From: Sarah Owens, Faculty Secretary
To: Faculty and Staff

The Faculty Senate meets Tuesday, 2 April, 2013 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115). Please note that Tuesday 9 April is the continuation of this meeting if necessary.

Agenda

1. Call to Order
2. Approval of the 12 March 2013 Minutes
3. Reports
   - The Speaker
   - The President
   - The Provost
   - Faculty Research and Development Committee
   - Faculty Welfare Committee
4. Old Business
   -- Committee on the By-Laws and the Faculty/Administration Manual
5. New Business
   -- Faculty Curriculum Committee
   -- Faculty Committee on Graduate Education, Continuing Education, and Special Programs
   -- Committee on General Education: Motion to Approve Courses for General Education Status
   -- The Nominations and Elections Committee
   -- Faculty Welfare Committee: Motion to Add Adjunct Faculty Members to Three Faculty Committees
   -- Joe Kelly (at-large): Motion to Add Pedagogical Diversity Training to Merit and T&P evaluations
   -- Presentation of Degree Candidates
6. Constituents’ Concerns
7. Adjournment

**Minutes can be found on the Faculty Senate Web site:
http://faculty senate.cofc.edu/archives/index.php**
OLD BUSINESS

Committee on the By-Laws and the Faculty/Administration Manual

The first two motions were made by the By-Laws Committee at the April 2012 meeting of the Faculty Senate. These motions were then referred back to the By-Laws Committee based on recent practice in applying Article VI, section 1 of the By-Laws. Since the April meeting was the last Senate meeting of 2012, the motions have to be re-introduced to the Senate in 2012-2013. Rather than introduce by-laws revisions periodically throughout the year requiring several ratification votes by the faculty, the By-Laws Committee decided to introduce all recommendations for revision together so that if the Senate approves the recommendations there can be a single ratification election.

TITLE: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.3.B.2.a: Composition of the Committee on Graduate Education, Continuing Education and Special Programs, adding two additional members (Provost or designee and Director of Continuing Education).

MOTION: Amend By-Laws V.3.B.2.a as follows:

2. Committee on Graduate Education, Continuing Education and Special Programs

   a. Composition: Five faculty members, at least one of whom is also a member of the Graduate faculty. The Dean of the Graduate School is a non-voting ex-officio member of this committee. The Registrar is an ex-officio member. The Dean of the Graduate School, the Registrar, the Provost or designee, and the Director of the Center of Continuing Education and Professional development are non-voting ex-officio members.

RATIONALE:

The Provost or designee and the Director of the Center of Continuing Education and Professional Development have been attending the committee members as guests. The addition to the Provost or designee as a non-voting ex-officio member would formalize his/her role in graduate curriculum matters. The addition of the Director of the Center of Continuing Education and Professional Development as a non-voting ex-officio member would keep the committee informed of new continuing education initiatives.
TITLE: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.B.3: Composition and Duties of the Committee on the By-Laws and Faculty Administration Manual.

MOTION: Amend By-Laws V.2.B.3 as follows:

3. Committee on the By-Laws and the Faculty/Administration Manual

a. Composition: Three faculty members. *Ex-officio* members are the Speaker of the Faculty, the Faculty Secretary, and the Provost (or Provost’s designee), and the Vice President for Legal Affairs. The Senior Vice President for Legal Affairs (or designee) is a non-voting, ex-officio member. (Rev. April 2007)

b. Duties:

(1) To review any motions to amend the Faculty By-Laws and report to the Faculty Senate.

(2) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

(3) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

(4) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

(5) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty.

RATIONALE:
The change to the committee’s composition clarifies the non-voting status of the Senior Vice President for Legal Affairs or designee. The Senior Vice President for Legal Affairs sits on
the committee to advise the committee on the legal ramifications of amendments under consideration, but is not involved in the committee’s decisions in the way that the other ex officio members are.

Article VI, Section 1 of the By-Laws states: “Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting.” This amendment specifies that duty under the committee description to clarify what the committee’s work includes.

**TITLE:** Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.B.1.a: Composition of the Academic Planning Committee, adding one additional member (the Registrar or Registrar’s designee).

**MOTION:** Amend By-Laws V.2.B.1.a as follows:

1. Academic Planning Committee
   a. Composition: Seven faculty members and one student. The Provost (or Provost’s designee) and Registrar (or Registrar’s designee) is are a non-voting ex-officio members.

RATIONALE: The Academic Planning Committee has requested this revision and the By-Laws Committee recommends the change. Currently, the Registrar attends Academic Planning Committee meetings as a guest. The Academic Planning Committee often requires input from the Registrar not only to help guide in curricular decisions but also prevent to motions from going forward that will need to be changed due to restrictions imposed by the scheduling and degree auditing systems utilized by the Registrar. This motion simply regularizes and makes official current practice. The motion also incorporates current practice that the Provost often appoints a delegate to attend the meetings.

**TITLE:** Motion of the Committee on By-Laws and Faculty Administration Manual to amend By-Laws V. 2. A: membership of Senate committees.

**MOTION:** Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.A as follows:

Section 2. Standing Senate Committees

A. Members of standing Senate committees are nominated by the Committee on Nominations and Elections at least 15 days prior to the April Senate meeting and are elected by the Senate during the April Senate meeting. *At least one member of standing Senate Committees must be a Senator.*
RATIONALE:
Through 1999-2000, the following sentence was included in the FAM: “The majority of members of standing Senate committees must be Senators.” However, this sentence was omitted from the FAM beginning in 2001 (Note: the Secretariat has not been able to locate the FAM for 2000-2001). Heather Alexander has reviewed the Senate archives, but has not been able to find any indication that this omission was anything but inadvertent. The Committee on Nominations and Elections, however, has continued to apply this criterion for membership on Senate committees. Given the smaller composition of the Senate, it has become increasingly difficult for the Committee on Nominations and Elections to find an adequate number of senators to serve on the three standing Senate committees. Furthermore, the distinction between Senate standing committees and standing College committees has become much less clear over the past few years. Consequently, we recommend replacing the sentence that the By-Laws Committee believes was inadvertently omitted from the FAM with a weaker Senate membership requirement that still maintains a distinction between Senate and College committees. The proposed requirement stipulates that standing Senate committees include at least one Senator in their membership. Reducing the overall number of Senators required will assist future Committees on Nominations and Elections constructing membership slates for standing Senate committees.

TITLE: Motion of the Committee on By-Laws and Faculty Administration Manual to amend By-Laws VI.1: Senate option for amendment introduction.

MOTION: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws VI.1 as follows:

Article VI. Amending Procedures

Section 1. Senate Option for Amendment Introduction

Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. Unless made initially by the Committee on the By-Laws and the Faculty/Administration Manual, the motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion originating elsewhere and any amendments at the next Senate meeting. Motions made by the Committee on the By-Laws and Faculty Administration Manual can be considered at the Senate meeting at which they are introduced. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

RATIONALE: The language of VI.1 is a muddle. Currently, the section leaves open whether By-Laws motions that originate with the Committee on the By-Laws and Faculty Administration
Manual need to be referred automatically to the By-Laws Committee. Recent Senate practice has been to refer even these motions back to the By-Laws Committee for its recommendation at the next Senate meeting despite no explicit evidence that the FAM has this requirement. Furthermore, Senate interpretation of the FAM on this issue has occasionally been different in the past. It is part of the charge of the By-Laws Committee to make recommendations for By-Laws revisions. It seems unnecessary for By-Laws motions that are put forward by the By-Laws Committee to be routinely reviewed by the By-Laws Committee itself. In the case of a Senate decision to amend substantively a motion originating by the By-Laws Committee, it remains open for the Senate to remand motions originating from the By-Laws Committee back to the Committee for further consideration. It is also possible for the Senate to defeat any motion recommended by the By-Laws Committee. Finally, remember that no By-Laws revision takes effect without a ratification election by the Faculty, which means that there is sufficient notice for any revisions to the Faculty By-Laws.
NEW BUSINESS

Faculty Curriculum Committee
April 2013 Meeting
List of Proposals Approved by the Committee
(All curricular proposals along with supporting documents are posted on the Faculty Web Site)

I. Course Proposals: All proposals involving only courses (new/changed/deactivated) will be voted on as a single group, unless a Senator wishes to isolate a specific proposal for discussion and a separate vote. Senators are asked to contact the Faculty Speaker or the Faculty Secretary in advance, if they wish to separate a proposal from the group. Of course, this action can also be done on the floor of the Senate.

Astronomy Prerequisite cleanup
Mathematics Deactivate unused courses (MATH 115, 140, 260, 290, 355)
Physics Deactivate unused courses (PHYS 119)
Spanish Modify description of SPAN 447
Teacher Education Cross-list EDFS 326 and EDFS 687
Honors College Convert special-topics to new courses (HONS 168, HONS 216)
Hospitality/Tourism Management Change prerequisites for HTMT 350
Communication Change course numbers for 110 and 111 (to 280 and 281); change descriptions for 110, 111, 215, 310, 315, 336, 380, 410, 480, 481, and 495
Geology Change Course; Create New Course
• GEOL 441: change descriptions
• Create new course: GEOL 469
• Create new course: GEOL 288

II. Program Changes:

Anthropology Change Courses; Create New Course; Change Major
• Change course description and credit hours (ANTH 203)
• Change number of credit hours in major accordingly
• Create new course: ANTH 353 (conversion from special topics) and incorporate into major
• Add HONS 168 to major
• Deactivate ANTH 316 and 334
• Change description of ANTH 323
• Change minor to account for above changes

Comparative Literature Change Minor
• Add existing courses to minor: ENGL 226, ENGL 299, ENGL 319; LTRS 110, 120, 210, 220
• Remove courses from minor: ENGL 203, 204, 301, 302, 304, 306, 307, 308, 311, 338, 354, 355; LATN 321, 322; LTGR 150, 450; SPAN 453
• Only one film course (down from two) may count towards minor

Data Science
Change (broken) Psychology Cognate
• PSYC 103 + 15 hours in PSYC

Biology
New Course; Change of Majors and Minors
• Create new course: BIOL 354
• Change minors and majors accordingly

Psychology
New Course; Change Courses; Change of Major
• Create new course (PSYC 315) and add to major
• Change title for PSYC 356
• Change prerequisites for PSYC 386, 387, 410

Historic Pres/Community Planning
New Courses; Change of Major
• Create new course: HPCP 215
• Create new course: HPCP 280
• Add to major

