of the Faculty Senate do not have motion privileges at Faculty Senate meetings.”

The motion to amend the proposal passed by voice vote.

The main motion, amended, passed by voice vote.

6. Constituents’ General Concerns

Professor Simon Lewis, Speaker-elect, shared a preliminary list of faculty priorities for incoming President Hsu, and added that he will be available to chat with faculty about their priorities at the Faculty House during these times:

Wednesday, April 24 -- 8:30am - noon
Thursday, April 25 -- noon - 3pm
Friday, April 26 -- 8:30am - 10:00am
Monday, April 29 -- 8:30am - 11:00am
Tuesday, April 30 -- 8:30am - 10:30am
Wednesday, May 1 -- 8:30am - noon
Thursday, May 2 -- 8:30am - noon.

He can also be reached at 3-1920 or at random times in his faculty office at 26 Glebe St., Rm. 102.

Senator Nunan questioned the new procedure for registering auditors who are senior citizens. In the past, they could register during the drop-add period, after “fee-paying customers” had had their opportunity to claim seats. Now senior-citizen auditors can register along with students who have zero credit hours (full-time, first-year students). He was surprised that the SC legislature would be happy with an arrangement that potentially disadvantages “paying customers.”

Registrar Mary Bergstrom explained that by state law, South Carolina residents 60 years or older may take courses at public universities for free. We get a lot of participants – currently close to 350. Managing their registration during drop-add helped with the workflow, but it caused these students to miss the first week of classes, and we are required to treat auditors the same as other students. We have to comply with state
law. She added that instructors may limit the number of auditors who can take any given course.

Senator Carroll (EHHP) asked if auditors count when determining how faculty are compensated for summer courses. Registrar Bergstrom replied that they count the same as other students.

Senator Nunan suggested that we allow senior-citizen auditors to sit in on classes for the first week but continue to register them during drop-add. Registrar Bergstrom responded that no one is allowed to have unregistered students in their classroom --- legally, they must be registered to be in the room.

7. The meeting adjourned at 7:20 PM.

Appendices:

General Education Committee I-CAN report

Nominations and Elections Committee Presentation

School of Professional Studies Proposals

Provost's Report

Committee on Academic Standards Proposals and Presentation

Committee on By-Laws and the FAM Proposals

Speaker-elect’s List of Priorities
Support of Diversity Initiatives at the College of Charleston
General Education Committee 2018-19
Presented to the Faculty Senate April 2, 2019
Committee: Matthew Cressler, Susan Divine, Allison Jones, Alex Kasman, Susan Kattwinkel (chair), Chris Mothorpe, Emily Skinner, Ryan Thompson (SGA representative), Lynne Ford (ex-officio), Karen Smail (ex-officio)

The I-CAN – Intersectional Cougar Action Network met with the General Education committee on March 1st to present and discuss ideas for incorporating diversity and equity initiatives into the curriculum. Many students are concerned that increased co-curricular diversity initiatives are not sufficient to combat instances of intolerance on campus. The incident that was caught on camera just a week after our meeting is further evidence that the College needs to increase its efforts.

The students suggested a diversity requirement as part of General Education. Ultimately they would like to see a core curriculum course on the history of Charleston, perhaps taught within each major as a way of connecting with students’ interests. Recognizing the logistical difficulties of adding more credits to degree requirements, they suggested that trial courses might be developed in each school and in FYE and the Honors College.

The General Education committee was impressed with the amount of thought and research put into the proposal and agree with the students that the College needs to find more varied ways to infuse the values of diversity and equity into all aspects of campus life. The committee was not unanimous in the belief that such efforts necessarily belong in the general education curriculum, but we were unanimous in the desire to continue research and discussion about the possibility. We will recommend that next year’s committee actively pursue the conversation, and we call on all relevant Senate committees next year to consider what curricular and co-curricular efforts can be initiated by the faculty in pursuit of those goals expressed by I-CAN.
Election of Standing Senate Committees 2019-20

Susan Farrell, Merissa Ferrara, Renée McCauley, Bob Mignone, Jared Seay, Julie Swanson, and RoxAnn Stalvey (chair)
Election Process

For each of the 3 Standing Senate Committees: Academic Planning, Budget, By-Laws/FAM

1. The nominees will be presented.

2. A call for additional nominations will be made.

3. A. If nominations are received:
   
   a. Voting will happen by paper ballot.
   
   b. Votes will be counted outside.
   
   c. I will return later in the meeting with the results.

   B. If no further nominations are received:
   
   a. Election is by acclamation.
# Academic Planning Nominees

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blitt, Mary Ann</td>
<td>Hispanic Studies</td>
<td>Instructor</td>
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<tr>
<td>Bowers, Terrence</td>
<td>English</td>
<td>Professor</td>
</tr>
<tr>
<td>Greenberg, Daniel</td>
<td>Psychology</td>
<td>Associate Professor</td>
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<td>Hansen, David</td>
<td>Management and Marketing</td>
<td>Associate Professor</td>
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<td>Jones, Linda</td>
<td>Physics and Astronomy</td>
<td>Professor</td>
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<tr>
<td>McLaine, Gretchen</td>
<td>Theater and Dance</td>
<td>Associate Professor</td>
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<tr>
<td>Rogers, Amy</td>
<td>Chemistry and Biochemistry</td>
<td>Senior Instructor</td>
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* Indicates Senator for 2019-20
## Budget

