Rationale:

The post-tenure review process is quite streamlined compared to the tenure and promotion process. Satisfactory post-tenure reviews stop at the dean, and no letter is required of the dean assuming the department chair’s judgment of the candidate is agreeable. There is, however, some vagueness in the existing PTR language especially concerning requests for additional information and corrections of fact. The proposed additions aim for the following: (1) Remove language regarding the rebuttal letter. (2) Ensure that copies of each recommending letter (from Chair, Dean, and Post-Tenure Review Committee, if any such letter) go to the candidate. (3) Provide for requests for corrections of errors of fact, aligned with tenure and promotion process. (4) Provide for appropriate opportunities for reviewers to request factual information necessary for the determination of a recommendation.

Original IV.H.2b

The Post-Tenure Review Committee operates on a presumption of satisfactory performance. That is, the burden of proof (clear and convincing evidence) for a superior performance lies with the candidate, and the burden of proof for an unsatisfactory performance, including with completion of a remediation plan, lies with the Department Chair (or department post-tenure review panel). When a faculty member is not appointed to an academic department, the relevant Program Director shall serve in the role of Department Chair for purposes of the post-tenure review. The Post-Tenure Review Committee can request additional information at any time during their deliberations.

Proposed IV.H.2b

The Post-Tenure Review Committee operates on a presumption of satisfactory performance. That is, the burden of proof (clear and convincing evidence) for a superior performance lies with the candidate, and the burden of proof for an unsatisfactory performance, including with completion of a remediation plan, lies with the Department Chair (or department post-tenure review panel). When a faculty member is not appointed to an academic department, the relevant Program Director shall serve in the role of Department Chair for purposes of the post-tenure review. The Post-Tenure Review Committee can request additional information at any time during their deliberations.

Original IV.H.7

In the case of a candidate requesting a superior rating, the Department Chair (or the departmental panel) shall forward to the candidate’s Dean by the announced deadline the candidate’s packet with a letter justifying the Chair’s (or panel’s) concurrence or failure to concur with the candidate’s self-evaluation. At this time a copy of the letter shall be forwarded to the candidate. Should the rating of the Chair (or departmental panel) be satisfactory rather than superior, the candidate may forward a letter of rebuttal to the Candidate’s Dean and Department Chair no later
than five (5) days before the first day of the beginning of the Spring Semester. The Deans will review packets and forward written recommendations to the Office of the Provost.

In the case of a candidate being considered for a satisfactory rating, the Department Chair shall meet with the Dean to discuss a summary of the candidate’s annual performance evaluations. In addition, the Chair or panel will forward to the candidate’s Dean a written statement that the candidate meets the criteria for a satisfactory rating or a brief summary of the ratings received on annual performance evaluations in the area of teaching and a statement that the candidate receives an unsatisfactory rating.

**Proposed IV.H.7**

In the case of a candidate requesting a superior rating, the Department Chair (or the departmental panel) shall forward to the candidate’s Dean by the announced deadline the candidate’s packet with a letter justifying the Chair’s (or panel’s) concurrence or failure to concur with the candidate’s self-evaluation. At this time a copy of the letter shall be forwarded to the candidate. Should the rating of the Chair (or departmental panel) be satisfactory rather than superior, the candidate may forward a letter of rebuttal to the Candidate’s Dean and Department Chair no later than five (5) days before the first day of the beginning of the Spring Semester. The Deans will review packets and forward written recommendations to the Office of the Provost.

In the case of a candidate being considered for a satisfactory rating, the Department Chair shall meet with the Dean to discuss a summary of the candidate’s annual performance evaluations. In addition, the Chair or panel will forward to the candidate’s Dean a written statement that the candidate meets the criteria for a satisfactory rating or a brief summary of the ratings received on annual performance evaluations in the area of teaching and a statement that the candidate receives an unsatisfactory rating. At this time, a copy of the letter shall be forwarded to the candidate.