Political Science
New Course; Change of Major; Change of Minor
• Create new course: POLI 361
• Change major and minor accordingly

History
New Course; Change of Major
• Convert special-topics to new course: HIST 247
• Change major accordingly

International Business
Incorporate Minors into Major
• Add BLSP and BLFR to minors that count towards INTB

Economics
Change Major; Change Courses
• Require ECON majors to take MATH 120 and MATH 250 to fulfill general-education math requirement
• Change math prerequisites for ECON 317 and 318 accordingly
• Require ECON majors to take ECON 419
• Change prerequisites for ECON 419
• Change titles and course descriptions of ECON 306 and 419
• Change prerequisites for ECON 400

Information Systems
Create New Courses; Change Major; Change Minor
• Create new courses (CSCI 315, 459)
• Add ENTR 320 and 321 to major requirements
• Remove FINC 303 and MATH 307 from major requirements
• Add ENTR 320 to minor requirements
• Modify math prerequisites for major and minor

Asian Studies
Change of Minor
• Create new courses: ARBC 343, 420; ARST 100, 273, 420; LTAR 221, 270, 382; CHST 100, 270; LTCH 210, 220 (largely conversions from Special Topics)
• Incorporate new courses into minor
• Change courses (ARBC 313, 314)
• Add existing courses to minor: LTAR 250; RELS 235; POLI 245, 344, 346
• Remove courses from minor (HIST 285, 377; ENGL 290)

International Studies/LACS
Create New Course; Change Concentrations, Major, and Minor
• Remove deleted history courses from all concentrations, major, and minor
• Add ARST 100, ARST 273; LTAR 221, LTAR 270, LTAR 382; CHST 100, CHST 270; LTCH 210, 220; RELS 235 to Asia concentration
• Add LTAR 221, 270, 382; CHST 270; LTCH 210, 220 to International Comparative Literature concentration
• Create INTL 120 (conversion from Special Topics); add to major and minor
• Add HONS 166 to International Politics, History, and Geography concentration
• Add HONS 166 to minor

Music
New Courses; Change Major
• Create new courses: MUSC 349, 374, 438, 439
• Change major accordingly

Exercise Science
Change Major
• Move HEAL 216 from core to electives
• Move EXSC 440 from electives to core
• Create EXSC 499 (Bachelor’s Essay)

Public Health
Change Major
• Add URST 320 to required courses
• Allow MATH 105 to count towards math requirements

Arts Management
Change Program; New Course; Change Courses
• Change title and description of ARTM 350
• Create ARTM 370 and add to major
• Increase hours required for major (from 42 to 45)
• Change prerequisites for ARTM 240
• Change prerequisites for ARTM 420

III. New Programs:

Physics
New Concentration; New Course
• Create new concentration in computational neuroscience (CBIO)
• Create new course (PHYS 394) and add to concentration

International Business
Delete Minor; Create New Minor
• Delete (unworkable) LAIB minor
• Create new Global Trade (GLTR) minor
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for the Faculty Senate 2 April, 2013 Meeting

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

MA in Communication

New Course Proposals
COMM 520: Communication Campaigns
COMM 530: Race, Gender, Class and Media
COMM 540: Uses and Effects of Media
COMM 690: Communication Pedagogy

Course Change Proposals
COMM 584: Ethics in Communication (Title Change from Contemporary Problems in Communication Ethics)

Course Deletion Proposals
COMM 507, COMM 521, COMM 524, COMM 525, COMM 535, COMM 538, COMM 549, COMM 594, COMM 698

Program Change Proposals
Deletion of courses from requirements (COMM 521 or COMM 580)
Addition of courses to requirements (add COMM 680 as core course choice)
Prerequisite Clean-Up

MS in Computer and Information Sciences

New Course Proposal
CSIS 641: Advanced Cybersecurity

Program Change Proposals
Deletion of courses from electives (Citadel Courses: PMGT 651, PMGT 652, PMGT 653)
Addition of specialization in Cyberspace (CSIS 614, CSIS 631, CSIS 632, CSIS 641)

MS in Mathematics

New Course Proposals
MATH 540: Statistical Learning I
MATH 541: Statistical Learning II
Approval to Cross-list
MATH 540 to be cross-listed with MATH 440
MATH 541 to be cross-listed with MATH 441

MAT in Special Education, Early Childhood Education, Elementary Education and MED in Languages

Approval to Cross-list

EDFS 687: Introduction to Educational Technology to be cross-listed with EDFS 326

MAT in Special Education – Change Course Requirements - Prerequisite Clean-up
Committee on General Education

Motion to Approve For General Education Status
The Committee on General Education moves that the following courses be approved for General Education Status within the Requirements that they are listed under.

Introduction: This motion would certify each of the following as satisfying the General Education Humanities requirement, based on the current Senate approved Approval Criteria for the Humanities requirement.

MOTION: Approve the following courses for General Education Status under the Humanities General Education Requirement:

HUMANITIES:
Asian Studies (NEW COURSES)
1. CHST 100 Introduction to Chinese Studies
2. CHST 270 Chinese Cinema
3. LTAR 221 Islamic World Literature
4. LTAR 270 Arab Cinema
5. LTAR 382 Arab Women Writers
6. LTCH 210 Traditional Chinese Literature
7. LTCH 220 Modern Chinese Literature in Translation
8. ARST 100 Introduction to the Arab and Islamic World
9. ARST 273 The Role of the Qur’an and its Place in Contemporary Islam

Education (NEW COURSE)
1. EDFS 201 Foundations of Education

Hispanic Studies (NEW COURSE)
1. SPAN 333 Topics in Hispanic Cultures

Rationale: The CGE in consultation with the Faculty Committee for Assessment of Institutional Effectiveness, evaluated these courses and agrees that they meet the Approval Criteria for the Humanities requirement, and that they are expected to be adequately assessed, based on the student learning outcomes, evidence and assessment rubrics for the Humanities requirement.
# 2013-14 Nominations for Senate Committees, Standing College Committees and the Honor Board

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Last</th>
<th>First</th>
<th>Dept</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Friedman</td>
<td>Friedman</td>
<td>Douglas</td>
<td>International and Intercultural Studies</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2 Jeffrey</td>
<td>Jeffrey</td>
<td>Yost</td>
<td>Accounting and Legal Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>3 Jones</td>
<td>Jones</td>
<td>Linda</td>
<td>Physics and Astronomy</td>
<td>Professor</td>
</tr>
<tr>
<td>4 Morrison</td>
<td>Morrison</td>
<td>Shawn</td>
<td>French and Italian</td>
<td>Professor</td>
</tr>
<tr>
<td>5 Moscowitz</td>
<td>Moscowitz</td>
<td>David</td>
<td>Communication</td>
<td>Professor</td>
</tr>
<tr>
<td>6 Perkins</td>
<td>Perkins</td>
<td>Robert</td>
<td>Teacher Education</td>
<td>Professor</td>
</tr>
<tr>
<td>7 Pothering</td>
<td>Pothering</td>
<td>George</td>
<td>Computer Science</td>
<td>Professor</td>
</tr>
<tr>
<td><strong>Academic Standards, Admissions and Financial Aid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Avendano</td>
<td>Avendano</td>
<td>Nadia</td>
<td>Hispanic Studies</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2 Bakanic</td>
<td>Bakanic</td>
<td>Von</td>
<td>Sociology and Anthropology</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>3 Bowring</td>
<td>Bowring</td>
<td>James</td>
<td>Computer Science</td>
<td>Professor</td>
</tr>
<tr>
<td>4 Burke</td>
<td>Burke</td>
<td>William Quinn</td>
<td>Teacher Education</td>
<td>Professor</td>
</tr>
<tr>
<td>5 Byrum</td>
<td>Byrum</td>
<td>Christine</td>
<td>Biology</td>
<td>Professor</td>
</tr>
<tr>
<td>6 Stackel</td>
<td>Stackel</td>
<td>Martha</td>
<td>Library</td>
<td>Librarian II</td>
</tr>
<tr>
<td>7 Swickert</td>
<td>Swickert</td>
<td>Rhonda</td>
<td>Psychology</td>
<td>Professor</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Cameron</td>
<td>Cameron</td>
<td>Robert</td>
<td>Hispanic Studies</td>
<td>Professor Associate</td>
</tr>
<tr>
<td>2 Galuska</td>
<td>Galuska</td>
<td>Chad</td>
<td>Psychology</td>
<td>Professor</td>
</tr>
<tr>
<td>3 Goudy</td>
<td>Goudy</td>
<td>Gayle</td>
<td>Art History</td>
<td>Instructor</td>
</tr>
<tr>
<td>4 Howell</td>
<td>Howell</td>
<td>Jason</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
<tr>
<td>5 Kevin</td>
<td>Kevin</td>
<td>Keenan</td>
<td>Political Science</td>
<td>Professor</td>
</tr>
<tr>
<td>6 Neal</td>
<td>Neal</td>
<td>Tonks</td>
<td>Chemistry and Biochemistry</td>
<td>Instructor</td>
</tr>
<tr>
<td>7 Quesada</td>
<td>Quesada</td>
<td>Gioconda</td>
<td>Marketing and Supply Chain Management</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>8 Tyler</td>
<td>Tyler</td>
<td>Mobley</td>
<td>Library</td>
<td>Librarian I Associate</td>
</tr>
<tr>
<td>9 Veal</td>
<td>Veal</td>
<td>William</td>
<td>Teacher Education</td>
<td>Professor</td>
</tr>
</tbody>
</table>
### Budget

<table>
<thead>
<tr>
<th></th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carroll</td>
<td>Tom</td>
<td>Health and Human Performance</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>2</td>
<td>Doig</td>
<td>Marion</td>
<td>Chemistry and Biochemistry</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Finch</td>
<td>Jannette</td>
<td>Library</td>
<td>Librarian II Associate</td>
</tr>
<tr>
<td>4</td>
<td>Heeney</td>
<td>Tom</td>
<td>Communication</td>
<td>Professor</td>
</tr>
<tr>
<td>5</td>
<td>Johnson</td>
<td>Steve</td>
<td>Studio Art</td>
<td>Professor</td>
</tr>
<tr>
<td>6</td>
<td>Johnson</td>
<td>Timothy</td>
<td>Classics</td>
<td>Professor</td>
</tr>
<tr>
<td>7</td>
<td>McLeod</td>
<td>Brumby</td>
<td>Hospitality and Tourism</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