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Harris, Scott</td>
<td>Geology &amp; Environmental Geosciences</td>
<td>Associate Professor</td>
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<tr>
<td>McNerney, Todd</td>
<td>Theater and Dance</td>
<td>Professor</td>
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<td>Noland, Thomas</td>
<td>Accounting and Legal Studies</td>
<td>Professor</td>
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<td>Pitts, Robert</td>
<td>Management and Marketing</td>
<td>Professor</td>
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<tr>
<td>Ravalico, Lauren *</td>
<td>French, Francophone, &amp; Italian Studies</td>
<td>Assistant Professor</td>
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<tr>
<td>Southgate, Agnes</td>
<td>Biology</td>
<td>Professor</td>
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<td>Veal, William</td>
<td>Teacher Education</td>
<td>Professor</td>
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* Indicates Senator for 2019-20
<table>
<thead>
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<th>Department</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Gibas, Piotr</td>
<td>Asian Studies</td>
<td>Associate Professor</td>
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<tr>
<td>Lee, Michael</td>
<td>Communication</td>
<td>Associate Professor</td>
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<tr>
<td>Young, Paul *</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
</tbody>
</table>

* Indicates Senator for 2019-20
Thanks!
Provost’s Report

Faculty Senate
April 9, 2019
Major Topics

- Free Speech and Academic Freedom
- Visiting Faculty and Non-Line Schools
- Tenure, Promotion, and Third-Year Review
- Founding Documents Requirement
- Diversity Education at the College
## Tenure, Promotion, Third-Year Review

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th></th>
<th>2017-2018</th>
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<tbody>
<tr>
<td></td>
<td>Cases</td>
<td>Successful cases</td>
<td>Cases</td>
<td>Successful cases</td>
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<tr>
<td>Tenure review, including promotion to Associate Professor</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>18</td>
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<tr>
<td>Review for promotion to Professor or Librarian IV</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Review for Senior Instructor promotion or renewal</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>34</strong></td>
<td><strong>33</strong></td>
<td><strong>30</strong></td>
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<tr>
<td>Third-year review</td>
<td>15</td>
<td>15</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Post-tenure review, counting only candidates seeking superior rating</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong> including third-year and superior post-tenure review cases</td>
<td><strong>67</strong></td>
<td><strong>61</strong></td>
<td><strong>78</strong></td>
<td><strong>74</strong></td>
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</tbody>
</table>
Comments

- Grade Redemption and Grade Repetition
- Celebration of Faculty, April 24 at 4:00 p.m., Stern Center Ballroom
Items for Senate Consideration and Vote
Professional Studies

1. Construction Management Concentration BPS-CMGT (New concentration)

2. Quality and Risk Management Concentration BPS-QLRM (New concentration)
   iii) Course change: PRST 330: Professional Writing and Presentations.

3. Applied Communication Concentration BPS-APCP (modified concentration)
   iii) Course change: PRST 330: Professional Writing and Presentations.
4. Legal Studies Concentration BPS-PRST-LGST (modified concentration)
   i) New courses (Required): PRST 335: Managing Internal and External Stakeholder Relationships
   iii) Course change: PRST 330: Professional Writing and Presentations.

5. Organization Management and Development Concentration BPS-PRST-OMD (modified concentration)
   iii) Course change: PRST 330: Professional Writing and Presentations.

6. Project Management Minor PMGM (new minor)
   i) New course (Required): PRST 321: Fundamentals of Strategic Planning
   iii) Course change: PRST 330: Professional Writing and Presentations.

   i) New course (Required): PRST 490: Applying Sustainable Business Solutions
Motion to Rescind Senate Approval of Grade Redemption Policy

INTRODUCTION
On October 10, 2017, the Committee on Academic Standards presented the Faculty Senate with a motion to adopt a Grade Redemption Policy. The policy reflects the input of the Student Government Association (SGA), Academic Affairs, and the Registrar’s office, in addition to Academic Standards. In the debate that evening, questions by senators identified several pertinent issues including the inherent conflict between the existing Course Repetition policy and the proposed Grade Redemption Policy; the potential risk to students receiving Financial Aid, state scholarship, and veteran’s benefits; the complexity of implementing the policy (Registrar asked for 6-8 months to test and develop business process; Financial Aid had reviewed by not yet worked through the policy); and interest from students in having a grade forgiveness policy with grades removed from the transcript. The summative statement in the minutes reads: “More discussion ensued concerning prerequisites, workflow, time needed for fairly evaluating situations and advising students, the need for human interaction, and business processes that need to be worked out.” A senator called the question, a vote was taken, and a majority voted in favor of the motion.

Following the affirmative vote, the Office of the Registrar immediately began work on implementation. Once they had a solution, they called together a group to provide feedback. The group included representation from AAPC, CAPP, Financial Aid and VA Benefits, Athletics, AEX, and the Provost’s Office.

Under the policy, in order to redeem a grade, a student must repeat the course. The student has two semesters after the first grade is posted, not including summer, in which to get permission to repeat the course and complete the second attempt. The implementation business process involved creating three new grade types (K, H,Y), with three new grade scales and corresponding transcript notations, to accommodate the temporal aspect of the policy. According to the policy, a student earns credit for the course once. If the student passes the course, the credit remains with the first attempt to comply with Financial Aid rules. A student who wishes to redeem a poor grade, encounters the following:

- **First attempt: Earned hours (if any) count and grade/GPA is neutralized (new K% grading scale).**

- **Second attempt (when the first was failed): Earned hours count, grade/GPA counts (new H% grading scale).**

- **Second attempt (when the first was passed): Earned hours removed, grade/GPA counts (new Y% grading scale)**

Under the policy, the final grade for the course must post before a student can petition for permission to redeem the grade by re-taking (F) or repeating (D- through C-). If approved, the
student must register for the second attempt in the course (first seeking permission if the second attempt is a repeat under the Course Repetition Policy). Between fall/spring and spring/summer time will be very limited in which to gain the approvals and register for a seat, particularly in high demand courses.

This motion to rescind the Grade Redemption Policy will be followed by a motion to approve a revised Course Repetition Policy. A motion to approve a GPA Exclusion Policy will follow.

MOTION:

Strike in its entirety and rescind approval of the Grade Redemption Policy as passed by the Senate on October 10, 2017.