In either case, irrespective of the rating sought by the candidate, if the Chair’s written statement (or the departmental panel’s written statement) provided to the candidate contains an error of fact, the Chair (or departmental panel chair) may correct this error through an addendum to the original statement, with notice to the candidate, or the candidate may provide a written correction for the inclusion in the packet for consideration at higher levels of review within five working days of provision of the recommendation. The written correction should be forwarded to the Dean with a copy to the Chair (or chair of the departmental panel). The written correction should not address matters of professional judgment and cannot alter the record presented in the packet or submit new evidence.
New IV.H.8

In the case of a candidate seeking a superior rating, the Dean will review the packet and forward both the Chair’s (or departmental panel’s) and their own written recommendation to the Office of the Provost, with a copy of the Dean’s recommendation also provided to the candidate and the Chair. Information concerning factual matters of the record necessary for the determination of a recommendation may be requested by the Dean from the Chair or through that chair to the candidate. Requests should be written and responses should be brief and also in writing, addressing only the requested issue, and shall become part of the packet. The Dean may choose to interview candidates.

If the Dean’s written recommendation contains an error of fact, the Dean may correct this error through an addendum to the Dean’s original letter of recommendation (with notice to the candidate and Chair) or the candidate may provide a written correction for the inclusion in the packet for consideration at higher levels of review within five working days of the provision of the recommendation. The written correction should be forwarded to the Associate Provost for Faculty Affairs with a copy to the Dean and Chair. The written correction should not address matters of professional judgment and cannot alter the record presented in the packet or submit new evidence.
(Ins. Aug 2020)

In the case of a candidate being considered for a satisfactory rating, if the Dean concurs with the Chair’s summary of the candidate’s annual performance evaluations and the Chair’s written statement that the candidate meets the criteria for a satisfactory rating, then the Dean notifies the candidate and the Provost, in writing, of that decision and the review concludes.

As outlined above, if the candidate has received two or more unsatisfactory ratings in teaching (or, for a librarian, two or more unsatisfactory ratings in professional competence) over the six-year review period, the candidate is deemed to have received an unsatisfactory rating for post-tenure review. Formal written notice from the Department Chair to the faculty member, Dean and Post-Tenure Review Committee of an unsatisfactory rating and need to develop a remediation plan will take place by March 15 of each academic year. In the case of an unsatisfactory rating, the Dean will provide written notice to the Provost, copied to the candidate, Chair, and Post-Tenure Review Committee.
Original IV.H.8a

The Post-Tenure Review Committee shall review and forward its recommendations on applications for superior ratings to the Provost by the announced deadline, typically at the end of February. The Provost may make a recommendation and shall forward all recommendations to the President by the announced deadline.

Proposed IV.H.9a

The Post-Tenure Review Committee shall review and forward its recommendations on applications for superior ratings to the Provost, Dean, Chair, and candidate by the announced deadline, typically at the end of February. The Provost may make a recommendation and shall forward all recommendations to the President by the announced deadline.

Information concerning factual matters of the record necessary for the determination of a recommendation may be requested by the Chair of the Post-Tenure Review Committee from the Dean, Chair, or through that Chair to the candidate. Requests should be written and responses should be brief and also in writing, addressing only the requested issue, and shall become part of the packet. Both the request for information and the response should also be sent, for information, to levels of review between the Post-Tenure Review Committee and the responding body.

If a recommendation provided to the candidate by the Post-Tenure Review Committee contains an error of fact, the candidate may provide a written correction for inclusion in the packet for consideration at higher levels of review within five working days of the provision of the recommendation. The written correction should be forwarded to the Associate Provost for Faculty Affairs with a copy to the chair of the Post-Tenure Review Committee, the Dean, and the Chair. The written correction should not address matters of professional judgment and cannot alter the record presented in the packet or submit new evidence.
Corona Virus 19 (COVID 19)

You received a message from CofC Emergency Management Team this past Friday afternoon with a link to the College’s FAQs. The Provost is a member of this team and will continue to make plans for our campus and keep you up to date. Our Center for International Education has been, and will continue to be, in contact with our students, faculty and staff who are studying abroad. Additional meetings of the Emergency Management Team have occurred on March 2, 3 and 4 as we continue to plan.

In response to the COVID-19 outbreak, the Centers for Disease Control (CDC) issued guidance that institutes of higher education should “consider postponing or canceling student foreign exchange programs,” because it is likely that “students may face unpredictable circumstances, travel restrictions, challenges in returning home or accessing health care while abroad.” The CDC also suggests institutions “should evaluate the risks associated with choosing to maintain programs abroad and take the appropriate proactive measures.”