### By-Laws and FAM

<table>
<thead>
<tr>
<th></th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daniels</td>
<td>Roger</td>
<td>Accounting and Legal Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Heldrich</td>
<td>Rick</td>
<td>Chemistry and Biochemistry</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Young</td>
<td>Paul</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
</tbody>
</table>

### Compensation

<table>
<thead>
<tr>
<th></th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bjerken</td>
<td>Zeff</td>
<td>Religious Studies</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2</td>
<td>Bond</td>
<td>Joshua</td>
<td>Theater</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>3</td>
<td>Hanahan</td>
<td>Devon</td>
<td>Hispanic Studies</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>4</td>
<td>Lafortune</td>
<td>Stephane</td>
<td>Mathematics</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>5</td>
<td>Olejniczak</td>
<td>Bill</td>
<td>History</td>
<td>Professor</td>
</tr>
<tr>
<td>6</td>
<td>Overby</td>
<td>Jason</td>
<td>Chemistry and Biochemistry</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>7</td>
<td>Rozzi</td>
<td>Susan</td>
<td>Health and Human Performance</td>
<td>Professor</td>
</tr>
</tbody>
</table>

### Curriculum

<table>
<thead>
<tr>
<th></th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bowers</td>
<td>Terence</td>
<td>English</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Gonzalez</td>
<td>Marvin</td>
<td>Marketing and Supply Chain</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>3</td>
<td>Greenberg</td>
<td>Daniel</td>
<td>Psychology</td>
<td>Professor</td>
</tr>
<tr>
<td>4</td>
<td>Jaume</td>
<td>Steven</td>
<td>Geology and Environmental Geosciences</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>5</td>
<td>Lloyd</td>
<td>Mary Elizabeth (Beth)</td>
<td>Teacher Education</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>6</td>
<td>Page</td>
<td>Matthew</td>
<td>Health and Human Performance</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>7</td>
<td>Przeworski</td>
<td>Andrew</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
<tr>
<td>8</td>
<td>Vasquez</td>
<td>Felix</td>
<td>Hispanic Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>#</td>
<td>Last Name</td>
<td>First Name</td>
<td>Department</td>
<td>Title</td>
</tr>
<tr>
<td>----</td>
<td>---------------</td>
<td>------------</td>
<td>--------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>Angela</td>
<td>Flenner</td>
<td>Library</td>
<td>Librarian I</td>
</tr>
<tr>
<td>2</td>
<td>Cormack</td>
<td>Margaret</td>
<td>Religious Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Harris</td>
<td>Renard</td>
<td>Teacher Education</td>
<td>Professor</td>
</tr>
<tr>
<td>4</td>
<td>Hurd</td>
<td>Mark</td>
<td>Psychology</td>
<td>Professor</td>
</tr>
<tr>
<td>5</td>
<td>Mitchener</td>
<td>William</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
<tr>
<td>6</td>
<td>Parisi</td>
<td>David</td>
<td>Communication</td>
<td>Professor</td>
</tr>
<tr>
<td>7</td>
<td>Vulava</td>
<td>Vijay</td>
<td>Geology and Environmental Geosciences</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>8</td>
<td>Vassilandonakis</td>
<td>Yiorgos</td>
<td>Music</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>1</td>
<td>COLLINS</td>
<td>Paul</td>
<td>Theater</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>2</td>
<td>Danaher</td>
<td>William</td>
<td>Sociology and Anthropology</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Francis</td>
<td>Conseula</td>
<td>English</td>
<td>Professor</td>
</tr>
<tr>
<td>4</td>
<td>Harris</td>
<td>M. Scott</td>
<td>Geology and Environmental Geosciences</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>5</td>
<td>Lee</td>
<td>Michael</td>
<td>Communication</td>
<td>Professor</td>
</tr>
<tr>
<td>6</td>
<td>Litvin</td>
<td>Stephen</td>
<td>Hospitality and Tourism Management</td>
<td>Professor</td>
</tr>
<tr>
<td>7</td>
<td>Marcello</td>
<td>Forconi</td>
<td>Chemistry and Biochemistry</td>
<td>Professor</td>
</tr>
<tr>
<td>8</td>
<td>Podolsky</td>
<td>Robert</td>
<td>Biology</td>
<td>Professor</td>
</tr>
<tr>
<td>9</td>
<td>Thompson</td>
<td>Olivia</td>
<td>Health and Human Performance</td>
<td>Professor</td>
</tr>
<tr>
<td>10</td>
<td>Verlinden</td>
<td>Marianne</td>
<td>Hispanic Studies</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>11</td>
<td>Wright</td>
<td>Jennifer</td>
<td>Psychology</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>1</td>
<td>Clark</td>
<td>Andrew</td>
<td>Biology and Hospitality and Tourism</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>2</td>
<td>Crotts</td>
<td>John</td>
<td>Hospitality and Tourism Management</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Gomez</td>
<td>Michael</td>
<td>Hispanic Studies</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>4</td>
<td>McNerney</td>
<td>Todd</td>
<td>Theater</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>5</td>
<td>Qirko</td>
<td>Hector</td>
<td>Sociology and Anthropology</td>
<td>Professor</td>
</tr>
</tbody>
</table>
6 Simon Lewis English Professor
7 Skinner Emily Teacher Education Professor
8 Slater Sandra History Professor

First Year Experience
1 Alwine Andrew Classics Assistant Professor
2 Delfeld Helen Political Science Assistant Professor
3 Flynn Susan Teacher Education Instructor
4 Maldonado Bird Beatrix International and Intercultural Studies Assistant Professor
5 Nefeld Jonathan Philosophy Professor
6 Riggs-Gelasco Pamela Chemistry and Biochemistry Professor
7 Rogers Kathleen English Assistant Professor

General Education
1 Berg Karen Hispanic Studies Senior Instructor
2 Charlie Calvert Theater Assistant Professor
3 Mignone Robert Mathematics Professor
4 Roxane Delaurell Accounting and Legal Studies Associate Professor
5 Smail Karen Health and Human Performance Associate Professor
6 Warnick Chris English Professor
7 Williams James Library Librarian II

Graduate Education, Continuing Education and Special Programs
1 Ewalt Jo Ann Political Science Professor
2 Frazier Valerie English Associate Professor
3 Jon Hakkila Physics and Astronomy Professor
4 Jones Mary Blake Teacher Education Professor
5 Lee Namjin Communication Assistant Professor

Grievance
1 Abdellatif Attafi French and Italian Professor
2 Davis Sarah Teacher Education Professor
3 Jin Renling Mathematics Professor
4 Rogers Amy Chemistry and Biochemistry Senior Instructor
5 Siegler Elijah Religious Studies Associate Professor
<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barnette</td>
<td>Scooter</td>
<td>Health and Human Performance Senior Instructor</td>
</tr>
<tr>
<td>2</td>
<td>Fitzwilliam</td>
<td>Marie</td>
<td>English Senior Instructor Associate</td>
</tr>
<tr>
<td>3</td>
<td>Teklu</td>
<td>Alem</td>
<td>Physics and Astronomy Professor Associate</td>
</tr>
<tr>
<td>4</td>
<td>Tim</td>
<td>Carmichael</td>
<td>History Professor</td>
</tr>
<tr>
<td>1</td>
<td>Curtis</td>
<td>Claire</td>
<td>Political Science Professor Associate</td>
</tr>
<tr>
<td>2</td>
<td>Davis</td>
<td>Julie</td>
<td>Communication Professor</td>
</tr>
<tr>
<td>3</td>
<td>Duval</td>
<td>Barbara</td>
<td>Studio Art Professor Associate</td>
</tr>
<tr>
<td>4</td>
<td>Lindner</td>
<td>Lee</td>
<td>Physics and Astronomy Professor Associate</td>
</tr>
<tr>
<td>5</td>
<td>Skinner</td>
<td>Michael</td>
<td>Teacher Education Professor</td>
</tr>
<tr>
<td>1</td>
<td>Gavidia</td>
<td>Jose</td>
<td>Marketing and Supply Chain Management Professor Associate</td>
</tr>
<tr>
<td>2</td>
<td>Huddleston</td>
<td>John</td>
<td>Religious Studies Professor Associate</td>
</tr>
<tr>
<td>3</td>
<td>Kattwinkel</td>
<td>Susan</td>
<td>Theater Professor Associate</td>
</tr>
<tr>
<td>4</td>
<td>Krasnoff</td>
<td>Larry</td>
<td>Philosophy Professor Associate</td>
</tr>
<tr>
<td>5</td>
<td>Lavrich</td>
<td>Richard</td>
<td>Chemistry and Biochemistry Professor Associate</td>
</tr>
<tr>
<td>6</td>
<td>Wiseman</td>
<td>D. Reid</td>
<td>Biology Professor</td>
</tr>
<tr>
<td>1</td>
<td>Anguelova</td>
<td>Iana</td>
<td>Mathematics Professor Associate</td>
</tr>
<tr>
<td>2</td>
<td>Baker</td>
<td>Jennifer</td>
<td>Philosophy Professor Associate</td>
</tr>
<tr>
<td>3</td>
<td>Brock</td>
<td>Laura</td>
<td>Teacher Education Professor Associate</td>
</tr>
<tr>
<td>4</td>
<td>Kai</td>
<td>Bo</td>
<td>Mathematics International and Intercultural Studies Assistant Professor</td>
</tr>
<tr>
<td>5</td>
<td>Pehl</td>
<td>Malte</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sancho</td>
<td>Gorka</td>
<td>Biology Professor Associate</td>
</tr>
<tr>
<td>7</td>
<td>Sarah</td>
<td>Robertson</td>
<td>Psychology Assistant Professor</td>
</tr>
<tr>
<td>8</td>
<td>Steere-Williams</td>
<td>Jacob</td>
<td>History Assistant Professor</td>
</tr>
<tr>
<td>1</td>
<td>Adams</td>
<td>Reid</td>
<td>Teacher Education Professor Associate</td>
</tr>
<tr>
<td>2</td>
<td>Ashworth</td>
<td>Kristen</td>
<td>Teacher Education Professor Associate</td>
</tr>
<tr>
<td>3</td>
<td>Baker</td>
<td>Elizabeth</td>
<td>English Senior Instructor</td>
</tr>
</tbody>
</table>