RATIONALE:
The Grade Redemption Policy is overly complex and not student-friendly.

First, the Grade Redemption Policy must co-exist with the Course Repetition Policy (see Course Repetition Policy, 3 catalog pages attached). The existing Course Repetition policy is long and confusing. It begins with a limit on repeated coursework that is unenforceable, followed by types of courses excluded from the policy, followed by two types of transcript coding (“repeat – include” and some are coded as “repeat – exclude”), followed by General Repeat Rules, followed by “Some additional limitations include, but are not limited to:” and 31 bullets of course/program/degree specific limitations. In deciding whether to exercise Grade Redemption, a student must first determine the circumstances under which the course could or could not be repeated (assuming the student had passed the course but performed poorly). Next, the student must consider the implications for state scholarships and financial aid, NCAA eligibility, and/or VA benefits. If any of these conditions apply, the student needs signatures indicating that she/he understands the consequences and potential risk. All of this must be accomplished prior to the last day of drop/add in the semester or part of term in which the course is going to be repeated for redemption. This will require some very intensive, time-sensitive, and accurate faculty advising.

Second, grade redemption (petition for redemption and repeat the course) differs from grade forgiveness (exclude a grade from the GPA calculation without repeating a course). In all cases, the grade from the first attempt remains on the transcript. The SGA wanted a grade forgiveness policy. The Senate passed a grade redemption policy meaning that a student, regardless of circumstances, must re-take (in the case of an F) or repeat (in the case of a passing grade) a course in order to have the first grade neutralized in GPA calculations. This approach does not serve all students equally well. Consider the following two common scenarios: Two students enroll in BIOL 111 intent on medical school and each earns a D-. Student A is still intent on medical school and is committed to mastering the material in BIOL 111 and moving forward in the BIOL major. Student B realizes that medical school and Biology were someone else’s dream,
and changes their path to Art History. Under the current Grade Redemption Policy, both students must repeat BIOL 111 within two semesters in order to redeem the D-grade. Not a problem for student A, but a big problem for student B who no longer needs BIOL 111 and is unlikely to perform better on the second attempt.

Third, requiring a student to repeat a course to redeem a grade means that the student is carrying a full-time course load (at least 12 credits) with one extra zero-credit course (the repeat redemption course) in which they have already performed poorly and may no longer need to meet major/minor/or degree requirements.

For these reasons, Senate approval of the Grade Redemption Policy should be rescinded at this time.
Proposed Undergraduate Grade Redemption Policy

per R.O. Feedback 8/30/17 & FCAS Final Review 9/6/17

A student may elect to retake a course in which a grade of C or below was earned on a grade redemption basis. There are several restrictions that apply. Grade redemption only applies to courses completed in residence at the College of Charleston; transfer credit or coursework completed elsewhere is not eligible for grade redemption under this policy. A student may apply the Grade Redemption Policy to four (4) courses during their lifetime enrollment at the College, regardless of how many degrees are earned. Grade redemption applies only to the grade earned the first time a course is completed. A “W” is a status indicator and not a grade eligible for redemption. Certain types of courses are not eligible for grade redemption (see below for restrictions). Course grades assigned as a result of an Honor Code violation are not eligible for redemption under this policy.

Under this policy, a student may redeem a course in a subsequent semester with the goal of improving the grade and the grade point average. The grade earned in the first attempt is excluded and replaced by the grade earned in the second attempt, regardless of whether the second grade is higher or lower than the first. Once grade redemption has been applied, the decision is final; the original grade will not be restored. Both grades will appear on the transcript, but credit will only be earned once. Earned credit hours will remain in the semester of the first course attempt. Quality points for the purposes of calculating the cumulative grade point average (and major GPA if appropriate) will be awarded based on the second course grade earned. A student has two semesters, not including summer, in which to redeem a course for grade redemption.

A student who wishes to exercise the grade redemption option must complete the Grade Redemption Form indicating the course(s) to be re-taken. Because redeeming a course may affect Financial Aid, Scholarship, Veterans Benefits, and/or probation status, a student covered by any of these areas must consult in advance with the appropriate staff and gain a signature on the Grade Redemption Form. The form with required signatures must be submitted to the Office of the Registrar by 5:00 pm EST on the last day of Drop/Add for the semester or part of the semester (e.g., Express II) in which the course re-take is scheduled.

A course re-taken for grade redemption will only be counted once toward satisfying graduation requirements. Students should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize the grade redemption option in evaluating credentials for prospective students or employees.

Courses taken prior to Fall 2019 may not be considered for grade redemption.
RESTRICTIONS

- There are several types of courses not eligible for grade redemption. These include First Year Experience seminars, catalog courses that may not be retaken if the content changes (e.g., special topics, variable topics), courses with an individual enrollment (e.g., independent study, tutorial, internship, bachelor's essay), and courses graded Passed/Not-Passed.
- This Grade Redemption Policy does not affect the Course Repetition Policy.

Example (not to be included in the policy verbiage):

- Student takes SOCY 101 in Fall 2019 and earns a D.
- Student applies for redemption to take SOCY 101 again in Spring 2020 and earns a B.
- The D from Fall 2019 will then be modified to have 3 Earned Hours; 3 Attempted Hours; and 0 Quality Hours/Points (i.e., grade removed).
- The B from Spring 2020 will have 0 Earned Hours; 3 Attempted Hours; and 3 Quality Hours/Points.
INTRODUCTION

The current Course Repetition Policy published in the Undergraduate Catalog is likely the product of addition over time. In attempting to develop an implementation strategy for Grade Redemption (as passed) or develop alternative means to meet the goals of Grade Redemption, the Course Repetition Policy was a consistent barrier. Therefore, the Provost asked the Grade Redemption Working Group to shift its attention to the Course Repetition Policy. The motion before you is to strike and replace the existing Course Repetition Policy with a simpler approach that more directly benefits all students.

