Items voted on by the Faculty Senate appear in red.

1. The meeting was called to order at 5:02.

2. The Nov. 5, 2019 minutes were approved.

3. Announcements and Information were included in the Speaker’s Report.

4. Reports

   a. Speaker of the Faculty Simon Lewis thanked Michelle McGrew (Provost’s Office) for her help this semester while the Senate was without a Secretariat, and he welcomed the new Secretariat, Katy Flynn. He updated the faculty on Provost and Chief Financial Officer searches: we have received over 50 active applications for the former and over 20 for the latter, with more to come as our search firm, Funk and Associates, does its work.

   Speaker Lewis reported that work continues on the strategic plan and that the online comment section is still available; faculty may also direct comments to anyone on the Strategic Planning Committee.

   He also noted the formation of two ad hoc committees (intellectual property policy; integrating a diversity component into the curriculum).

   b. Interim Provost Fran Welch provided updates on the mumps outbreak and the availability of online exam services to help minimize further contagion. She also announced that the President is going to lift the “Mother’s Day Mandate” for determining the date of spring commencement. She thanked the Academic Planning Committee and its chair, Dan Greenberg, for their work on this issue.

   c. Senator Jen Wright (HSS) presented information on behalf of the C of C Food Alliance and Task Force on Student Wellbeing. She encouraged faculty to help increase student awareness of these programs with syllabus inserts and announcements. PDF

   She also asked faculty to consider attending a Suicide Prevention training session on January 6-7.

   Senator Sandra Slater (History) asked about resources for military veterans dealing with PTSD; EVP of Student Affairs Alicia Caudill and AVP for Academic Experience Lynne Ford responded. The College has an office of Veteran and Military Student Services; they have trained counselors, and they offer Green Zone training for faculty and staff who wish to be resources and allies for veteran/active military students.
Following up on the data Sen. Wright provided about student health and well-being, Senator David Desplaces (School of Business) suggested similar research on faculty and staff. AVP/Dean of Students Jeri Cabot added that the FAST system (for assisting students in need) has been very effective and encouraged faculty to continue to use it.

d. CIO Mark Staples presented the annual report for Division of Information Technology. [PDF]

During Q&A, Senator Elaine Worzala (Finance) and Senator Sandra Slater (History) questioned the decision, alluded to by Mr. Staples, to shield individual employees’ directory information from the public online. They were concerned about colleagues at other institutions not being able to find/contact them. Mr. Staples responded that the decision was made because of concerns over stalking and cold calls but that he was willing to entertain further discussion. Senator Desplaces pointed out that the School of Business website still included contact information for faculty, separate from the main College directory, and that other schools and departments do too.

Sen. Worzala also advocated for faculty and staff computer needs getting higher priority, particularly in regard to the computer replacement cycle. Mr. Staples responded that his office will make sure that faculty and staff computing needs are taken care of. For instance, if someone’s system is so old that they can’t upgrade to Windows 10, they’ll be getting a new computer.

5. New Business

a. The list of degree candidates for December Commencement, presented by Interim Provost Welch, was approved.

b. Curriculum Committee (Andrew Przeworski, Chair):
Please note: All College of Charleston faculty may view curricular proposals in Curriculog. PDF copies of individual proposals are available to non-faculty guests upon request (peepless@cofc.edu).

1) DSCI:
   Course change (description and prerequisites): DSCI 304
   [https://cofc.curriculog.com/proposal:1928/form]
   The proposal was approved by voice vote.

2) HTMT:
   Course prerequisite change: HTMT 355
   [https://cofc.curriculog.com/proposal:1907/form]
   The proposal was approved by voice vote.
3) SPAN

Course placement change: SPAN 202
https://cofc.curriculog.com/proposal:1931/form

The proposal involves using an online placement exam for SPAN 202. Senator Bob Mignone (SSM) asked if the online placement exam would be proctored; he cited problems the Mathematics Department has had with unproctored placement tests. Associate Provost Mark Del Mastro answered that the Spanish placement test would not be proctored but said that cheating on this kind of exam is rare because there is little incentive for being placed into a course that one is not prepared for; cheating for that purpose backfires on students when they find themselves in SPAN 202.