17
<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Hladky</td>
<td>Kathleen</td>
<td>Religious Studies</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>5</td>
<td>Moran</td>
<td>Claudia</td>
<td>Hispanic Studies</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>6</td>
<td>Park</td>
<td>Jin-Hong</td>
<td>Mathematics</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>7</td>
<td>Stephen</td>
<td>Della Lana</td>
<td>German and Slavic Studies</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>8</td>
<td>Worzala</td>
<td>Elaine</td>
<td>Economics and Finance</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**Honors Program**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Burkett</td>
<td>Tracy</td>
<td>Sociology and Anthropology</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Oprisan</td>
<td>Sorinel</td>
<td>Physics and Astronomy</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Samuel</td>
<td>Lisa</td>
<td>International and Intercultural Studies</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>4</td>
<td>Shanes</td>
<td>Joshua</td>
<td>Jewish Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>5</td>
<td>Trish</td>
<td>Ward</td>
<td>English</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**Library**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonnie</td>
<td>Devet</td>
<td>English</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Doire</td>
<td>Louise</td>
<td>Religious Studies</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>3</td>
<td>Foody</td>
<td>Kathleen</td>
<td>International and Intercultural Studies</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>4</td>
<td>Fox</td>
<td>Jennifer</td>
<td>Chemistry and Biochemistry</td>
<td>Professor</td>
</tr>
<tr>
<td>5</td>
<td>Klous</td>
<td>Miriam</td>
<td>Health and Human Performance</td>
<td>Professor</td>
</tr>
<tr>
<td>6</td>
<td>Lisa</td>
<td>Signori</td>
<td>French and Italian</td>
<td>Professor</td>
</tr>
<tr>
<td>7</td>
<td>Westerfelhaus</td>
<td>Robert</td>
<td>Communication</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**Parking**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Denis</td>
<td>Keyes</td>
<td>Teacher Education</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**Parking Alternate**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Moore</td>
<td>Christine</td>
<td>Computer Science</td>
<td>Senior Instructor</td>
</tr>
</tbody>
</table>

**Post Tenure Review**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Calcagno</td>
<td>Peter</td>
<td>Economics and Finance</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2</td>
<td>Felts</td>
<td>Arthur</td>
<td>Political Science</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Moreira</td>
<td>Maria Luci</td>
<td>Hispanic Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>4</td>
<td>Strauman</td>
<td>Elena</td>
<td>Communication</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>5</td>
<td>Turner</td>
<td>Laura</td>
<td>Theater</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**Post Tenure Review Alternate**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baginski</td>
<td>Tom</td>
<td>German and Slavic Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Barfield</td>
<td>William</td>
<td>Health and Human Performance</td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Department</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bielskyk</td>
<td>Library</td>
<td>Librarian II</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Katherine G</td>
<td>Mathematics</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Varallo</td>
<td>English</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Auriffeille</td>
<td>Sociology and Anthropology</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beck</td>
<td>Hispanic Studies</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chartas</td>
<td>Physics and Astronomy</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chou</td>
<td>Marketing and Supply Chain Management</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Jon</td>
<td>Teacher Education</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>McDaniel</td>
<td>Religious Studies</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Poole</td>
<td>History</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Stevens</td>
<td>Music</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Triblehorn</td>
<td>Biology</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Affairs and Athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>DeMaria</td>
<td>Health and Human Performance</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Doughty</td>
<td>Psychology</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Gentile</td>
<td>Classics</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ragusa</td>
<td>Political Science</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rigney</td>
<td>Sociology and Anthropology</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustainability Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Bidwell</td>
<td>Biology</td>
<td>Senior Instructor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Carson</td>
<td>Physics and Astronomy</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jones</td>
<td>Mathematics</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rosko</td>
<td>English</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenure, Promotion, and Third Year Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ferguson</td>
<td>Communication</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Gigova</td>
<td>History</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lazzaro</td>
<td>Biology</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Peacock</td>
<td>Studio Art</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Department</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>--------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fragile</td>
<td>Physics and Astronomy</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lesses</td>
<td>Philosophy</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phillips</td>
<td>Classics</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Swanson</td>
<td>Teacher Education</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Xie</td>
<td>Marketing and Supply Chain Management</td>
<td>Associate Professor</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Welfare Committee

TITLE: Motion to Add Adjunct Faculty Members to Three Faculty Committees.

INTRODUCTION: This motion would allow the addition of an adjunct faculty member to each of the following committees for the upcoming academic year: Faculty Welfare Committee, Faculty Compensation Committee, Faculty Advisory Committee to the President.

MOTION: The Speaker of the Faculty is granted authority to appoint up to one adjunct faculty member, as an additional voting member, to each of the following committees for the 2013-14 academic year: Faculty Welfare Committee, Faculty Compensation Committee, Faculty Advisory Committee to the President.

RATIONALE: Adjunct faculty teach approximately one-third of all course sections at the College of Charleston, including nearly half of all introductory course sections. Despite their major contributions to the educational mission of the College, adjunct faculty members have no formal representation on campus. As a result, faculty committees that work on issues relevant to adjunct faculty currently do so without a formal mechanism for direct contribution by adjunct faculty members. Adjunct concerns are particularly relevant for the work of the Faculty Compensation Committee and the Faculty Welfare Committee, which are concerned with issues including compensation, benefits and workplace environment for faculty. In addition, including an adjunct faculty member on the Faculty Advisory Committee to the President will provide a mechanism for adjunct concerns to be shared directly with upper administration.

This motion would allow adjunct faculty members to contribute to these three committees during the 2013-14 academic year. During that time, it is anticipated that the Faculty Welfare Committee will work with the By-Laws Committee and the Committee on Nominations and Elections to formalize the inclusion of an adjunct faculty member on each of these committees, beginning in the 2014-15 academic year.
Joe Kelly (at-large) – Presents the following motion:

TITLE: Motion to Add Pedagogical Diversity Training to Merit and T&P Evaluations.

Change to FAM, VI. A. 1. b. 6. (g.) and VI. B. 2. b. 6 (g)

INTRODUCTION:

This change in the FAM would formalize what is probably already in practice in many departments: the inclusion of pedagogical diversity training in lists of evidence demonstrating merit in teaching evaluations.

MOTION:

The Senate recommends to the Provost that the FAM be amended as indicated below:

Current Policies:

VI. A. 1. b. 6. (g.)

Participation in pedagogical conferences, workshops and field trips.

VI. B. 2. b. 6 (g)

Participation in pedagogical conferences, workshops and field trips.

Proposed Changes:

VI. A. 1. b. 6. (g.)

Participation in pedagogical conferences, workshops, pedagogical diversity training, and field trips.

VI. B. 2. b. 6 (g)

Participation in pedagogical conferences, workshops, pedagogical diversity training, and field trips.

RATIONALE:

The changes support the third goal of the Diversity Strategic Plan (CREATE A SUPPORTIVE ENVIRONMENT THAT IS DIVERSE, INCLUSIVE, AND WELCOMING TO ALL) and is related to these tactics:

3.2 Train faculty in best practices for the inclusive, multicultural classroom and
assess the effectiveness of this training.

3.8 Implement required regular diversity training for faculty and take appropriate steps to assess the effectiveness of this training.

3.13 Recognize, in merit evaluations, evidence of "inclusive classroom" practices, such as incorporating into a curriculum the contributions made by diverse persons in a particular discipline.
From: Sarah Owens, Faculty Secretary  
To: Faculty and Staff

The Faculty Senate meets Tuesday, 12 March, 2013 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115).

**Agenda**

1. Call to Order

2. Approval of the 5 and 12 February 2013 Minutes

3. Reports
   - The Speaker
   - The Provost

4. New Business
   -- Faculty Curriculum Committee
   -- Faculty Committee on Graduate Education, Continuing Education, and Special Programs
   -- Committee on the By-Laws and the Faculty/Administration Manual
   -- Committee on General Education:
     - Motion to Amend the "Statement of Purpose" in the Undergraduate Catalog
     - Courses Approved For General Education Status (for information only)
   -- Faculty Compensation Committee: Motion to Raise Faculty Salaries

5. Constituents’ Concerns

6. Adjournment

**Minutes can be found on the Faculty Senate Web site:**
Faculty Curriculum Committee
March 2013 Meeting
List of Proposals Approved by the Committee
(All curricular proposals along with supporting documents are posted on the Faculty Web Site)

I. Course Proposals: All proposals involving only courses (new/changed/deactivated) will be voted on as a single group, unless a Senator wishes to isolate a specific proposal for discussion and a separate vote. Senators are asked to contact the Faculty Speaker or the Faculty Secretary in advance, if they wish to separate a proposal from the group. Of course, this action can also be done on the floor of the Senate.

Mathematics
Change prerequisites for MATH 111 and MATH 120

First-Year Experience
New Courses: FYER 1XX and FYET 1XX

II. Program Changes:

American Studies
Delete minor (owing to lack of enrollment)

Teacher Education
Delete foreign-language education minor (replaced by major)

Latin American & Caribbean Studies
Change of Major and Minor
- Remove SPAN 326, SPAN 327, SPAN 329
- Add SPAN 333

Linguistics
Change of Minor
- Add COMM 215 and CSCI 470

Geography
Change of Minor
- Add POLI 333 and POLI 306

Religious Studies
New Courses; Change of Major
- Create new courses: RELS 223, RELS 365, and RELS 451
- Add to major

Theatre
Deactivate course; Change Course; Change of Major, Concentrations, and Minor
- Deactivate THTR 180 and remove from major, minor, and concentrations
- Change title of THTR 381
- Add THTR 200, THTR 201, and THTR 202 to Performance concentration
- Remove THTR 382 from Theatre major
- Add THTR 230 to Theatre major
- Add ARTH 104 to Costume Design and Scenic/Lighting Design concentrations
- Add THTR 270 to Lighting Technology concentration
- Add THTR 318 and THTR 345 to Costume Design concentration

Hospitality and Tourism Management
New Course; Change Major, Minor, and Concentration
- Create new course: HTMT 355
- Add to major, minor, and concentration

English
Create, Modify, and Deactivate Courses; Change of Major, Minor, and Concentration
• Deactivate the following ENGL courses: 222, 240, 301, 307, 308, 311, 338, 348, 354, 355, 401
• Modify the following ENGL courses: 207, 220, 302, 306, 314, 317, 319, 320, 321, 326, 339, 347, 349, 357, 377, 378, 399, 402, 403
• Create two new ENGL courses: ENGL 367 and ENGL 368
• Change major, minor, and Creative Writing concentration accordingly

Dance
Create New Courses; Change Courses; Change Major and Concentration
• Change Performance/Choreography concentration to 18 hours
• Create new courses: DANC 289, DANC 290, DANC 399, DANC 450, DANC 489, DANC 499
• Add new courses to major and performance/choreography concentration
• Prerequisite Cleanup

