Faculty Senate, Tuesday, October 11, 2022 5:00 PM
Wells Fargo Ballroom (Beatty Center 115)

All votes listed in red below.

Agenda

1. Call to Order – 5:00

2. Approval of the September 6, 2022 minutes - Minutes approved by acclamation

3. Announcements and Information -
   • Cameras are now recording Faculty Senate meeting and meetings can be watched via Live Stream. The technology allows for the camera to turn in the direction of the presenter’s voice and capture their video and sound.

4. Reports
   a. Speaker of the Faculty William Veal
      • Welcome Dr. Bert Schewel as Faculty Secretariat.
      • College Reads discussion groups beginning.
      • COVID boosters on campus November 2-3.
      • Faculty Compensation Committee creating survey to be sent out to chairs to discover why folks have left CoC.
      • CETL offering training.
      • Creating method to allow all faculty to provide input on curriculum changes.
      • BOT will be here Oct 20-21.
      • Thanks to all committees.

   b. Provost Suzanne Austin
      • Late-breaking news, this afternoon CHE emailed saying it has approved our REI requirement.
      • The College is joining the National Center for Faculty Development & Diversity (NCFDD) - CoC adding resources through the center for faculty. Many prestigious institutions participate in the consortium. It provides content (workshops, webinars, etc.) that speak to life-work balance, fostering relationships among colleagues, work with like-minded colleagues from other institutions, opportunity to confide in others outside of the institution. CoC will do a two-year subscription and monitor use to ensure folks are using the resources. CETL will work to offer and announce opportunities that they believe would be interesting to our campus. Margaret Hagood added this is a resource that junior colleagues have asked for in the past and appreciate the addition.
      • Provost Austin, at the President’s direction, created a committee consisting of the Speaker of the Faculty, Mark del Mastro, and the chairs of the three standing senate committees to discuss a process for how the College will create new departments and new schools. The two six-step processes relate to communication and consultation of academic departments and will take no more than a year. Without details, the process for creation of a new schools is:
        1. Consult with stake holders immediately involved.
2. Consult with Senate Standing Committees.
3. Presentation to Faculty Senate
4. Thirty-day opportunity for feedback.
5. Final proposal presented to Senate.
6. Proposal sent to BOT.

The process for the creation of a new department is similar. The full process is detailed in the Provost slides below. Please contact the Provost’s office if you have any feedback or questions.

- Q: Margaret Hagood (Teacher Ed): How different is this from what happened previously?
  - A: With the latest school creation, the President and Provost went to some departments and the Faculty Senate. This process begins with that same initial consultation, but the new process reaches out to a larger audience to ensure that all on campus have an opportunity to weigh-in. This process also more intentionally includes the three standing senate committees.
- Q: Deb McGee (Communications): Noted that the steps in the Provost slides were misnumbered.
  - A: Thanks! This will be corrected.
- Q: Tom Carroll (Guest, EHHP): Is there an opportunity for this to not go forward?
  - A: BOT and President has the authority to create new Schools and Departments. While they can always put things forward, this public opportunity to comment will bring forward problems that will hopefully be addressed.
- Comment: Bob Pitts (Budget): Their committee will help ensure that funding is in place for the long-term creation of a new school or department.
- Gibson Knotts (HSS Dean): Will this address the consolidation of schools?
  - A: Could envision a similar process but these processes are for new units.
- Suzanne Austin: There is interest in creating a Department of Engineering and perhaps later a new school. The desire is to have this process in place prior to such a creation.

- **Boren Awards Info Session – October 19:** CofC students are particularly prepared to compete for these scholarships because we are one of the few institutions with a language requirement. Donor has allowed the Provost to hire a position for finding students and awards and working with students as they apply for prestigious awards like Boren, Fulbright, and Goldwater. More students will now apply for more awards and win them. Hundreds of awards that, once won, can show the quality of College of Charleston and our students. The new hire will help identify students early in their academic career. This will not sit in the Honors College in order to encourage more students to apply.