The proposal was approved by voice vote.

c. Committee on Graduate Education (Sandra Slater, Chair):

1) English to Speakers of Other Languages I Graduate Certificate - ESO1: Increase credit hours from 12 to 15. https://cofc.curriculog.com/proposal:1842/form
   The proposal was approved by voice vote.

2) MEd Languages: update allowable transfer credit hours from 9 to 12 https://cofc.curriculog.com/proposal:1851/form
   The proposal was approved by voice vote.

3) MEd Languages: LALE 695, pre-req change https://cofc.curriculog.com/proposal:1856/form
   The proposal was approved by voice vote.

d. Honors College Committee (Kate Pfile, Chair), Committee on Academic Standards, Admissions, and Financial Aid (Deborah Boyle, Chair), and Curriculum Committee (Andrew Przeworski, Chair):

Proposal to revise academic catalog language regarding the Bachelor’s Essay  PDF

On behalf of the committees making the proposal, Professor Pfile (Health and Human Performance) explained that the goal is to improve the quality of Bachelor’s Essays, and to make practices and processes associated with the Bachelor’s Essay more consistent across campus. The proposed catalog language clarifies what Bachelor’s Essays are. The proposal also stipulates that students receive separate grades for the two three-hour courses that comprise the BE.
Senator Richard Nunan (Philosophy) said that he hadn’t realized that such catalog language didn’t already exist and that it’s probably a good idea. He expressed misgivings about requiring a grade for the first semester’s work, since the grade should be for the overall project. He stated that the IP grade works fine.

Registrar Mary Bergstrom described the problems the current system has led to. Many faculty members do not comply with the IP policy in various ways, including running Bachelor’s Essays during Express periods. Some students get grades for the first semester of the Bachelor’s Essay while others get the IP (In Progress, which is not a grade); as a result, GPAs and academic honors are sometimes negatively affected for some students but not others in the same situation. If a grade is not submitted the second semester (in cases where a student does not complete the Bachelor’s Essay), the IP becomes an F. Prof. Pfile added that faculty can build the BE so that there are goals to be met in the first semester, giving them something to base a grade on.

Sen. Nunan said that he was unpersuaded and that you don’t fix noncompliance by changing policy. He objected to “administrative fiat” determining how faculty assign grades. He said that the new grade policy would force faculty to guess, at the midway point, what the finished project is going to look like.

Prof. Pfile replied that faculty would still have the option of changing the first-semester grade at the end of the second semester. Prof. Deborah Boyle (Philosophy) added that she did not think it was necessary to guess how the project would turn out; you can grade the student based on what they do in the first semester, separating it from the second semester’s performance.

Prof. Josette Pelzer (Accounting and Business Law) spoke in favor of the proposal, noting that in some cases students need the credits for the first-semester hours in order to meet program requirements.

Senator Sarah Hatteberg (Sociology and Anthropology) reported concerns from Anthropology: their faculty encounter situations in which students can do a BE in a single semester. She asked if it would be possible under special circumstances to approve a single-semester BE.

Associate Provost Del Mastro responded that the catalog stipulates that the BE is a full-year project. He added, in response to Sen. Nunan’s concerns, that three faculty committees had worked on this proposal over a long period of time, and stated that it has been faculty-driven rather than being imposed by the administration. Some departments have adopted guidelines for Bachelor’s Essays, while others have not. This proposal attempts to provide basic guidelines and clarity for faculty directing student projects, especially for the first time.
Senator Renée McCauley (Computer Science) asked if Summer terms were off-limits for Bachelor’s Essays as well as Express semesters. Prof. Pfile replied that Summer is considered a single term, so one of the two BE terms could be “Summer,” but not both.

Senator Paul Young (SSM) asked if the language precludes giving an IP grade. Registrar Bergstrom replied that IP is not a grade; it’s a status indicator. Senator Todd Grantham (HSS) asked if faculty could give an Incomplete for the first semester of the BE. Registrar Bergstrom replied that an Incomplete is not a grade, and that an Incomplete would revert to an F after 60 days.