International Studies
Create New Course; Change Course; Change Major and Concentrations
• Create new course (INTL 350) and add to the following concentrations: Africa, Asia, Europe, Latin America and the Caribbean
• Change credit hours for INTL 401 from 1-4 to 1-6
• Asia concentration: Add LTAR 250, 350, 450; LTJP 450
• Europe concentration: Delete SPAN 322, 323, 329; ENGL 203, 301, 307, 308, 311
• Europe concentration: Add SPAN 313, 318; LTIT 450; LTRS 110, 120; RUSS 331
• Comparative Literature concentration: Add ENGL 226, 319; LTRS 110, 120, 220; LTIT 450; LTAR 220, 450
• Latin American and the Caribbean concentration: Delete SPAN 326, 327, 329
• Latin American and the Caribbean concentration: Add SPAN 333
• Revise language requirement for INTL Asia, Europe, and Latin America and the Caribbean concentrations
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for the Faculty Senate 12 March, 2013 Meeting

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Graduate Level – Program Deletion Proposal

Master of Science in Computer and Information Sciences – Termination of the Service-oriented Computing Graduate Certificate
Committee on the By-Laws and the Faculty/Administration Manual

The first two motions were made by the By-Laws Committee at the April 2012 meeting of the Faculty Senate. These motions were then referred back to the By-Laws Committee based on recent practice in applying Article VI, section 1 of the By-Laws. Since the April meeting was the last Senate meeting of 2012, the motions have to be re-introduced to the Senate in 2012-2013. Rather than introduce by-laws revisions periodically throughout the year requiring several ratification votes by the faculty, the By-Laws Committee decided to introduce all recommendations for revision together so that if the Senate approves the recommendations there can be a single ratification election.

TITLE: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.3.B.2.a: Composition of the Committee on Graduate Education, Continuing Education and Special Programs, adding two additional members (Provost or designee and Director of Continuing Education).

MOTION: Amend By-Laws V.3.B.2.a as follows:

2. Committee on Graduate Education, Continuing Education and Special Programs
   
   a. Composition: Five faculty members, at least one of whom is also a member of the Graduate faculty. The Dean of the Graduate School is a non-voting ex-officio member of this committee. The Registrar is an ex-officio member. The Dean of the Graduate School, the Registrar, the Provost or designee, and the Director of the Center of Continuing Education and Professional development are non-voting ex-officio members.

RATIONALE:

The Provost or designee and the Director of the Center of Continuing Education and Professional Development have been attending the committee members as guests. The addition to the Provost or designee as a non-voting ex-officio member would formalize his/her role in graduate curriculum matters. The addition of the Director of the Center of Continuing Education and Professional Development as a non-voting ex-officio member would keep the committee informed of new continuing education initiatives.
TITLE: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.B.3: Composition and Duties of the Committee on the By-Laws and Faculty Administration Manual.

MOTION: Amend By-Laws V.2.B.3 as follows:

3. Committee on the By-Laws and the Faculty/Administration Manual
   a. Composition: Three faculty members. *Ex-officio* members are the Speaker of the Faculty, the Faculty Secretary, and the Provost (or Provost’s designee). The Senior Vice President for Legal Affairs is a non-voting, *ex-officio* member. (Rev. April 2007)
   b. Duties:
      (1) To review any motions to amend the Faculty By-Laws and report to the Faculty Senate.
      (2) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;
      (3) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;
      (4) To incorporate any revisions to or interpretations of either document in new editions of the documents; and
      (5) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty.

RATIONALE:
The change to the committee’s composition clarifies the non-voting status of the Senior Vice President for Legal Affairs or designee. The Senior Vice President for Legal Affairs sits on
the committee to advise the committee on the legal ramifications of amendments under consideration, but is not involved in the committee’s decisions in the way that the other ex officio members are.

Article VI, Section 1 of the By-Laws states: “Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting.” This amendment specifies that duty under the committee description to clarify what the committee’s work includes.

**TITLE:** Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.B.1.a: Composition of the Academic Planning Committee, adding one additional member (the Registrar or Registrar’s designee).

**MOTION:** Amend By-Laws V.2.B.1.a as follows:

1. Academic Planning Committee
   a. Composition: Seven faculty members and one student. The Provost (*or Provost’s designee*) and Registrar (*or Registrar’s designee*) is are a non-voting ex-officio members.

**RATIONALE:** The Academic Planning Committee has requested this revision and the By-Laws Committee recommends the change. Currently, the Registrar attends Academic Planning Committee meetings as a guest. The Academic Planning Committee often requires input from the Registrar not only to help guide in curricular decisions but also prevent motions from going forward that will need to be changed due to restrictions imposed by the scheduling and degree auditing systems utilized by the Registrar. This motion simply regularizes and makes official current practice. The motion also incorporates current practice that the Provost often appoints a delegate to attend the meetings.

**TITLE:** Motion of the Committee on By-Laws and Faculty Administration Manual to amend By-Laws V. 2. A: membership of Senate committees.

**MOTION:** Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws V.2.A as follows:

Section 2. Standing Senate Committees

A. Members of standing Senate committees are nominated by the Committee on Nominations and Elections at least 15 days prior to the April Senate meeting and are elected by the Senate during the April Senate meeting. *At least one member of standing Senate Committees must be a Senator.*
RATIONALE: Through 1999-2000, the following sentence was included in the FAM: “The majority of members of standing Senate committees must be Senators.” However, this sentence was omitted from the FAM beginning in 2001 (Note: the Secretariat has not been able to locate the FAM for 2000-2001). Heather Alexander has reviewed the Senate archives, but has not been able to find any indication that this omission was anything but inadvertent. The Committee on Nominations and Elections, however, has continued to apply this criterion for membership on Senate committees. Given the smaller composition of the Senate, it has become increasingly difficult for the Committee on Nominations and Elections to find an adequate number of senators to serve on the three standing Senate committees. Furthermore, the distinction between Senate standing committees and standing College committees has become much less clear over the past few years. Consequently, we recommend replacing the sentence that the By-Laws Committee believes was inadvertently omitted from the FAM with a weaker Senate membership requirement that still maintains a distinction between Senate and College committees. The proposed requirement stipulates that standing Senate committees include at least one Senator in their membership. Reducing the overall number of Senators required will assist future Committees on Nominations and Elections constructing membership slates for standing Senate committees.

TITLE: Motion of the Committee on By-Laws and Faculty Administration Manual to amend By-Laws VI.1: Senate option for amendment introduction.

MOTION: Motion of the Committee on the By-Laws and Faculty Administration Manual to amend By-Laws VI.1 as follows:

Article VI. Amending Procedures

Section 1. Senate Option for Amendment Introduction

Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. Unless made initially by the Committee on the By-Laws and the Faculty/Administration Manual, the motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion originating elsewhere and any amendments at the next Senate meeting. Motions made by the Committee on the By-Laws and Faculty Administration Manual can be considered at the Senate meeting at which they are introduced. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

RATIONALE: The language of VI.1 is a muddle. Currently, the section leaves open whether By-Laws motions that originate with the Committee on the By-Laws and Faculty Administration
Manual need to be referred automatically to the By-Laws Committee. Recent Senate practice has been to refer even these motions back to the By-Laws Committee for its recommendation at the next Senate meeting despite no explicit evidence that the FAM has this requirement. Furthermore, Senate interpretation of the FAM on this issue has occasionally been different in the past. It is part of the charge of the By-Laws Committee to make recommendations for By-Laws revisions. It seems unnecessary for By-Laws motions that are put forward by the By-Laws Committee to be routinely reviewed by the By-Laws Committee itself. In the case of a Senate decision to amend substantively a motion originating by the By-Laws Committee, it remains open for the Senate to remand motions originating from the By-Laws Committee back to the Committee for further consideration. It is also possible for the Senate to defeat any motion recommended by the By-Laws Committee. Finally, remember that no By-Laws revision takes effect without a ratification election by the Faculty, which means that there is sufficient notice for any revisions to the Faculty By-Laws.

Committee on General Education

Motion to Amend the Undergraduate Catalog

The Committee on General Education moves that the section titled Statement of Purpose for the Common Requirements of the College of Charleston’s Undergraduate Curriculum be removed from the Undergraduate Catalog.

Introduction: This motion would remove the section encompassed by the Statement of Purpose for the Common Requirements from the Undergraduate Catalog, with the intention of eliminating it as a material consideration in the goals and assessment of general education at the College of Charleston.
MOTION:

Current wording (on page 19 of the current Undergraduate Catalog)

Undergraduate Catalog Requirements  Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Catalog under which they entered the College or all the requirements from any subsequent catalog. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Catalog under which they are re-admitted or any subsequent catalog, provided the student maintains continuous enrollment.

Statement of Purpose for the Common Distribution Requirement of the College of Charleston’s Undergraduate Curriculum

Graduates of the College of Charleston complete a challenging course of study that will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While their work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, the College’s distribution requirement will equip each student, regardless of major, with crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place. Over the course of their undergraduate careers, all College of Charleston students will develop the following intellectual skills, areas of knowledge, and dispositions:

  I. Research and Communication in Multiple Media and Languages, including proficiency in Gathering and using information
   Effective writing and critical reading Oral and visual communication Foreign language

II. Analytical and Critical Reasoning, including
   Mathematical and scientific reasoning and analysis
   Social and cultural analysis
   Interdisciplinary analysis and creative problem-solving

III. Historical, Cultural, and Intellectual Perspectives, including knowledge of
   Human history and the natural world
   Artistic, cultural, and intellectual achievements
   Human behavior and social interaction
Perspectives and contributions of academic disciplines IV. **International and Intercultural Perspectives**, gained by

Knowledge of international and global contexts

Experiencing, understanding, and using multiple cultural perspectives

V. **Personal and Ethical Perspectives**, including experiences that promote Self-understanding, curiosity and creativity Personal, academic, and professional integrity Moral and ethical responsibility Community and global citizenship

VI. **Advanced Knowledge and Skills in Major Area of Study**, consisting of Skills and knowledge of the discipline Sequence of coursework that fosters intellectual growth Coursework that extends and builds upon knowledge and skills gained from the core curriculum The ability to transfer the skills and knowledge of the major into another setting

**Liberal Arts and Sciences General Education Requirements**

Students are urged to pay special attention to both the selection of and scholastic emphasis on the courses within the liberal arts and sciences general education degree requirements. These courses are designed to provide the students with a solid foundation for further study and an essential part of the undergraduate’s education.