- **Questions:**
  - Q: Lauren Ravalico (LCWA At-Large): How do students get notification about awards?
    - A: In the past, worked with colleagues and done some social media to students. The new hire will create more social media campaigns, discover what works at other schools, they can come to departments and student interest groups. One example of an opportunity that will be pursued is the Gilman Scholarship is open to any Pell students with a 3.0 GPA can apply for a study-abroad scholarship. Hoping to increase diversity of students who get awards.
5. **New Business**

A. **Election of ad-hoc committees** (Nominations & Elections, Laura Penny, Chair) - Irina Gigova, member of N&E, distributed paper ballots to vote on the committees below. N&E put forward a slate, but additional faculty were nominated to serve. As a result, Senators had to vote to elect 9 members of Teaching Effectiveness and 10 for Committee to Curb Gun violence. The ballots were counted and presented before the meeting was adjourned.

i. **Committee on Teaching Effectiveness** – Votes were counted, and the committee was announced: Brigit Ferguson, Chris Warnick, Margaret Hagood, Jolanda Van Arnhem, Gretchen McClaine, Kris De Welde, Lynne Ford, Devon Hanahan, Melissa Hughes.

ii. **Committee to Curb Gun Violence** –

   - Tom Carroll (EHHP, guest) spoke on behalf of Sarah Maness and Katie Trejo Tello, encouraging they be reelected as they both are passionate about and have done research related to gun violence.
   - Janette Finch prepared a statement supporting her own nomination
   - Votes were counted, and the committee was announced: Sarah Maness, Jordan Ragusa, Richard Bodek, Paige Bressler, Katie Trejo Tello, Teddy Them, Janette Finch, Anthony Bishara, Sara Frankel, Lisa Ross.

B. **REACH and REI** (General Education Committee, Will McCorkle, Co-chair)

General Education wonders about their role of Gen Ed in approving REI and REACH classes. They presented three possible options for senate discussion.

1. Add REI/REACH course approval to the list of tasks the GEC is charged with and receive additional training in completing this task adequately

2. Set the structure up such that courses go from the REI advisory committee directly to the Curriculum Committee and then to the Senate

3. The REI advisory committee is established as a full, free-standing Faculty Committee (something similar could be considered with REACH)

Simon Lewis (English, guest, chair of REI advisory committee): Noted the large amount of work that has occurred last year with the initial set of course approvals. Noted that adding a new committee would add a burden on N&E but the REI advisory committee believes this is the best path forward. How can faculty be credentialed to teach in the program?

Susan Kattwinkel (SOTA, senator, member of Gen Ed): Neither REI nor REACH are Gen Ed requirements thus they aren’t technically part of Gen Ed. Thus, when Gen Ed approves something, they feel a bit uncomfortable.

Frank Duvall (Music, adjunct senator): How would credentialing apply to adjuncts?

Beatriz Moldano (FCC, chair): Doesn’t feel that REACH and REI fall under the curriculum committee.

RoxAnn Stalvey (guest, faculty secretary): I don’t believe you can put a permanent responsibility on an ad-hoc committee so don’t believe bullet 2 is an option.
William Veal (Speaker): Asked Senators to take this back to your departments to help decide what to do next. Share your opinions with William Veal, Bert Schewel, your senators, and/or RoxAnn Stalvey.

Ashley Pagnotta (Physics, Senator): How is a new committee formed?

Scott Peeples (English, Senator): Language for new committee should come from bylaws.

George Pothering (Parliamentarian): Goes through bylaws.

Julie Eichelberger (HSS Senator): A committee is proposed, bylaws works on the language and formally brings this to Senate.

Simon Lewis (guest): Happy to help some come up with a draft if folks are leaning toward creating a new committee.

Margaret Hagood (Teacher Ed, At-large): This is similar to the FYE creation which is a graduation requirement but not part of gen ed. FYE was created initially as part of the FYE proposal.

William Veal (Speaker): Maybe a creation of a Graduation Requirements Committee.

Irina Gigova (History, senator): Is there any thought of combining REI and REACH into one committee.

Ashley Pagnotta (Physics, Senator): There are many new REI courses being created, are there new courses being created for REACH?

Irina Gigova (History, senator): Not as many new courses but new sections being created for REACH.

Susan Kattwinkel (SOTA, At-large): Never been clear to her why FYE and now REACH and REI aren’t part of Gen Ed. Another is to consider all of these as part of Gen Ed and try to get an office of general education.