MOTION

Strike in its entirety the current Course Repetition policy (attached).

Replace the current policy with the following:

Undergraduate Course Repetition Policy: “Repeating the Same or Equivalent Courses”

Students may repeat a course in which a D- or higher grade has been earned or for which credit has been awarded. Credit is awarded only once; a repeat of the same or an equivalent course does not earn additional credit. Consult catalog course descriptions for equivalent course information. All grades earned in repeated courses will be included in GPA calculations.

In deciding whether to repeat a course, students should consult with an academic advisor and also consider the potential implications for Financial Aid Satisfactory Academic Progress and NCAA eligibility if applicable.

Permission to enroll in a course being repeated is granted at the discretion of the department.

RATIONALE

The current Course Repetition policy is long, overly complex, and confusing. It begins with a limit on repeated coursework that is unenforceable, “It is the policy of the College of Charleston that students may repeat up to 12 credit hours of passed coursework excluding...”. This statement is followed by types of courses excluded from the policy, followed by two types of transcript coding (“repeat – include” and some are coded as “repeat–exclude”), followed by General Repeat Rules, followed by “Some additional limitations include, but are not limited to:” and 31 bullets of course/program/degree specific limitations. Several of the courses listed in the “additional limitations” are no longer in the catalog (e.g. PEHD 117, MATH 102) while others are particular course equivalencies covered earlier in the policy (e.g. PHIL 240, JWST 240). There are pending curriculum proposals for other restrictions (e.g. DANC/PEAC, BIOL 101/111, 102/112).

The new Course Repetition Policy would take effect with the 2020-2021 Catalog. This allows time for departments to review existing limits imposed at the course, program, and degree levels and remove any that may no longer be necessary.

The new Course Repetition Policy eliminates “Repeat-Exclude” as a general category meaning that each time a student repeats the same or equivalent courses, all grades are included in the GPA calculation. This provides one way for students to increase their College of Charleston GPA.
Course-Repetition Policy

It is the policy of the College of Charleston that students may repeat up to 12 credit hours of passed coursework excluding:

- Prerequisite courses for passed courses (Repeat-Exclude)
- Courses which have catalog restrictions due to duplication of subject material (Repeat-Exclude)

There are two types of transcript coding for repeated courses:

- Repeat-Include—Grade will be calculated into total GPA (not averaged with prior grade), but student will not receive earned hours for this course. Courses are graded RA-RF.
- Repeat-Exclude—Grade will not be calculated into GPA nor will earned hours, quality hours, or quality points be awarded. Courses are graded XA-XF.

A passed course may be repeated only once for a grade. A course withdrawal ("W") is not a grade. A subsequent registration will result in a drop. Repetition of passed courses will not increase earned hours, but students will receive quality hours and quality points in order to calculate the grade of the repeated course into the overall GPA. All grades earned will be taken into consideration when the GPA is calculated and all grades earned appear on the student’s transcript. Repeated course-grade points will not be used to calculate honors at graduation, and do not replace previously earned grades.

Scholarship students (academic and athletic), financial aid students, and veterans may repeat courses under this policy; however, they should check with the Departments of Financial Aid or Athletics to see how this will affect their eligibility.

Registration through MyCharleston for repeated duplicate courses can only occur if the student completes and submits a Repeat Course Override Request Form to the Office of the Registrar (found on the Registrar’s Office website under Forms). The Registrar’s Office will process the override and register the student for the course (pending course availability).

General Repeat Rules

- Upper-Level Coursework: A student in some cases may not take lower-level coursework for credit after completing similar upper-level coursework. Students must check the individual course descriptions and/or departments for restrictions.
- Cross-Listed Courses: A student may not take cross-listed courses and receive credit for both courses.
- Special Topics Courses: A student in some cases may have limitations on the credits repeatable in specific special topics courses. See individual department listings and course descriptions for further information.
- Honors and Regular Courses: A student may not take both an Honors course and the regular course equivalent and receive credit for both.
- Please consult your personal degree audit, the specific course descriptions in this catalog, and your advisor for additional information.

Some additional limitations include, but are not limited to:

Physical Education/Theatre activities courses (e.g., yoga, dance, etc.)

- Courses in basic physical education/activity theory (100 level) may be taken for elective credit by any student, but no more than eight credit hours total (including PEAC/PEHD/DANC/TTR cross-listed dance/activity courses) may be applied toward a degree. More than eight credit hours will be coded as a repeat-exclude (RF) (up to the maximum allowable hours) whether or not the student has previously taken that exact course.
- Students may not receive credit for PEAC 106 and PEAC 114. Students may not receive credit for PEAC 114 and PEAC 117.
- Dance/Theatre courses
• Students who have completed DANC 146 may not subsequently receive credit towards graduation for DANC 145.
• Students who have completed DANC 235 may not subsequently receive credit towards graduation for DANC 135.
• Students who have completed DANC 437 may not subsequently receive credit towards graduation for DANC 337, DANC 237, DANC 138 or DANC 137.
• Students who have completed DANC 337 may not subsequently receive credit towards graduation for DANC 237, DANC 138 or DANC 137.
• Students who have completed DANC 237 may not subsequently receive credit towards graduation for DANC 138 or DANC 137.
• Students who have completed DANC 138 may not subsequently receive credit towards graduation for DANC 137.
• Students who have completed DANC 485 may not subsequently receive credit towards graduation for DANC 385, DANC 285, DANC 186 or DANC 185.
• Students who have completed DANC 385 may not subsequently receive credit towards graduation for DANC 285, DANC 186 or DANC 185.
• Students who have completed DANC 285 may not subsequently receive credit towards graduation for DANC 186 or DANC 185.
• Students who have completed DANC 186 may not subsequently receive credit towards graduation for DANC 185.
• In addition to the above limitations, only fourteen hours from technique classes at the 300 or below level are counted towards graduation. These courses are:

Languages
• Having completed any 101 or 102 language course (i.e., SPAN, GRMN, or LATN), students may not take 150 for credit conversely, students who complete 150 may not receive credit for 101 or 102. The same rule applies for the 201/202-250 sequence.
• Having completed SPAN 313 or SPAN 314, students may not take SPAN 350 for credit; conversely, students who complete SPAN 350 may not receive credit for either SPAN 313 or SPAN 314.
• For foreign language courses numbered 101-202 and SPAN 101-275: Students who have completed a course within this range may not subsequently receive credit for a numerically lower numbered course within the same language. For example, a student has successfully completed FREN 202. This student may take FREN 101, but he or she will not earn credit for the course nor will the grade be included in the GPA. The FREN 101 course will be coded as a repeat exclude (no credit/quality points).
• For foreign language courses numbered above 202 or above SPAN 275: Students who have completed a foreign language course above 102 or SPAN 275 may not subsequently receive credit for a course in the same language within the range of 101-202 or SPAN 101-275. For example, a student who has credit for an upper-level course elects to take one of these lower-level courses in the same language, the student will not earn credit for the course nor will the grade be included in the GPA. The lower-level course will be coded as a repeat exclude (no credit/quality points).

Mathematics
• Students who have completed MATH 105, MATH 111, or MATH 120 may not subsequently receive credit towards graduation for MATH 101 or 102.
• Students who have completed MATH 120 may not subsequently receive credit for MATH 105 or MATH 111.
• Business, Economics, Business Law, Accounting, International Business
• Students who have completed ECON 200 or ECON 201 may not subsequently receive credit for ECON 101.
• Students with majors outside of the School of Business may receive a maximum of 30 business school credit hours.
• Students who have completed, or are currently enrolled in, BLAW 205 or BLAW 306 may not subsequently receive credit for BLAW 106.
• Business school majors who have completed, or are concurrently enrolled in, a 300- or 400-level business, international business, economics, or accounting course may not receive credit for MGMT 105.

Art, History, and Music
• Only six credit hours from ARTH 290 and/or ARTH 340 (Selected Topics) may be applied towards the 36 credit hours for the art history major (majors only).
• Students may only receive up to 12 credit hours for MUSC 399.
• No more than 8 credit hours from any combination of ensembles or concert choir may be earned and applied towards graduation requirements.

Science and Psychology
• Students who have completed CHEM 111 or CHEM 112 will not subsequently receive credit for CHEM 101. Students may not receive credit for both BIOL 101 and BIOL 111, or for both BIOL 102 and BIOL 112, or for both BIOL 111 and BIOL 112 and Honors Biology.

• No more than 6 credit hours of Psychology Independent Study (PSYC 493) or Special Topics II (PSYC 410) may be applied toward the major requirements.

Philosophy
• PHIL 240 may not be taken for credit if credit has been received for JWST 240.
• PHIL 255 may not be taken for credit if credit has been received for RELS 255.

NOTE: This is not a complete list of specific situations resulting in repeated or duplicate coursework. Please consult your personal degree audit, the specific course information in this catalog, and your advisor for additional information.
Earning a Minor

The College of Charleston does not require students to complete a minor. However, a minor allows you to take advantage of the extensive offerings across the College. There are a few rules to keep in mind when pursuing a minor.

- At least nine credit hours in the minor must be earned in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- At least nine credit hours in the minor must be completed at the 200-level or above.
- Successful completion of a minor or concentration requires a grade point average of at least 2.000 in all courses taken which comprise it.
- Courses used to satisfy the requirements of a concentration or minor may not be applied toward another concentration or minor.
- Students must formally declare a concentration or minor online through the Program of Study Management (POSM) channel located on the Academic Services tab in MyCharleston in order to have the degree audit and transcript reflect credit for work done in that concentration or minor. A concentration or minor must be formally declared before the degree is posted.
- A student may earn a total of two minors from the College of Charleston.

PROPOSED REVISION 1/24/19

Rationale:

The changes to the current policy on the residency requirement for minors has three specific targets for improvement: (1) to add clarity to the policy by separating the credits required for residency from upper level credits designed to ensure the integrity of the minor; (2) to simplify the policy by removing the language about a “unique experience,” and therefore to reduce the need for petitions; (3) to allow students completing upper level courses through the College’s study abroad opportunities more access and efficient tracking to complete a minor of their choice.
February 21, 2018

To: Faculty Curriculum Committee

From: Dr. Gretchen McLaine, Dance Program Director

Re: Credit Restrictions

This memo is a formal request to have two proposals considered:

- DANC 100-level classes should no longer be considered as Physical Activity Courses.
- Remove the 14-credit hour restriction from dance technique classes at the 300-level and below.

DANC 100-level classes removed from the Physical Education Activity restriction of 8 credit hours:
Since our meeting in January 2017 with Lynn Cherry, Mary Bergstrom, Jerry Mackeldon, Julie Dahl, and Terri Selbe, the dance faculty have continued to research this issue and tried to formulate the best plan to move forward. Dance faculty member Kristin Alexander talked with Todd McNerney, both as the former Theatre and Dance Chair and current member of the faculty senate, read through archived faculty senate minutes, and began to look into the number of minors versus the number of exceptions made over the past two years. After consulting the faculty and considering all options, we want to move forward with what was discussed in January 2017: removing the DANC 100 level courses from Physical Education Activity designation. Lynn Cherry suggested that while this may not technically be a curricular issue, we should present this to the Faculty Curriculum Committee to take forward to the Faculty Senate.