Senator Desplaces recounted an experience in which a student was not getting the work done in the first semester of a BE project, and the IP did not indicate that the student was in fact failing. He likes the proposal because it lets students know where they stand and holds faculty accountable.

Senator Tom Carroll (EHHP) called the question.
The motion to call the question passed by voice vote.
The motion to approve the proposal passed by voice vote.

6. Constituents’ General Concerns:

In response to a question from Senator Linda Jones (SSM), Associate Provost Deanna Caveny and AVP Lynne Ford clarified the final exam policy: final exams (defined as exams constituting 20% or more of the course grade) may not be given in the last week of class.

Senator Bob Mignone (SSM) expressed concern about the safety of pedestrians crossing Calhoun St. at St. Philip.

7. The meeting adjourned at 6:52.
STUDENT CONCERNS: FOOD SECURITY AND MENTAL HEALTH

Taskforce on Food and Housing Security
CofC Food Alliance
Task Force on Student Wellbeing
2017 YOUTH COUNT report on FOOD SECURITY
(Riley Center)
• **Hot Meals (apply for through Student Affairs)**
  • Money to award fall semester 2019: $14,786
  • Money awarded since before Thanksgiving break: $15,393.
  • Awarded in the form of dining dollars and meal swipes.

• **Excess Food Distribution (through CougarConnect)**
  • Fall 2019 semester: 9 Excess Food distribution events available for students
  • We continue to get requests from academic and administrative departments, as well as student organizations to participate in the program.

• As a reminder, to participate organizations need to extend catering contracts with Aramark and space reservations by 30-minutes. Contact Christine Workman to make arrangements and she sends out messaging through CougarConnect about where and how to access the food.
• **Cougar Pantry**: located in the Stern Student Center
  • Opened August 23rd (summer access through front desk)
  • Open 4-5 days a week, all shifts covered by student volunteers
  • Non-perishable items (though perishable coming)
  • **292 individual pantry visits**
    • The most used by one student was 12 visits
    • The majority of the students used 1-5 times

• **Donation Drives**
  • Student Organization Competition sponsored by Cougar Activities Board
  • New Student Programs Donations
  • Period Project Donations for feminine hygiene
  • Staff Competition with FERPA presentation

• **Giving Tree in the Stern Center**: Stop by to get stars from our tree of items that can be purchased before the break. Most wanted items currently are cereals/breakfast items (Pop Tarts!), pasta sauce, rice and macaroni and cheese.
FOOD & HOUSING RESOURCES

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.
### OTHER RESOURCES

**Cougar Pantry**
- By request at front desk
- Outside of normal hours

**Pop-Ups**
- Panera and Einstein's donations

**Excess Food**
- Free food after campus events

**Meal Swipe Program**
- Meal swipes added to your account

**Stone Soup Collective**
- Free vegan soup

**Stern Center**
- **T:** 4-7
- **W:** 1-7
- **F:** 1-4 p.m.

**Search on Cougar Connect**
- **W:** 1:00 p.m.
- **F:** 11:00 a.m.

**deanofstudents.cofc.edu/student-food-temp-housing-asst/**

**thestonesoupcollectiveatcofc@gmail.com**
- **W:** 5-7
- **14 Green Way**
<table>
<thead>
<tr>
<th>OTHER RESOURCES</th>
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<tbody>
<tr>
<td><strong>Farmer's Market</strong></td>
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<tr>
<td>Low-price produce</td>
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<tr>
<td><strong>Cooking Demonstrations</strong></td>
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<tr>
<td>How to cook healthy on a budget</td>
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<tr>
<td><strong>Sustainable Agriculture</strong></td>
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<tr>
<td>Access to free produce from gardens</td>
</tr>
<tr>
<td><strong>Jewish Student Union</strong></td>
</tr>
<tr>
<td>Potluck dinner, No religious context</td>
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<tr>
<td><strong>Catholic Student Association</strong></td>
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<tr>
<td>Potluck dinner, No religious Context</td>
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<tr>
<td><strong>Once/Month 11-2 pm</strong></td>
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<tr>
<td><strong>George Street</strong></td>
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<tr>
<td><strong>@sustaincofc</strong></td>
</tr>
<tr>
<td><strong>Residence Hall Kitchens</strong></td>
</tr>
<tr>
<td><strong><a href="mailto:davislh@cofc.edu">davislh@cofc.edu</a></strong></td>
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<tr>
<td><strong>Student Gardens</strong></td>
</tr>
<tr>
<td><strong>W: 6:30-8 F: 6:30-8</strong></td>
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<tr>
<td><strong>Jewish Studies Building</strong></td>
</tr>
<tr>
<td><strong>Sun: 6:15-8</strong></td>
</tr>
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<td><strong>134 St. Phillip Street</strong></td>
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OTHER RESOURCES