The College may administer placement examinations to determine the level at which entering students are prepared to begin their work in a foreign language and mathematics.

For all undergraduate degrees, the total number of credit hours must include the following:

**First-Year Experience**: All students who have completed less than one year of college when they enter the College of Charleston must complete a First-Year Seminar (FSYM) or a Learning Community (LC) during their first year. (Further…

**Proposed wording** (on page 19 of the current Undergraduate Catalog)

**Undergraduate Catalog Requirements** Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Catalog under which they entered the College or all the requirements from any subsequent catalog. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Catalog under which they are re-admitted or any subsequent catalog, provided the student maintains continuous enrollment.
Statement of Purpose for the Common Distribution Requirement of the College of Charleston’s Undergraduate Curriculum

Graduates of the College of Charleston complete a challenging course of study that will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While their work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, the College’s distribution requirement will equip each student, regardless of major, with crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place. Over the course of their undergraduate careers, all College of Charleston students will develop the following intellectual skills, areas of knowledge, and dispositions:

I. Research and Communication in Multiple Media and Languages, including proficiency in Gathering and using information
- Effective writing and critical reading
- Oral and visual communication
- Foreign language

II. Analytical and Critical Reasoning, including
- Mathematical and scientific reasoning and analysis
- Social and cultural analysis
- Interdisciplinary analysis and creative problem-solving

III. Historical, Cultural, and Intellectual Perspectives, including knowledge of
- Human history and the natural world
- Artistic, cultural, and intellectual achievements
- Human behavior and social interaction
- Perspectives and contributions of academic disciplines

IV. International and Intercultural Perspectives, gained by
- Knowledge of international and global contexts
- Experiencing, understanding, and using multiple cultural perspectives

VII. Personal and Ethical Perspectives, including experiences that promote
- Self-understanding, curiosity, and creativity
- Personal, academic, and professional integrity
- Moral and ethical responsibility
- Community and global citizenship

VIII. Advanced Knowledge and Skills in Major Area of Study, consisting of
- Skills and
knowledge of the discipline Sequence of coursework that fosters intellectual growth
Coursework that extends and builds upon knowledge and skills gained from the core curriculum. The ability to transfer the skills and knowledge of the major into another setting

Liberal Arts and Sciences General

Education Requirements

Students are urged to pay special attention to both the selection of and scholastic emphasis on the courses within the liberal arts and sciences general education degree requirements. These courses are designed to provide the students with a solid foundation for further study and an essential part of the undergraduate’s education.

The College may administer placement examinations to determine the level at which entering students are prepared to begin their work in a foreign language and mathematics.

For all undergraduate degrees, the total number of credit hours must include the following:

First-Year Experience: All students who have completed less than one year of college when they enter the College of Charleston must complete a First-Year Seminar (FSYM) or a Learning Community (LC) during their first year. (Further…

RATIONALE:

The Statement of Purpose for the Common Requirements of the College of Charleston’s Undergraduate Curriculum and accompanying six overarching goals and sub-goals (referred to as the Statement of Purpose) was passed by the Senate in September of 2006. It was meant as a preamble and blueprint for the package of proposals that would follow. The intention was for the proposals to replace the existing General Education distribution requirements. In March of 2008 the package of proposals meant to reform general education at the College of Charleston was defeated by the Senate. It was a failure of the second general education reform effort in as many decades. The Statement of Purpose survived as an artifact of the voting method used by the Senate to consider the package of general education reform proposals. The Statement of Purpose was a blueprint for a general education structure that never got built, yet as long as it remains in the Undergraduate Catalog we will be expected to reconcile it with the general education structure that, by the will of the faculty, remains. Reconciliation has proven to be difficult and assessment impossible. It is therefore the conclusion of the Committee on General Education that the most effective way to proceed is to remove the section from the Undergraduate Catalog.
Attached are relevant memos from President Benson and Provost Hynd. Excerpts from the memos are given below to provide context for this motion.

In a memo dated October 3, 2012 and addressed to Speaker of the Faculty, Lynn Cherry, President Benson, on the subject of Assessment of General Education, stated: “After some reflection, I now share the conclusion previously reached by some other faculty and administrators at the College: Our general education curriculum and the learning outcomes associated with general education are difficult to assess in ways that facilitate continuous improvement. The College must move quickly and decisively to rectify this situation.” President Benson’s memo concluded with the statement: “The most straightforward path to effective general education assessment is to make prompt revisions to our ‘Statement of Purpose for the Common Distribution Requirements’, as described on p. 19 of the Undergraduate Catalog.”

On January 9th, 2013, Bob Mignone, Chair of the Committee on General Education received a memo from Provost George Hynd “requesting that the Committee on General Education take appropriate action to amend the Undergraduate Catalog for 2013-2014 to remove the section titled, ‘Statement of Purpose for the Common Distribution Requirements of the College of Charleston’s Undergraduate Curriculum.’”

The CGE agreed with the rationale given by Provost Hynd. As quoted it reads: “As you may recall, the list of intellectual skills, areas of knowledge, and dispositions included in this section were created and approved by the Faculty Senate coincident to the long discussion on reforming the General Education curriculum. When the overall curriculum package failed, this statement remained and has been edited over the years such that it now implies that our General Education distribution requirement (described on page 20) delivers these outcomes. It does not and cannot. While the Committee on General Education has tried in a number of ways over a period of several years to reconcile the existing curriculum structure and set of requirements with the revised Statement of Purpose, that effort has not been successful. We cannot effectively demonstrate student performance on this lengthy list of outcomes through our current curriculum.”

(See Attachments 1 and 2)
Courses Approved For General Education Status

History

Pre-Modern

• Classics
  1. CLAS 105 Course Name: History of the Classical World
• Jewish Studies
  1. JWST 210 Jewish History I: Ancient to Modern
• History
  1. HIST103 World History To 1500
  2. HIST 115 Pre-Modern History
  3. HONS 120 Honors Colloquium in Western Civilization. (This is a six-hour course that currently counts for both history and humanities gen ed credit. The course will also be submitted, via the appropriate form, under the Humanities requirement.)

Modern

• Jewish Studies
  1. JWST 215 Jewish History II: Modern to Present
• History
  1. HIST 104 World History Since 1500
  2. HIST 116 Modern History
  3. HONS 130 Honors Colloquium in Western Civilization. (This is a six-hour course that currently counts for both history and humanities gen ed credit. The course will also be submitted, via the appropriate form, under the Humanities requirement.)

Foreign Languages, Classical or Modern

• Arabic
  1. ARBC 202 Intermediate Arabic II
• Chinese
  1. CHNS 202 Intermediate Chinese II
• Classics Language
  1. GREK 202 Attic Greek
  2. LATN 202 Intermediate Latin
• French
  1. FREN 202 Intermediate French II
• German
  1. GRMN 202 Intermediate German
• Hebrew
  1. HBRW 202 Intermediate Modern Hebrew
• Hindi
  1. HIND 202 Intermediate Hindi
• Italian
  1. ITAL 202 Intermediate Italian II
• Japanese
1. JPNS 202 Intermediate Japanese
   • Portuguese
     1. PORT 202 Intermediate Portuguese II
   • Russian
     1. RUSS 202 Intermediate Russian II
   • Spanish
     1. Intermediate Spanish

Mathematics or Logic

• Mathematics

  1. MATH 103 Contemporary Mathematics with Applications
  2. MATH 104 Elementary Statistics
  3. MATH 105 Calculus for Business and Social Sciences
  4. MATH 111 Pre-calculus (4 credit hours)
  5. MATH 120/HONS 115 Introductory Calculus/Honors Calculus (4 credit hours)
  6. MATH 207 Discrete Structures I
  7. MATH 220/HONS 215 Calculus II/Honors Calculus II
  8. MATH 250 Statistical Methods I

• Logic (Department of Philosophy)

  1. PHIL 120 Symbolic Logic

English

  1. ENGL 110 Introduction to Academic Writing
  2. ENGL 215 Interdisciplinary Composition

SOCIAL SCIENCES:

Anthropology

  1. ANTH 101 Introduction to Anthropology
  2. ANTH 201 Cultural Anthropology
  3. ANTH 202 Introduction to Archaeology
  4. HONS 168 Honors Introduction to Archaeology

Economics

  1. Econ 200 Principles of Microeconomics
  2. Econ 201 Principles of Macroeconomics
  3. HONS 200 Honors Economics I
  4. HONS 211 Honors Economics II

Linguistics
1. LING 125 Introduction to Language and Linguistics

**Political Science**
1. POLI 101 American Government
2. POLI 102 Contemporary Political Issues
3. POLI 103 World Politics
4. POLI 104 World Regional Geography
5. POLI 211 Introduction to Public Policy
6. POLI 240 Introduction to Comparative Analysis
7. POLI 260 International Relations Theory
8. HONS 165 Honors American Government
9. HONS 166 Honors World Politics

**Psychology**
1. PSYC 103 Introduction to Psychological Science

**Sociology**
1. SOCY 101 Introduction to Sociology
2. SOCY 102 Contemporary Social Issues
3. SOCY 103 Sociology of the Family
4. SOCY 109 Special Topics in Sociology
5. HONS 167 Honors Introduction to Sociology

**NATURAL SCIENCES:**

**Biology**
1. BIOL 101/101L and BIOL 102/102L Concepts and Applications in Biology I and II
2. BIOL 111/111L and BIOL 112/112L; Introduction to Cell and Molecular Biology; Evolution, Form, and Function of Organisms
3. HONS 151/151L and HONS 152/152L; Honors Introduction to Cell and Molecular Biology; Evolution, Form, and Function of Organisms

**Chemistry**
1. CHEM 101/101L and CHEM 102/102L General Chemistry and Organic and Biological Chemistry
2. CHEM 111/111L and CHEM 102/102L Principles of Chemistry I and Organic and Biological Chemistry
3. CHEM 111/111L and CHEM 112/112L Principles of Chemistry I and Principles of Chemistry II
4. HONS 191/191L and CHEM 112/112L Honors Chemical Principles and Principles of Chemistry II
5. HONS 191/191L; HONS 192/192L Honors Chemical Principles and Honors Organic I
Geology
1. GEOL 101/101L-105/105L Dynamic Earth-Earth History
2. GEOL 103/103L-105/105L Environmental Geology-Earth History
3. HONS 155/155L-156/155L Honors Geology I-Honors Geology II

Physics and Astronomy
1. ASTR 129/129L and ASTR 130/130L Astronomy I and II (lecture and lab)
2. PHYS 101/101L and PHYS 102/102L Introductory Physics I and II (lecture and lab)
3. PHYS 111/111L and PHYS 112/112L General Physics (lecture and lab)
4. HONS 157/157L and HONS 158/158L Honors Physics I and II (lecture and lab)
5. HONS 159/159L and HONS 160/160L Honors Astronomy I and II (lecture and lab)
Faculty Compensation Committee

Motion for Approval of Compensation Committee Resolution to Raise Faculty Salaries

INTRODUCTION

The faculty compensation committee would like the College of Charleston to offer competitive salaries in order to retain and reward current faculty and to attract qualified incoming faculty. As of now College of Charleston salaries are at the bottom or near the bottom of our CUPA-HR peers, and we plan to match the mean salary of those peers within five years.