The 100-level classes were developed before the dance minor or major was instated. Since then the standards, the rigor, and the assessments have changed. When first offered, classes were assessed on attendance and participation in physical activity, and these courses were appropriately listed as Physical Education Activities. Significant curricular changes over the past years have included historical and/or theoretical components, written work, inclusion of aesthetic quality in assessment, creative work, and an increased rigor to the material taught. Students are not only graded on participation, faculty also assess students’ ability to communicate about dance and the ability to perform movement phrases with technical accuracy and an aesthetic quality.

Currently the course catalog reads as follows:
Courses in basic physical education activity theory (100 level) may be taken for elective credit by any student, but no more than eight credit hours total (including PEAC/PEHD/THTR cross-listed dance/activity courses) may be applied toward a degree. More than eight credit hours will be coded as a repeat exclude (RE) (up to the maximum allowable hours) whether or not the student has previously taken that exact course.

Currently, there are four DANC 100 level technique courses required for completion of a dance minor: DANC 135, 137, 185, and 138 or 186. This means that as a dance minor a student meets the Physical Activity limit while completing the minor. The issue that many of our minors have encountered is having taken a PEAC/PEHD or other DANC 100-level class before either starting or completing the minor.
requirements. Many of these students chose to pursue the dance minor because another dance class led them to it.

Irrespective of how PEAC or PEHD courses are structured, every 100-level DANC course has more than just a physical movement component. Students in these classes research dance history, discuss current trends, are tested on terminology, and attend/critique performances. Having reviewed syllabi observing faculty in the classroom, and teaching some of these courses myself, I can assure you that the students enrolled in the classes are challenged physically and aesthetically as they learn new movement vocabulary, and also finish the course with a greater understanding of the dance theory and technique.

We currently have a student who took a semester of Beginning Tap, a class that led her to other dance classes and ultimately the decision to pursue the minor. She is being asked to complete the dance minor technique requirements by taking additional classes because not all of those credits are counting towards graduation. The only other option in this scenario is to take 200-level technique classes. The 200+ level classes are designated for majors-only. Because of our increasing numbers of majors, the minor students are often unable to enroll in 200+ level technique courses. These courses may also be too technically advanced for a minor student, which could lead to injury and/or adversely affect other students and the professor.

Remove the 14-credit hour restriction from dance majors taking dance technique classes at the 300-level and below.
Currently the course catalog reads as follows:
In addition to the above limitations, only fourteen hours from technique classes at the 300 or below level are counted towards graduation. These courses are:

Similar to the issue for the dance minors, dance majors are being penalized for taking classes such as Tap (145,146) or African Dance. Currently there are two dance majors who took Tap prior to finishing their Ballet/Modern technique requirements. These students have now completed the technique classes required for the major, but are being asked to take more classes because one of the 300 level classes is being deemed “repeat”. In the past when an exception was requested, it was not to change the major requirements, but to view DANC 385 (ballet) as a fulfillment of the major requirement and DANC 145 (tap) as an elective that does not count towards graduation.

The Registrar's Office is responsible for enforcing the policies and processes regarding student registration, the transcript and the way student registrations are noted on transcripts. The repeat policy is based on when a student takes a course because a student cannot 'repeat' a course until, in this case, the maximum number of credits of 100-level activity or dance courses have been completed. Prior to 2016, when students took a 100-level class as a “repeat”, it did not count towards the 122 credit hour requirement, but still fulfilled the minor/major requirements and the hours within. Associate Provost Dr. Lynn Cherry in Academic Affairs, who is responsible for making exceptions, has also made it clear that it is no longer possible to make these exceptions to this policy. This means that a student who takes the dance minor requirements in order and then takes a tap class does not encounter a problem, but another student who takes the tap class first and then takes the minor curriculum finds his/her self having to take
two additional DANC hours at a higher level to “make up” the hours that don’t count (but yet are required to fulfill the minor).

Final Thought
Regardless of why these restrictions were originally put in place, after the January 2017 meeting and the ongoing conversations throughout this academic year, it seems essential to make changes. Dance majors and minors should be able to receive credit for all required classes, regardless of other classes taken as a part of their liberal arts experience. They should also not be penalized for taking these classes in varying sequences. In our continued commitment to the rigor and aesthetic value of our courses within a liberal arts curriculum, the dance faculty fully supports these proposals.
Proposal to Rescind Grade Redemption Policy

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
April 2, 2019
1. Proposal:

Rescission of current Grade Redemption Policy (GRP).

- GRP was approved by the Faculty Senate on October 10, 2017.
- GRP reflects the input of SGA, Academic Affairs, Registrar’s Office, and FCAS.
- According to GRP:
  1. Student must repeat the course in order to redeem a grade;
  2. Student earns credit for the course once;
  3. Student can only petition for redemption after the grade of initial course has been posted:
     1. If initial course grade is F, student can petition to re-take the course;
     2. If initial course grade is D- through C-, student can petition to repeat the course.
2. Rationale:

GRP is overly *complex* and *not student-friendly*:

i. GRP must co-exist with Course Repetition Policy (CRP):
   a. CRP is long and confusing, with extensive additional limitations;
   b. Student must first determine the circumstances (dis)allowing course repetition;
   c. Student must consider implications for scholarships and other financial aid.

ii. Grade redemption differs from grade forgiveness:
   a. According to GRP, student must re-take or repeat the course.

iii. Implications to require a student to repeat the course:
   a. Student carries a full-time load with an additional zero-credit course in which they have already performed poorly and might not be needed for any requirements.
3. Future actions:

If approved:

i. GRP will be rescinded; and

ii. Motion to approve new CRP.
Proposal to Approve New Course Repetition Policy

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting

April 2, 2019
1. Proposal:

Approval of new Course Repetition Policy (CRP).

- Current CRP is product of addition over time;
- Current CRP is a barrier to implement Grade Redemption or to meet the goals of Grade Redemption;
- Provost asked Grade Redemption Working group to focus on CRP.