COMMUNITY RESOURCE GUIDE


• Direct link to guide: [https://advising.cofc.edu/pdf/community-resource-guide.pdf](https://advising.cofc.edu/pdf/community-resource-guide.pdf)
MENTAL HEALTH

Suicidal thoughts and actions

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had Suicidal Thoughts</td>
<td>12.98%</td>
<td>14.98%</td>
<td>13.91%</td>
</tr>
<tr>
<td>Made plans for suicide</td>
<td>3.75%</td>
<td>4.20%</td>
<td>4.99%</td>
</tr>
<tr>
<td>Took action to commit suicide</td>
<td>1.38%</td>
<td>1.91%</td>
<td>2.21%</td>
</tr>
</tbody>
</table>

Suicidal thoughts down a bit, but plans and actions related to suicide have increased.

*2019 estimates based on n=1,222 (duplicates deleted)

Data collected through annual substance use and mental health survey conducted by Dr. Hatteberg and Dr. Kollath-Cottano
MENTAL HEALTH

Data collected through annual substance use and mental health survey conducted by Dr. Hatteberg and Dr. Kollath-Cottano

Self-rated mental health reported as poor:
2017 = 5.45%, 2018 = 7.23% and 2019 = 9.68%.

Student Profiles:
1. Fair and poor ratings of mental health are up, with 33.41% of respondents rating their mental health as Fair or Poor compared to just 30.26% in 2018
Mental Health

**Counseling Center**

Professional therapists available for in-person by appointment on 8:30-5pm, M-F. This service is free (included with tuition) to students who are actively enrolled. Located on the second floor of Robert Scott Small.

- Calendar Year 2019 – January to mid-November:
  - 918 unique students seen with 4269 total unique appointments
- Busiest months – January and October
- (national average is 10%, so we fall within the average)

- Most common concerns students present with:
  - Anxiety, Coping Skills, Setting Boundaries, Relationships with Friends and Family, Depression
  - We are also seeing an increase in suicidal ideation (which reflects national trends)
• **Cougar Counseling Team**

**Highly trained student volunteers** (trained in ASIST model suicide prevention and active listening) who devote time each week to be there for in-person walk-ins or texting. Students can walk into Robert Scott Small 319 or they can text “4SUPPORT” to 839863 M-R 12-9pm.

- They provide a non judgmental and supportive third party to listen to students about a range of problems, which range from (but are not limited to) relationship issues, homesickness, stress, academic pressure, family issues, all the way to anxiety, depression and sometimes suicide.

- Where needed they make referrals to the counseling center and on-campus resources similar and to other off-campus resources. They also hold many events such as dog therapy nights and the stress-relief fair.

- The top three reasons that person have come in for the last 1.5 years is sadness, stress, and anxiety.

- **CCT sessions are going up!**
  - 2017-2018 = 248 sessions
  - 2018-2019 = 444 sessions
  - Fall 2019 = 308 sessions before thanksgiving
PHYSICAL & MENTAL HEALTH RESOURCES

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640) or the Cougar Counseling Team (certified volunteers through texting "4support" to 839863 or visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php)). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics.

If you experience one or more of these things during our class and you are struggling to complete coursework, please communicate with me. There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. You will find a “self-care” module on the OAKS Content page that directs you to some of these resources and/or you can contact me directly.