MOTION

College of Charleston faculty salaries will meet or exceed the mean salaries of the CUPA-HR salary peers institutionally and at each rank. The College will make every effort to achieve this goal by September, 2018. The Compensation Committee, in cooperation with all relevant administrative offices, will assess the progress being made in its annual report each spring to the Senate.

RATIONALE

College of Charleston faculty salaries have ranked below those of most CUPA-HR peers at almost every cell (combination of rank and discipline) for at least the past five years. When cost of living is factored in, our salaries are even lower. We also rank at the bottom of our future Colonial Athletic Association peers and near the bottom of our in-state peers.

Included in the College of Charleston’s Strategic Plan is the strategy to “develop and retain a highly qualified and diverse faculty and staff”, and the first tactic aimed at achieving this goal is to “improve salaries for faculty and staff to nationally competitive levels.” Our motion is fully in line with the Strategic Plan.

President Benson’s letter to the faculty announcing the College’s move to the Colonial Athletic Association refers to the academic benefits of aligning our school with outstanding, nationally recognized institutions and the collaboration and resource sharing that will ensue. Raising our faculty salaries will solidify the equality of our status with these peer institutions.

Compensation Committee

Bill Olejniczak, Co-chair
Devon Hanahan, Co-Chair
Cindi May
Renling Jin
Zeff Bjerken
Susan Rozzi
Courtney Murren
Deanna Caveny, Ex oficio
From: Sarah Owens, Faculty Secretary
To: Faculty and Staff

The Faculty Senate meets Tuesday, 5 February, 2013 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115).

Agenda

1. Call to Order

2. Approval of the 15 January 2013 Minutes

3. Reports
   - The Speaker
   - The Provost
   - Student Affairs and Athletics Committee
   - Assessment of General Education

4. New Business
   -- Faculty Curriculum Committee
   -- Faculty Committee on Graduate Education, Continuing Education, and Special Programs

5. Constituents’ Concerns

6. Adjournment

**Minutes can be found on the Faculty Senate Web site: http://facultysenate.cofc.edu/archives/index.php**
Faculty Curriculum Committee  
February 2013 Meeting  
List of Proposals Approved by the Committee  
(All curricular proposals along with supporting documents are posted on the Faculty Web Site)

I. Course Proposals: All proposals involving only courses (new/changed/deactivated) will be voted on as a single group, unless a Senator wishes to isolate a specific proposal for discussion and a separate vote. Senators are asked to contact the Faculty Speaker or the Faculty Secretary in advance, if they wish to separate a proposal from the group. Of course, this action can also be done on the floor of the Senate.

Management and Entrepreneurship  Change prerequisites for MGMT 377
Management and Entrepreneurship  Add course (ENTR 407)
Physics  Prerequisite cleanup
Teacher Education  Cross-list EDFS 428 and EDFS 741

II. Program Changes:

Environmental Studies  Change of Minor Proposal
• Add Courses: BIOL 301, PHYS 350, POLI 397, POLI 294, ENTR 407

International Business  Change of Major Proposal
• Change study-abroad requirement
• Add new courses: INTB 499, INTB 344, I NTB 420

International Business  Change of Major Proposal
• Add new course: INTB 390

Discovery Informatics/Data Science  Change acronym from DISC to DATA
D. Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for the Faculty Senate 5 February, 2013 Meeting

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

New Course Proposals and Changes— Passed at Graduate Council on January 18th

Master of Arts in Teaching – Special Education:
Graduate Program Change/Cross-list Proposal Undergraduate with Graduate Course
EDFS 428 with EDFS 741
From: Sarah Owens, Faculty Secretary
To: Faculty and Staff

The Faculty Senate meets Tuesday, 15 January, 2013 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115).

**Agenda**

1. Call to Order
2. Approval of the 4 December 2012 Minutes
3. Reports
   - The Speaker
   - The President
   - The Provost
   - Faculty Welfare Committee
   - Faculty Committee on Educational Technology
4. New Business
   --Resolution regarding tobacco-free campus policy
5. Constituents’ Concerns
6. Adjournment

**Minutes can be found on the Faculty Senate Web site:**
http://facultysenate.cofc.edu/archives/index.php
TOBACCO FREE CofC

I. PURPOSE
The purpose of this policy is to extend the current College of Charleston (CofC) smoking policy (adopted in 2006) to promote a tobacco-free environment for employees, students, and visitors such that the negative effects of passive smoke and tobacco use are minimized within all CofC facilities, including CofC affiliate facilities.

II. POLICY
A. Covered Individuals
The provisions of this policy shall apply to all employees (including faculty and staff), visitors, students, volunteers, contractors and vendors unless otherwise noted.

B. Use of Tobacco Products
Consistent with Act No. 188 (adopted June 7, 2012), the use of any tobacco product is prohibited “IN BUILDINGS, PORTIONS OF BUILDINGS, AND AREAS CONTIGUOUS TO THESE BUILDINGS OWNED, LEASED, OR OPERATED BY PUBLIC INSTITUTIONS OF HIGHER LEARNING THAT THE GOVERNING BODY OF THE INSTITUTION HAS DESIGNATED AS NONSMOKING.” Tobacco use is prohibited in places including, but not limited to: offices, classrooms, laboratories, elevators, stairwells, restrooms, shuttle buses, shuttle bus stops, sidewalks, parking areas, meeting rooms, hallways, lobbies, and other common areas. The use of tobacco products in CofC owned, operated or leased vehicles is also prohibited.

C. List of Tobacco Products
Tobacco products include, but are not limited to: cigarettes, cigars, pipes, chewing tobacco, e-cigarettes and other smokeless tobacco products.

D. Related Issues
Employees, students, volunteers, contractors and vendors are expected to adhere to professional standards of appearance and not have an odor of tobacco products on their clothing or person.

III. INFORMATION AND PROCEDURE
A. Faculty/Staff
1. Faculty and staff are expected to comply with the Tobacco-Free Campus Policy and assist with sharing information about the policy.
2. New employees will be informed of the Tobacco-Free Campus Policy during orientation.
3. Enforcement of the policy rests with the appropriate supervisory staff, deans, department heads and administrative officials.

4. When employees observe violations of the policy, they should politely remind the offender of the policy and request that they dispose of tobacco materials.

5. If the employee continues to violate the policy, the location and time of the violation should be reported to the appropriate supervisory staff, dean, department head or administrative official.

6. Violation patterns will be assessed and appropriate action initiated.

B. Visitors
1. Visitors will be informed of the policy and asked to comply while they are on campus.
2. Signage will be posted throughout CofC’s buildings and grounds; stating this facility is a tobacco-free campus.
3. All employees are encouraged to assist with the education of visitors regarding the policy, using policy information cards, which will be made available.
4. Employees are expected to help enforce the policy with visitors by requesting that they dispose of tobacco materials and respect CofC’s healthcare mission and tobacco-free campus.
5. If a visitor is observed repeatedly violating the policy after being advised of the policy, staff should note the location and time of the violation and contact their respective manager or the Department of Public Safety.

C. Students
1. New students will be informed of the Tobacco-Free Campus Policy during orientation.
2. Enforcement of the policy rests with the respective Dean’s office.
3. When students observe violations of the policy, they should remind their fellow students of the policy and ask them to dispose of the tobacco materials.
4. If the student continues to violate the policy, the location and time of the violation should be reported to the appropriate Dean’s office.
5. Violation patterns will be assessed and appropriate action initiated.
6. Affiliation agreements will include the Tobacco-Free Campus Policy so that students from other schools will be advised of the policy.

D. Contractors/Vendors
1. A provision will be inserted in all contracts, e.g. construction and/or maintenance, to prohibit the employees of contractors/vendors from using tobacco materials on property owned or leased by CofC.
2. Failure by the contractor/vendor or their employees to comply with the provisions of this policy could result in the termination of the contract.
IV. ENFORCEMENT

A. The monitoring and enforcement of this policy is the responsibility of ALL CofC employees and students. Each individual should consistently and politely bring any infraction of this policy to the attention of the person or persons observed violating the policy.

B. The CofC Department of Public Safety will assist in the enforcement of this policy by reporting violations to the appropriate manager or supervisor. Employees are also expected to assume leadership roles by adhering to the policy provisions and by reminding others who aren’t in compliance of the policy provisions.

C. CofC will provide Tobacco-Free Campus Policy information cards to facilitate the education and enforcement of the policy.

V. RESOURCES

Tobacco-use cessation classes and seminars will be planned and implemented, as resources permit, to assist faculty, staff and students interested in ceasing to use tobacco products. Student Affairs is responsible for developing such programs for employees and students.
Resolution Presented by Senator Dr. Susan Balinsky (Dept. of Health and Human Performance) on behalf of CofC Faculty and Staff: Dr. Olivia M. Thompson, Mr. Dan Dickison, Ms. Rachael McNamara
CofC Students: Ms. Lauren O’Grady (Student Senator) and Mr. Sukhpreet Singh (Student Senator);
MUSC: Dr. Susan Johnson

On this 15th Day of January, 2013

Purpose: To extend the current College of Charleston smoking policy such that the College of Charleston is a tobacco-free campus.

Whereas: The negative health effects of primary and secondary (passive) tobacco-use are well documented; primary and secondary tobacco use are associated with increased incidence of infectious and chronic diseases as well as injuries.

Whereas: The College of Charleston (P.I. Dr. Olivia M. Thompson) has been awarded a Centers for Disease Control and Prevention (CDC) service grant to develop, implement, and evaluate a tobacco-free campus initiative.