William Veal (Speaker): Please think about this and bring your ideas to the next senate meeting.

C. Faculty Curriculum Committee (Beatriz Maldonado, Chair)

Beatriz Maldonado explained all the changes listed below. No discussion. Motion to approve was seconded. Unanimously approved.

i. **AAST** – Adding ARTH 254: African American Art History to the African American Studies major and minor

ii. **LATN** – Changing contact/credit hours from six to three and updating course description for LATN 150: Intensive Elementary Latin

iii. **MATH** – Changing pre-reqs for MATH 452: Operations Research

iv. **PSYC** – Deactivating PSYC 358: Non-verbal communication

v. **CHEM** – Creating a new BA in Biochemistry; new course CHEM 360 – Biophysical Chem

vi. **ENVT** –
   a. changing pre-reqs on existing courses,
      • ENVT 200: Introduction to Environmental Studies – removing sophomore standing
      • ENVT 350: Independent Study – adding sophomore rank or higher as a pre-requisite
- ENVT 352: Special Topics - adding sophomore rank or higher as a pre-requisite
- ENVT 355: Internship – lower the pre-requisite to sophomore rank from junior rank
- ENVT 395: Seminar in EVSS – add junior rank to pre-requisites

b. creating new courses,
- ENVT 210: Sustainable Humanities
- ENVT 355: Environmental Communications
- ENVT: Sustainability Practices in Context
- ENVT 450: Experiential Topics in EVSS
- ENVT 490: Capstone
- ENVT 499A and B: Bachelor’s Essays

c. adding new courses to the Environmental and Sustainability studies minor
d. Creating a new BA and BS in Environmental and Sustainability Studies;

vii. THTR –

a. 3 new certificate programs in Musical Theatre;
   - For Music Majors
   - For Theatre Majors
   - For Dance Majors

b. new course – THTR 285: Ensemble: Broadway Ensemble

D. Committee on Graduate Education (Shawn Morrison, Chair)
Shawn Morrison asked that items be grouped for voting as follows:

- voted on changes on bullets related to the course change title to “Multilingual Learners”. No discussion. Motion and second – unanimously approved
- voted to create a new course, EDFS 793– motion and second – unanimously approved
- voted to create new program, Multilingual Learners MAT – motion and second – unanimously approved

i. Teacher Education: course changes
   B. EDFS 671 Teaching Reading and Writing to PK-12 Multilingual Learners: course title change, course description change https://cofc.curriculog.com/proposal:3954/form
   C. EDFS 672 Linguistic and Cultural Diversity in Education: course description change https://cofc.curriculog.com/proposal:3955/form
   F. EDFS 704 Practicum in the Instruction of Multilingual Learners: course title change, course description change https://cofc.curriculog.com/proposal:3958/form

ii. Teacher Education: new course
   A. EDFS 793 Clinical Practice in Multilingual Learner Education https://cofc.curriculog.com/proposal:4015/form

iii. Teacher Education: new program
   A. Multilingual Learners MAT https://cofc.curriculog.com/proposal:3980/form
iv. Multilingual Learners Graduate Certificate

v. Languages, MED

6. Constituents’ General Concerns
   • Frank Duvall (adjunct): Wonders why adjuncts don’t get pins for service?
   • Ashley Pagnotta (Physics, senator): Are adjuncts eligible for the college kudos program?
   • Steve Short (HSS, At-large): Noticing long delay in individual enrollments going through. Wonders if registrar can get the resource they need to get back to its expedient service.
   • Irina Gigova (History, senator): We have a new system with MyPortal. Now having to login to everything constantly – every 15 minutes. Believes the need to login is a time waste. Others agreed.
   • Jessica Strait (Art & Architectural History): Any chance the library can become more accessible?
   • Gretchen Scronce (Library, at-large): Can now come in via Calhoun doors. Now have visitor access.
   • RoxAnn Stalvey (guest): Does anyone else find annoying the course search on MyPortal?
   • Ashley Pagnotta (Physics, Senator): Roster with photos is hard to see.
   • Tom Buckheit (Registrar): At the mercy of a vendor they “upgraded” to the banner 9 which is the gate into MyPortal. The upgrade removes the ability for customizations, we have shared concerns with the vendor related to class rosters.
   • Ashley Pagnotta(Physics, Senator): Last month we heard of vacant positions around campus, can we get an update on those next month?