Depending on what you are going through and the extent to which it is affecting your life, withdrawing from the class is sometimes the best option—Friday, October 25th is the deadline for withdrawing from full semester classes. Regardless of your circumstances, please reach out to me or somebody else for support.

https://sites.google.com/view/selfcare-cofc/home?authuser=1
CENTER FOR ACADEMIC PERFORMANCE AND PERSISTENCE (CAPP) [https://capp.cofc.edu/](https://capp.cofc.edu/)

CAPP handles matters related to the academic well-being of all undergraduate students at CofC. They can assist students with:

- **Academic probation**, **Dismissal Due to Academic Deficiency**, and other issues related to **Academic Standards**
- **Withdrawing from courses** including Petitions for Late Withdrawal
- **Leave of Absence** and **Complete Withdrawal** requests
- **First Year Impact Programs**
- Conditional readmission and the **STEP Program**
- **Three-year transfer option** for readmitted students
- Other problems that are affecting students’ academic success

**FAST** is an online reporting tool available to faculty and staff that allows them to report concerns about students so that specialized College staff may better provide help to students who are having academic, financial, or personal problems that will keep them from succeeding at the College. FAST referrals do not violate student privacy rights. [https://capp.cofc.edu/fast/index.php](https://capp.cofc.edu/fast/index.php)

- **Click here to make a FAST referral**
OTHER RESOURCES

CONSIDER ATTENDING A TRAINING

Applied Suicide Intervention Skills Based Training
1/6 and 1/7 from 9:00 am until 5:00 pm -- $50
Also shorter versions of this available

We are working on developing other workshops for faculty to increase awareness and comfort-level with openly engaging with students on these issues.

IF YOU ARE INTERESTED, please reach out!
• **We love when you share your knowledge about on-campus resources like the counseling center and CCT** – don’t hesitate to reach out to us to come talk to your class if you don’t feel comfortable, or put these resources into your syllabus or on oaks or in an email.

• **You CAN just listen.** In our training we learn the best thing that you can do for someone is just listen. There is no problem in just validating their feelings “I’m sorry you feel that way” or “That sounds tough”... Students are more likely to reach out to someone they know.

• Freshman specifically are giving up everything that makes them comfortable, so many changes, all those challenges are really difficult - be welcoming to them!

• Please, don’t minimize the feelings of a student.

• **Students appreciate when you reach out in any way you can.** That might be a quick email or an extra “hey how are you doing” after class.

• Always assume it’s a serious case when its from upper level school structure (Dean of students) - don’t be afraid to reach out to those students as well, and make sure they know they don’t have to reply.

• Promote communication between faculty and other branches of our community, the more knowledge the more improvement.

• Try to forewarn students about potentially difficult material in class prior to that class time (movies or text being read that involves sexual assault, suicide…), you never know what people have been through/or are going through.
STATEMENT FROM THE CIO

The following report is not a boast of the Division of Information Technology’s success, but rather a brief snapshot of some of the services we provide, along with highlights of key initiatives where we’ve partnered with different areas across campus. Hopefully, this report will underscore our desire for greater transparency, especially fiscal transparency. Over the past three years, IT has identified six overarching goals, which are at various stages of completion and maturity. We have every intention to continue progressing forward.

Goals

1. Build a strong, empowered team that is focused on student success, which includes those who are providing both direct and indirect student support.
2. Identify a technology mission and corresponding strategies.
3. Become technically sound, with the ultimate goal of technical excellence.
4. Invest in technologies that will improve operations, reducing unnecessary friction for all of our stakeholders.
5. Identify technologies that can improve communications and engagement.
6. Improve our data infrastructure for improved decision support.

Desired State

No organization can be fully successful without knowing where it wants to go. Without a clear direction, the organization cannot be effective; projects and expenditures will be fragmented and not well coordinated. This was true of the Division of Information Technology, but over the past three years we’ve put together a solid, cohesive team that works to ensure that what we are doing has a clearly defined purpose and is well coordinated.

Along with technical excellence, we want to bring the institution into digital literacy (DL). DL transcends gaining isolated technological skills to generating a deeper understanding of the digital environment, enabling intuitive adaptation to new contexts and co-creation of content with others. The ultimate goal is to ensure that our students are digitally literate, developing the whole student for life-long learning, service, community, and active citizenship (physical and digital) in a global economy. This can only be accomplished if our systems and technologies support those who are actually engaging with these students.