We propose:

- Strike current CRP in its entirety;
- Replace current CRP with new language.
2. Proposed language:

*Undergraduate Course Repetition Policy: “Repeating the Same or Equivalent Courses”*

Students **may repeat a course in which a D- or higher grade has been earned or for which credit has been awarded.** Credit is awarded only once; a repeat of the same or an equivalent course does not earn additional credit. **Consult catalog course descriptions** for equivalent course information. All grades earned in repeated courses will be included in GPA calculations.

In deciding whether to repeat a course, **students should consult with an academic advisor and also consider the potential implications for Financial Aid Satisfactory Academic Progress and NCAA eligibility if applicable.**

**Permission to enroll in a course being repeated is granted at the discretion of the department.**
3. Rationale:

CRP is **long** and overly **complex**:  
i. Unenforceable 12-hour limit on course repeats;  
ii. Different types of courses excluded from CRP;  
iii. Two types of transcript coding:  
   a. Repeat-include, and  
   b. Repeat-exclude;  
iv. General Repeat Rules followed by ‘additional limitations’:  
   a. 31 bullets of course/program/degree-specific limitations.
4. Benefits:

i. Simplification of CRP;

ii. Elimination of ‘Repeat-exclude’ coding;

iii. Way for students to increase their CofC GPA (cf. GRP).
5. Future actions:

   If approved:

   i. CRP will take effect with the 2020-2021 Catalog:
      a. Time for Departments to review existing limits imposed at course, program, and degree levels (and to remove any that may no longer be necessary).
Proposal to Revise Current Minor Residency Requirements

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
April 2, 2019
1. Proposal:

**Approval** to revise Minor Residency Requirements (MRRs).

✓ Issues with current MRRs:

  a. Lack of clarity on the distinction between credits required for residency and credits designed to ensure integrity of the minor;

  b. Lack of clarity on what constitutes ‘unique experience’;

  c. Limitation of opportunities for students completing upper level courses through CofC’s study abroad.
2. Current language:

**Earning a Minor**

*The College of Charleston does not require students to complete a minor. However, a minor allows you to take advantage of the extensive offerings across the College. There are a few rules to keep in mind when pursuing a minor.*

- At least nine credit hours in the minor at the 200-level or above must be earned in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.

- **Unique courses**, appropriate for the minor, but not otherwise offered at the College of Charleston, may be considered for approval as exceptions to the minor residency policy. Likewise, a set of courses completed elsewhere may be approved as exceptions to the minor residency policy if when considered in the whole they comprise a unique curricular experience not available at the College. [Senior-Year Residency](#) policies apply.
2. Current language (cont’d.):

- Successful completion of a minor or concentration requires a grade point average of at least 2.000 in all courses taken which comprise it.
- Courses used to satisfy the requirements of a concentration or minor may not be applied toward another concentration or minor.
- Students must formally declare a concentration or minor online through the Program of Study Management (POSM) channel located on the Academic Services tab in MyCharleston in order to have the degree audit and transcript reflect credit for work done in that concentration or minor. A concentration or minor must be formally declared before the degree is posted.
- A student may earn a total of two minors from the College of Charleston.
Earning a Minor

The College of Charleston does not require students to complete a minor. However, a minor allows you to take advantage of the extensive offerings across the College. There are a few rules to keep in mind when pursuing a minor.

- At least nine credit hours in the minor must be earned in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- At least nine credit hours in the minor must be completed at the 200-level or above.
3. Proposed language (cont’d.):

- **Successful completion of a minor or concentration requires a grade point average of at least 2.000 in all courses taken which comprise it.**
- **Courses used to satisfy the requirements of a concentration or minor may not be applied toward another concentration or minor.**
- **Students must formally declare a concentration or minor online through the Program of Study Management (POSM) channel located on the Academic Services tab in MyCharleston in order to have the degree audit and transcript reflect credit for work done in that concentration or minor. A concentration or minor must be formally declared before the degree is posted.**
- **A student may earn a total of two minors from the College of Charleston.**
4. Rationale:

The revised MRRs:

i. Add clarity to the policy by separating credits required for residency and the upper level credits designed to ensure integrity of the minor;

ii. Simplify the policy by removing the language about ‘unique experience’;

iii. Allow students completing upper level courses in CofC’s study abroad programs more access and better tracking to complete a minor.
Proposal to Modify Dance 100-level Course and Dance Degree Requirements

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
April 2, 2019
1. Proposal:

What we propose:

i. Remove designation of DANC 100-level courses as physical activity courses:
   a. Removal of the 8-hour cap for DANC 100-level courses that can be applied toward degree requirements.

ii. Remove the 14-hour cap on DANC 300-level courses or below that can be applied to degree requirements.
TO: Quinn Burke, Committee on Academic Standards, Admissions and Financial Aid, Chair  
FROM: Chad M. Galuska, Faculty Curriculum Committee, Co-Chair  
DATE: April 13, 2018  
RE: DANC classification as physical activity courses. See memo from Gretchen McLaine (Theatre and Dance).

At our March 16 meeting, the Faculty Curriculum Committee considered two proposals from DANC. These are contained in the memo from Gretchen McLaine and summarized here.

- Remove designation of DANC 100-level courses as physical activity courses; this results in the removal of the 8-hour cap for DANC 100-level courses that can be applied toward degree requirements.

- Remove the 14-hour cap on DANC 300-level courses or below that can be applied to degree requirements.

The committee recommended approving the second proposal, as it appears to be a restriction DANC imposed on their own major. We feel that this proposal also needs to be approved by your committee before being presented to the Senate as the language in the course catalog will need to be revised.

The first proposal is a college-wide policy with a long history. While our committee recognized that 100-level DANC courses include content that goes beyond physical activity, our committee does not feel qualified to make a determination on this policy issue. Moreover, we do not have the authority to change it. This appears to be an issue for your committee.