7. Adjournment – 6:33 pm
COLLEGE OF CHARLESTON

Faculty Senate

Provost Presentation
Suzanne Austin, EVP and Provost
October 11, 2022
NATIONAL CENTER FOR FACULTY DEVELOPMENT & DIVERSITY (NCFDD)

• Offerings
  • Increased job satisfaction and the ability to truly enjoy the academic life you’ve worked so hard to create
  • Tips for fostering better working relationships with departmental colleagues
  • Increased interactions with both campus-based and external mentors, sponsors, and collaborators
  • Strategies that instill confidence as an independent researcher
  • Resources for greater success in publication and securing external funding for your research

• Core Curriculum – “designed to teach you the 10 key skills necessary to thrive in the Academy,” which they define as “having extraordinary writing and research productivity AND having a full and healthy life off-campus”

• Subscription includes use by CofC graduate students

• Over 330 institutional members / 90,000 individual faculty member and graduate student post docs
Initial commitment for two years, starting mid-November. Will continue subscription based on use.

CETL Director Margaret Hagood and steering committee to identify the most impactful NCFDD resources to be integrated into CETL’s offerings.

Please share your feedback on these resources as they become available.

Questions?
 CREATION OF DEPARTMENTS

On the recommendation of the Provost and with the approval of the President, an Academic Department may be established or reorganized under the following conditions:

(a) when the proposed department includes one or more tenured faculty members qualified to serve as the Chair or Interim Chair of the Department;
(b) when the proposed department is responsible for the supervision of one or more Academic Programs.

Each Academic Department Chair shall report to the Dean of an Academic School. Once approved, an Academic Department shall exist until the President or the Provost directs that the Department shall be reorganized or eliminated, subject to the review and determination of the President.

The consultation process (that is, from Step 2 to Step 6) should take no longer than one year.

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<td>Consultations with Deans, Speaker of Faculty, faculty members in units directly impacted, to develop proposal addressing key questions</td>
<td>Consultations with 3 Faculty Senate Committees: Budget Committee, Academic Planning Committee, and Bylaws Committee</td>
<td>Initial presentation to Senate; Call for input from relevant parties (e.g., Business Affairs, R.O., schools etc.)</td>
<td>Proposal revised and posted for 30-day open comment period</td>
<td>Final proposal presented to Senate for feedback (no vote)</td>
<td>Presentation to Board of Trustees (BOT)</td>
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Note: Not subject to review or approval by CHE or SACSCOC
CREATION OF SCHOOLS

On the recommendation of the Provost and with the approval of the President, an Academic School may be established under the following conditions:

- When, within reasonable time, the new school will eventually reach 16 or more roster faculty members jointly or wholly appointed to the Academic School.
- When the School is responsible for the supervision of two or more Academic Programs.
- When the school has undergone the review process outlined below.

Each Academic School shall be supervised by a Dean reporting to the Provost. Once approved, an Academic School shall exist until the President directs that the School shall be reorganized or eliminated. The consultation process (that is, from Step 2 to Step 7) should take no longer than one year.

Notwithstanding the conditions listed above for the establishment of an Academic School, those Schools that existed prior to July 1, 2022 are not obligated to meet the quantitative requirements for the establishment or reorganization of a School and may remain in their current alignment, subject to the review and determination of the President and/or Provost.

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ARE YOU INTERESTED IN STUDYING, THINKING AND WORKING GLOBALLY?

ATTEND A BOREN AWARDS INFO SESSION | OCTOBER 19

EARN UP TO $25,000 IN SCHOLARSHIP AWARDS
Members of the General Education Committee have expressed some concerns about the role of Gen Ed. in approving REI and REACH classes. Three options that we are considering and would like the Senate to provide feedback are:

• 1. Add REI/REACH course approval to the list of tasks the GEC is charged with and receive additional training in completing this task adequately

• 2. Set the structure up such that courses go from the REI advisory committee directly to the Curriculum Committee and then to the Senate

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