Thank you for taking the time to check out this report. We hope that you will find the information useful or it will prompt questions about IT’s other services.

Mark A. Staples

MARK A. STAPLES
Sr. Vice President Technology Services & Chief Information Officer
Our mission is to transform the College into a digital workplace leading to a digitally literate campus.
SUPPORT SERVICES

IT SERVICE DESK

How do you contact the IT Service Desk? Did you know you can go to help.cofc.edu to search for articles on technology topics you are having issues with, chat, or submit a ticket? No more waiting for your email or phone call to be answered during peak times of the year.

Contact the IT Service Desk at:
help.cofc.edu

43.9% 34.8% 20% 1.4%

PERCENTAGE OF PEOPLE WHO USE PHONE, EMAIL, ONLINE CHAT, WALK-UP LOCATIONS (BELL BUILDING, ADDLESTONE LIBRARY, AND EDUCATION CENTER).

APPLE AND DELL ONLINE STORES

Information Technology has worked with both Apple and Dell to established College of Charleston online stores, where students, faculty, and staff can take advantage of reduced pricing when purchasing personal computers. Both sites include models recommended by Information Technology at various price point options.

Visit Apple apple.com/edu/cofc and Dell dell.com/cofc online stores.
SUPPORT SERVICES

COMPUTER REPLACEMENT

Ever wonder about the campus computer replacement cycle for employees? Currently, there are over 4,200 computers for 2,042 faculty and staff members. This is a 2:1 computer to employee ratio! At our current budget, it would take over eight years to replace all of these computers.

Currently there is a 2:1 computer to employee ratio.

INFRASTRUCTURE

DIGITAL SIGNAGE

IT has 81 digital signage displays that are currently on the centrally-managed platform, including one video wall, three interactive touchscreen/wayfinding kiosks, menu board digital signage that is automatically updated per meal period at both Liberty Fresh Foods and City Bistro dining halls, and one recently installed outdoor kiosk in the Cougar Mall.

Digital signage display at Liberty Fresh Foods that displays menu items and nutrition information.
AUDIO VISUAL SYSTEMS WITHIN CAMPUS LEARNING SPACES

AV Engineering provides innovative, flexible, scalable, future-ready, professional audio visual solutions from conceptual design and estimating to project commissioning.

74 COMPLETE UPGRADERS
198 PARTIAL UPGRADERS

NUMBER OF CAMPUS LEARNING SPACES THAT HAVE BEEN UPGRADED SINCE 2018

EDUROAM WIRELESS

Eduroam is an international authentication system that enables members of the College community to access a secure wireless network on campus and at over 4,000 universities around the U.S. and the world, using only their CofC login credentials.

THERE ARE 1,045 TOTAL WIRELESS ACCESS POINTS ON THE COFC CAMPUS.

EDUROAM HOSTS AROUND 2,500 GUESTS FROM OTHER SCHOOLS PER MONTH.

IN 2018, COFC DEVICES WERE HOSTED AT 437 OTHER SCHOOLS ON EDUROAM.

To learn more about Eduroam wireless visit: wireless.cofc.edu
TRAINING & OUTREACH

During the past year the Communications and Training Department participated in over 85 training and outreach opportunities. Top events included New Student Orientation, Data Privacy Day, and Security Awareness Month. A student instructional technologist position was also added to Support Services to help students with common technology topics.

COMMUNICATIONS & OUTREACH

Stay connected with Information Technology on social media. We’re on Facebook and Twitter (@cofcit), Instagram (@cofc_it), and YouTube (College of Charleston Information Technology).

> 500

NUMBER OF SOCIAL MEDIA POSTS

STUDENT BLOG

A new blog is available for students that provides instructional technology resources such as step-by-step instructions, quick guides, and online courses.

3,873

NUMBER OF TIMES BLOG WAS VISITED

Top visited blog posts are 'Installing Google Drive on your Mac/PC' and 'Recommended Laptops'.

blogs.cofc.edu/sits
FACULTY DEVELOPMENT & SERVICES

The Teaching and Learning Team (TLT) offers several opportunities throughout the year for faculty to enhance teaching and learning such as courses and professional learning clubs.