The following is language from the 2017-2018 Undergraduate Academic Catalog with the changes proposed by DANC in red.

Some additional limitations include, but are not limited to:

Physical Education/Theatre activities courses (e.g., yoga, dance, etc.)

Courses in basic physical education activity theory (100 level) may be taken for elective credit by any student, but no more than eight credit hours total (including PEAC/PEHD/DANC/THTR cross-listed dance/activity courses) may be applied toward a degree. More than eight credit hours will be coded as a repeat exclude (RE) (up to the maximum allowable hours) whether or not the student has previously taken that exact course.

Dance/Theatre courses

Students who have completed DANC 146 may not subsequently receive credit towards graduation for DANC 145.  
Students who have completed DANC 235 may not subsequently receive credit towards graduation for DANC 135.  
Students who have completed DANC 437 may not subsequently receive credit towards graduation for DANC 337, DANC 237, DANC 138 or DANC 137.  
Students who have completed DANC 337 may not subsequently receive credit towards graduation for DANC 237, DANC 138 or DANC 137.  
Students who have completed DANC 237 may not subsequently receive credit towards graduation for DANC 138 or DANC 137.
Students who have completed DANC 138 may not subsequently receive credit towards graduation for DANC 137.
Students who have completed DANC 485 may not subsequently receive credit towards graduation for DANC 385,
DANC 285, DANC 186, or DANC 185.
Students who have completed DANC 385 may not subsequently receive credit towards graduation for DANC 285,
DANC 186, or DANC 185.
Students who have completed DANC 285 may not subsequently receive credit towards graduation for DANC 186 or
DANC 185.
Students who have completed DANC 186 may not subsequently receive credit towards graduation for DANC 185.

In addition to the above limitations, only fourteen hours from technique classes at the 300 or below level are counted
towards graduation. These courses are:
DANC 135, DANC 137, DANC 138, DANC 145, DANC 146, DANC 185, DANC 186, DANC 235, DANC 237,
DANC 285, DANC 337, DANC 385.

Thank you for considering this issue.
FAM Proposal – Faculty Grievance Committee

Current language
p. 25, Section 3.B.11.a.(1)
Five faculty members, three with tenure and two without tenure. In addition, four alternate members, two with tenure and two without tenure. Each member of the committee and each alternate must have served at least three full years at the College of Charleston.

Proposed language
p. 25, Section 3.B.11.a.(1)
Five faculty members, three with tenure and two without tenure. In addition, four alternate members, two with tenure and two without tenure. Each member of the committee and each alternate must have served at least three full years at the College of Charleston. Early each Fall term, committee members will undergo mediation training sessions relevant to grievance committee responsibilities, conducted by one or more skilled mediation trainers. It will be the committee chair’s responsibility to ensure that a suitable trainer or trainers are identified and that mediation trainings are scheduled.

Rationale

This proposed language mirrors the language discussing relevant training for the Faculty Hearing Committee (p. 27). This is not, however, to suggest that Hearing and Grievance training are identical. The goal is to ensure that Grievance Committee members have some exposure to mediation prior to hearing grievances.
Senate Motions

#1 – Ex-Officio Senate Members
Current language (P.9.IV.2.C):
The President of the College, the Provost, a student representing the Student Government Association, and the Faculty Secretary are non-voting ex-officio members of the Faculty Senate.

Proposed language:
The President of the College, the Provost, a student representing the CofC Student Government Association, a student representing the CofC Graduate Student Association, and the Faculty Secretary are non-voting ex-officio members of the Faculty Senate.

#2 – Ex-Officio Standing Rules Clarification
While ex-officio members of the faculty have full floor privileges at faculty meetings, including the right to make motions, ex-officio members of the Faculty Senate do not have motion privileges at Faculty Senate meetings.

Rationale:
Motion 1 adds a representative from the graduate student governance organization that would parallel the already existing representation from the SGA.

Motion 2 clarifies the participatory status of all of the ex-officio members. This move is consistent with the manner in which our peer institutions handle such ex-officio privileges. It would remain the case that they all have floor speaking privileges, as the currently listed ones do, and as all faculty do, pursuant to Article IV, subsection 4.I. Retaining these ex-officio positions is valuable for the purpose of conveying a formal welcome to each of these parties to participate in Senate discussions.

Unlike the modification in Motion 1, which would be located in the Faculty By-Laws, the provision in Motion 2 would be added to the Standing Rules (p. 38, as the new subsection 5) of the Senate, so that the rule prohibiting motions by ex-officio members of the Senate may be temporarily suspended by a two-thirds vote in the Senate, when the occasion warrants it (such as the customary Provost’s motions late each Fall and Spring to approve eligible students for graduation).

Finally, Motion 2 should not be construed as any kind of bar to our current practice of permitting Faculty Committee Chairs (or a Committee Chair’s designee) to introduce motions for discussion by the Faculty Senate in the conduct of committee business, without the necessity of a motion or a second by Senate members.
What Faculty Issues Should CofC’s Next President Prioritize?

1. Mission clarification (250th anniversary provides a good opportunity for such assessment)
2. Find ways to reward faculty effort and achievement (e.g., by adding school level awards for teaching, etc.; college-wide awards as salary raises)
3. Seek to achieve gender pay equity
4. Increase number of African American faculty (and students)
5. Use “Great Colleges to Work For” survey as base-line for faculty morale in first year. Work to improve on areas of low morale in subsequent years.
6. Build trust between faculty and administration (e.g., by honoring Faculty request to be represented in budget process; instituting regular evaluation of deans, provost and president by faculty)
7. Provide legal advice resources for faculty
8. Figuring out with Marketing/Communication how to create an effective events-listing
9. Address material issues such as housing, education for children, transport/parking, etc.
10. Co-ordinate with local schools and other SC universities to create common educational purpose of full human development for all SC residents