Whereas: On June 7, 2012 the South Carolina Governor signed Act No. 188 into law providing that smoking specifically is not allowed “IN BUILDINGS, PORTIONS OF BUILDINGS, AND AREAS CONTIGUOUS TO THESE BUILDINGS OWNED, LEASED, OR OPERATED BY PUBLIC INSTITUTIONS OF HIGHER LEARNING THAT THE GOVERNING BODY OF THE INSTITUTION HAS DESIGNATED AS NONSMOKING.”

Whereas: On September 12, 2012 the U.S. Department of Health and Human Services announced an initiative to eliminate tobacco use on U.S. college campuses.

NOW THEREFORE BE IT RESOLVED:
That the Faculty Senate of the College of Charleston encourages the administration of the College of Charleston to adopt a 100 percent Tobacco-Free Campus policy that prohibits tobacco use by all employees, visitors, students, volunteers, contractors and vendors on campus and at College of Charleston affiliate locations at all times unless otherwise noted.

x. _____________________________
Secretary, College of Charleston Faculty Senate

x. _____________________________
Date
From: Sarah Owens, Faculty Secretary
To: Faculty and Staff

The Faculty Senate meets Tuesday, 4 December, 2012 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115).

**Agenda**

1. Call to Order
2. Approval of the 13 November 2012 Minutes
3. Reports
   - The Speaker
   - The Provost
   - Distance and Online Education Task Force
   - Budget Committee
4. New Business
   -- Faculty Curriculum Committee
   -- Faculty Committee on Graduate Education, Continuing Education, and Special Programs
5. Constituents’ Concerns
6. Adjournment

**Minutes can be found on the Faculty Senate Web site:**
http://facultysenate.cofc.edu/archives/index.php
Faculty Curriculum Committee
December 2012 Meeting
List of Proposals Approved by the Committee
(All curricular proposals along with supporting documents
are posted on the Faculty Web Site)

I. Course Proposals: All proposals involving only courses (new/changed/deactivated) will be voted on as a single group, unless a Senator wishes to isolate a specific proposal for discussion and a separate vote. Senators are asked to contact the Faculty Speaker or the Faculty Secretary in advance, if they wish to separate a proposal from the group. Of course, this action can also be done on the floor of the Senate.

Teacher Education
Cross-list EDFS 428 and EDFS 741

Psychology, Neuroscience
Deactivate PSYC 317, PSYC 336, and PSYC 396 (and remove from list of possible electives)

Faculty Committee on Graduate Education,
Continuing Education and Special Programs

Proposals for Faculty Senate December 4 Meeting
(All curricular proposals along with supporting
documents are posted on the Faculty Senate Web Site)

Proposals to Change a Graduate Course:

MS in Computer and Information Sciences –

- **CSIS 612** Advanced Computer Architecture – Prerequisite Change and Description Edit
- **CSIS 614** Advanced Operating Systems – Prerequisite Change
- **CSIS 618** Programming Languages – Title Change and Description Edit
- **CSIS 632** Data Communications and Networking – Description Edit
- **CSIS 638** Advanced Topics in Database Systems – Description Edit
- **CSIS 657** Embedded Systems Design – Prerequisite Change
- **CSIS 674** Introduction to Computer Graphics – Description Edit
From: Sarah Owens, Faculty Secretary  
To: Faculty and Staff  

The Faculty Senate meets Tuesday, 13 November, 2012 at 5 P.M. in the Wells Fargo Auditorium (Beatty Center 115).

**Agenda**

1. Call to Order

2. Approval of the 2 October 2012 Minutes

3. Reports
   - The Speaker
   - The Provost
   - Dean of the North Campus
   - Faculty Advisory Committee to the President
   - General Education Committee

4. New Business
   -- Faculty Curriculum Committee
   -- Faculty Committee on Graduate Education, Continuing Education, and Special Programs
   -- Academic Planning Committee: Motion to Revise the Catalog Year Policy

5. Constituents’ Concerns

6. Adjournment

**Minutes can be found on the Faculty Senate Web site:**
http://facultysenate.cofc.edu/archives/index.php
Faculty Curriculum Committee
November 2012 Meeting
List of Proposals Approved by the Committee
(All curricular proposals along with supporting documents
are posted on the Faculty Web Site)

I. Course Proposals: All proposals involving only courses (new/changed/deleted) will be voted on as a single group, unless a Senator wishes to isolate a specific proposal for discussion and a separate vote. Senators are asked to contact the Faculty Speaker or the Faculty Secretary in advance, if they wish to separate a proposal from the group. Of course, this action can also be done on the floor of the Senate.

Chemistry and Biochemistry

New Course Proposals: CHEM 110, Calculations in Chemistry; CHEM 183, Introductory Special Topics in Chemistry and Biochemistry; CHEM 283, Intermediate Special Topics in Chemistry & Biochemistry; CHEM 353, Chemical Biology; CHEM 355, Research Methods in Biochemistry; CHEM 356, Biochemical Basis of Disease

Change Course Proposals: CHEM 583, Advanced Special Topics in Chemistry and Biochemistry

Public Health

New Course Proposals: PBHL 215, Introduction to Public Health (cross-listing of HEAL 215); PBHL 230, Global Health (cross-listing of HEAL 230); PBHL 350, Epidemiology (cross-listing of HEAL 350); PBHL 336 (cross-listing of HEAL 336); PBHL 405, Independent Study in Public Health; PBHL 495, Internship in Public Health

II. Program Changes:

Studio Art

Change of Major Proposal: BA, Studio Art (ARTS)
  • Add New Course: ARTS 418, Senior Thesis Exhibition
  • Deactivate Existing Course: ARTS 118, Issues and Images in Contemporary Art
  • Change Course: ARTS 215, Photography I

Change of Minor Proposal
  • Deactivate Existing Course: ARTS 118
  • Change Course: ARTS 215, Photography I

Hispanic Studies

Change of Major Proposal: Spanish (SPAN)
  • Add Course: SPAN 333, “Topics in Hispanic Cultures”
  • Deactivate Existing Courses: SPAN 322, Civilization and Culture of Spain I; SPAN 323, Civilization and Culture of Spain II; SPAN 326, Latin American Civilization and Culture I; SPAN 327, Latin American Civilization and Culture II; SPAN 329, Current Issues in Spain or the Spanish-Speaking World

Change of Minor: Business Language in Spanish (BLSP)
  • Add Course: SPAN 333, “Topics in Hispanic Cultures”
  • Deactivate Existing Courses: SPAN 322, Civilization and Culture of Spain I; SPAN 323, Civilization and Culture of Spain II; SPAN 326, Latin American Civilization and Culture I; SPAN 327, Latin American Civilization and Culture II; SPAN 329, Current Issues in Spain or the Spanish-Speaking World
Change of Minor: Spanish (SPAN)
- Add Course: SPAN 333, “Topics in Hispanic Cultures”
- Deactivate Existing Courses: SPAN 322, Civilization and Culture of Spain I; SPAN 323, Civilization and Culture of Spain II; SPAN 326, Latin American Civilization and Culture I; SPAN 327, Latin American Civilization and Culture II; SPAN 329, Current Issues in Spain or the Spanish-Speaking World

III. New Programs:

African American Studies
- New Major: BA, African American Studies (AAST)
- New Course Proposals:
  - AAST 250: Readings in African American Social Science Research
  - AAST 319: Contemporary Constructions of Black Womanhood
  - AAST 401: Capstone in African American Studies

Faculty Committee on Graduate Education,
Continuing Education and Special Programs

Proposals for Faculty Senate November 13 Meeting
(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Proposals to Change a Graduate Program:

MS in Accountancy
- Addition of an International Track
- Elimination of the Generalist Track
Proposals to Change a Graduate Course:

**MS in Accountancy**

- Change to Title and Description – ACCT 500 Accounting Theory
- Change to Title and Description – ACCT 599 Contemporary Accountancy Issues

Academic Planning Committee

**TITLE:** Motion to Revise the Catalog Year Policy

*Motion to Change the Catalog Year Policy.*

**INTRODUCTION:** The proposed changes to the Catalog Year Policy are intended to reduce the number of exceptions.

**Current Policy:**

**Undergraduate Catalog Requirements**

Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Catalog under which they entered the College or all the requirements from any subsequent catalog. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Catalog under which they are re-admitted or any subsequent catalog, provided the student maintains continuous enrollment.

**Proposed New Policy:**
Undergraduate Catalog Requirements

Students must fulfill the general education and the degree requirements, and must abide by the academic regulations in effect at the time of their matriculation at the College of Charleston. Matriculation is defined as the first term of degree seeking enrollment or first term of readmission at the College. This catalog year remains fixed during the period of time a student is continuously enrolled.

Students must fulfill the major requirements in the catalog at the time of major declaration. Requirements for concentrations, cognates, or tracks associated with a major are attached to the catalog year of that major. For more than one major and for all minors, requirements are associated with the catalog year of each declaration. A change of degree (AB, BA, BS) does not warrant a catalog change except when new degrees are offered within existing majors. Continuously enrolled students have the option to update their catalog year to the current year for each major or minor.

RATIONALE: Offer a brief summary of arguments in support of the motion.

• The revised policy will allow students to take advantage of a new or changed major or minor without having to change their catalog year for Gen Ed requirements or their pre-existing major(s) and/or minor(s) catalog year and requirements.
• The revised policy will allow departments to form a realistic “teach-out” plan for the old curriculum. The current policy means that departments may be required to offer the old curriculum, upon demand, for another four to six years. (Sometimes students obtain retroactive LOA’s for two years allowing them to stay in their old curriculum.)

Please note that the POSM (Program of Study Management) is being modified to allow students to change their catalog year to a subsequent year after the year they declared (without their having to un-declare the old catalog year and re-declare the new one).
From: Sarah Owens, Faculty Secretary
To: Faculty and Staff

The Faculty Senate meets Tuesday, 11 September, 2012 at 5 P.M. in Wells Fargo Auditorium (Beatty Center 115).

Agenda

1. Call to Order


3. Reports
   - The Speaker
   - The President
   - The Provost
   - Vince Benigni, Faculty Representative for Athletics
   - Joe Kelly and Kristi Brian, President's Diversity Commission
   - Bob Mignone, General Education Assessment
   - Dan Greenberg, Curriculum Committee

4. New Business
   - Election of Speaker Pro Tempore

5. Constituents’ Concerns

6. Adjournment
   - Reception sponsored by Academic Affairs (Tate Gallery, second floor)

*All minutes can be found on the Faculty Senate Web site: http:// facultysenate.cofc.edu/archives/2011-2012-archives.php