DEVELOPMENT

Have you ever attended TLTCon? This year’s course, held in May, focused on active teaching and learning, developing integrated performance assessments, teaching observation, research methods, and more.

TLTCon 2019 had an all-time high number of participants: 133

Since 2012, over 300 faculty have completed the DE readiness course.

Another course offered by TLT is Distance Education Readiness. It prepares faculty to teach online. The course is offered by TLT each spring, summer, and fall.

SERVICES

This year TLT opened the L.I.V.E. Studio located in the J.C. Long Building. The space is equipped with a lightboard and virtual reality technology. So far the studio has been booked 152 times since it opened in August. Faculty have used it to record lectures and assign virtual work.

Professional Learning Clubs are groups of faculty that meet to collaboratively reflect on and improve their teaching practices. The clubs examine the relationship between teaching practices and student outcomes and then evaluate those practices using students’ work.

For TLT resources, services, or course information visit: tlt.cofc.edu
INFORMATION SECURITY ASSURANCE & PRIVACY

The Department of Information Security Assurance & Privacy oversees the campus community’s efforts to protect our computing and information assets in compliance with information-related laws, regulations, standards and policies.

In FY 2019, the department responded to over 200 information security and privacy inquiries.

SECURE SHARE

Keeping information private and secure is everyone’s responsibility. Secure Share, a web-based application, is available for employees to securely and temporarily share large, sensitive College files. With Secure Share, files can be sent to both internal and external users.

SECURING THE HUMAN

As the human point of contact is often the weakest link in protecting College data, security awareness training was launched in 2018 and is required for all employees. “Securing the Human” trains faculty and staff on their role in safeguarding College information and resources - from knowing how to better spot phishing scams to improving mobile device security.

Share large files easily and securely!

secureshare.cofc.edu

SECURE SHARE USERS:

1,128

FILES SENT VIA SECURE SHARE:

8,367

73% of faculty and staff completed the training in FY 2018-2019.
ENTERPRISE APPLICATION MANAGEMENT

ACCOUNT SECURITY

Account security is the shared responsibility of the entire campus community. Our accounts are constantly under attack. In a single week, for example, there were 112,607 successful Office 365 login attempts by unauthorized parties.

MULTI-FACTOR AUTHENTICATION

Number of MFA enabled accounts that have been compromised: ZERO

Information Technology has enabled multi-factor authentication (MFA) for faculty and staff. MFA provides a secondary way of verifying that you are actually the person logging in to your Office 365 account when you access it from off-campus. MFA is essential for preventing hackers from accessing your account, even if they steal your credentials. IT will continue to enable MFA for all new employees as they join the College.

OFFICE 365 ACCESS

All College of Charleston students, faculty, and staff can access and install Office 365 with their College credentials and use applications like Word, Excel, PowerPoint, and more from anywhere, at any time, using any device with an Internet connection.

OFFICE 365 ACCOUNTS

Now Available for All Students!

Access at: portal.office.com

Sign in with your username in email format and password.

966
ACTIVE COFC ONE_DRIVE USERS

4 MILLION
FILES UPLOADED BY COFC USERS TO ONE_DRIVE

OFFICE 365 LOGIN ATTEMPTS OVER ONE WEEK

FAILURE 130,832
INTERRUPTED 1,644
SUCCESS 112,607
FINANCIAL REPORT FY 2019

FISCAL STATISTICS

In 2019, IT-Finance was responsible for managing over $5.7M in recurring contractual services. This includes software solutions, maintenance agreements, licensing, subscriptions, certificates, and other technology-based services for IT, business units across campus, and enterprise-wide solutions.

The replacement of outdated equipment and hardware is a cyclical process for every campus community. In Fiscal 19, IT replaced over $2.3M in outdated gear across campus. This figure includes classroom upgrades and refreshes, network equipment replacement, and PC replacement.

FY19 IT EQUIPMENT AND HARDWARE EXPENDITURES

Each fiscal year, when available, Legislature appropriates educational lottery dollars to aid in various programs for private and public schools, such as scholarships, higher ed programs, and technology. These are one-time monies for non-recurring expenses. This chart provides a five-year snapshot of the Technology Lottery Funds awarded to the College of Charleston.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Lottery Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$834,356</td>
</tr>
<tr>
<td>FY16</td>
<td>$653,343</td>
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<tr>
<td>FY17</td>
<td>$643,395</td>
</tr>
<tr>
<td>FY18</td>
<td>$554,488</td>
</tr>
<tr>
<td>FY19</td>
<td>$607,631</td>
</tr>
</tbody>
</table>

HISTORICAL LOTTERY FUND APPROPRIATIONS
FINANCIAL REPORT FY 2019

FY19 IT FUNDED PROJECTS HIGHLIGHTS

CLASSROOM PROJECTORS
Seventy five classroom projectors were replaced in FY19.

HPC CLUSTER EQUIPMENT
IT partnered with Computer Science to procure a High Performance Computing Cluster, used to study computationally demanding problems ranging from biology and astrophysics to statistics and data science.

AKINDI IMPLEMENTATION
This Scantron alternative provides up to date technology, expanding access and integration with OAKS, and instructor analytics.

CLASSROOM CLOCKS
IT installed/replaced wireless clocks in all Maybank classrooms. This managed solution, with a synchronized clock environment, ensures that all timekeeping devices display the accurate time.

J.C. LONG FIREWALL
The IT-Network Security team replaced two firewalls in the J.C. Long Building data center. These firewalls provide advanced threat protection and help allow for secure delivery of applications.

3PAR STORAGE
Additional storage was added to the 3PAR high-speed storage device to allow for migration of all Banner databases to faster all-flash storage. This reduces the time required for data access in queries and general use.
Dear Members of Faculty Senate,

On April 18, 2018 Mary Bergstrom drafted a memo to Provost McGee bringing to his attention concerns related to the bachelor’s essay. These concerns center on issues of consistency regarding scheduling the bachelor’s essay, the time frame in which students complete the 6-credit hours, and faculty adherence to the “In-Progress” grading process. From this memo, the Honors College Committee and Committee on Academic Standards, Admissions, and Financial Aid worked together over the course of the 2018-19 academic year to further identify inconsistencies in how the bachelor’s essay is executed across campus and draft a campus-wide standard that departments, faculty, and students can refer to within the academic catalog. This language (shared below) was approved individually by each committee in the Spring 2019 semester. At the November 15, 2019 Curriculum Committee meeting, the committee voted to approve the joint proposal. We are now presenting it to members of Faculty senate for consideration.

Sincerely,

Kate Pfile
Associate Professor, Department of Health and Human Performance
Chair, Honors College Committee

Deborah Boyle
Professor, Department of Philosophy
Chair, Committee on Academic Standards, Admissions, and Financial Aid

Andrew Przeworski
Associate Professor, Department of Mathematics
Chair, Curriculum Committee
A joint proposal submitted on behalf of the Honors College Committee, Committee on Academic Standards, Admissions, and Financial Aid, and the Curriculum Committee

We propose within the academic catalog to create a separate section under “Academic Regulations” for the bachelor’s essay. Language that will be added to the catalog reads

“Bachelor’s essays are intensive research and writing experiences for accomplished and motivated students, under the supervision of individual faculty members. A bachelor’s essay consists of two full semesters (not express terms) of course work and entitles the student to six hours of credit. A separate grade, and three hours of credit, are assigned for each semester of work. Students intending to write a bachelor’s essay must seek one of the faculty members in their major department to supervise and must submit in writing a proposal for the project. Individual departments may prescribe particular requirements for eligibility for the bachelor’s essay, particular procedures for the approval of proposals, and/or particular guidelines for the projects themselves.”

Additional information related to this proposal but not to be included in the catalog:

Upon approval of this resolution and the above catalog language, departments are charged with reviewing and, where appropriate, revising the course descriptions for their individual bachelor’s essay courses during the 2019-20 academic year, to ensure that those course descriptions are consistent with the new catalog language. In particular, departments should create separate course listings for the first and second semesters of the bachelor’s essay, with the first semester designated as a prerequisite for the second.