As of yesterday, the CDC and U.S. Department of State (DOS) issued a Level 3 Travel Advisory (Reconsider Travel) for Italy generally and Level 4 (Do not Travel) for the Veneto/Lombardy regions in Italy. Considering these directives and developments, the College of Charleston has decided to cancel its FYE 2020 spring break program to Italy. Additionally, the College is holding off making financial commitments on 2020 summer study abroad programs to Italy until further notice. The same policy will apply to programs in any country for which CDC and DOS raise the travel advisory to Level 3.

At this time, per the recommendations of the CDC, the College strongly discourages travel to China, South Korea, Japan and Italy. Persons who still must travel overseas should make every effort to stay up to date regarding often rapidly-changing governmental regulations, including executive orders and guidance issued by U.S. Citizenship and Immigration Services, the Department of State and U.S. Customs and Border Protection. Visa and entry restrictions have been placed on Eritrea, Kyrgyzstan, Nigeria, Myanmar, Sudan and Tanzania in addition to Iran, Libya, North Korea, Somalia, Syria, and Yemen. Please note: if you visit one of these places under a travel advisory (Level 3 or 4), you will need to self-isolate for 14 days before returning to campus.

We are aware that this situation creates extreme anxiety and uncertainty and that the impact is profound for many of you. However, we cannot compromise the safety and welfare of our students, faculty and staff. The College’s Emergency Management Team and Center for International Education will continue to monitor this dynamic situation very closely and follow the guidelines recommended by CDC and DOS. A decision for the future will depend on developments in the next couple of days and weeks.
Day of Service, March 7

The special 250th anniversary campus-wide day of service, presented by our Center for Civic Engagement, is this Saturday. I encourage you to share this broadly and to also consider participating yourself.

Here is the link to register: http://volunteer.cofc.edu/

Searches

I have heard from the three dean search chairs, Gibbs Knotts for Honors, Valerie Morris for SSM, and John White for HSS, and these searches are progressing positively. The Honors Dean Search Committee has narrowed their pool to 10 semifinalists and will conduct Skype interviews soon. HSS and SSM Search Committees will be narrowing their pool of candidates to the semifinalists list for Skype interviews this month.

I encourage you to participate in all the search processes occurring on campus this semester. The finalists for the Provost and Executive Vice President for Academic Affairs are on campus this week and next. Please join me in congratulating the Provost Search Committee on selecting four outstanding individuals as finalists.

Strategic Plan Update

The Strategic Planning Steering Committee most recently met on February 12th to discuss revised versions of the mission and vision statements, and institutional core values. The Steering Committee has three sub-committees centered around the proposed pillars: student experience & success, academic distinction, and employee experience & success. Each sub-committee has participated in virtual meetings to develop overarching goals, strategies and success metrics within their respective pillars. The subgroups met on March 2, and the Senior Team, deans and Academic Council will meet with Blue Beyond consultants on March 11. The Strategic Planning Steering Committee will meet one more time on March 16 prior to an overall update to the Board of Trustees on March 20.

The strategic plan is still in draft form. We will invite feedback from the Board of Trustees and campus stakeholders to the most recent draft. In the meantime, I encourage you to examine the reports and data stored on the strategic planning internal SharePoint site; all faculty, staff and currently enrolled students have access to this information via their College of Charleston credentials. If you were unable to attend any
meetings or have additional feedback for the committee, the open comments box is still active on the strategic planning website.

**Great Colleges Survey Results**

Michelle Smith and the interim provost met with members of the Senior Leadership Team and deans on Friday afternoon, February 21. Individual deans and division leads will be sharing plans with their respective units. We agreed on several areas of focus from this survey to be included in the strategic plan.

**Tenure and Promotion, Third Year Review, Post Tenure Review**

The president and interim provost very much appreciate these thorough reviews, which begin with the candidates’ completion of their materials, the department chair (as well as the departmental panel chair as need be) adding key materials and an interview, and the dean conducting an independent review. All these materials are stored electronically for the PTR Committee or the Advisory Committee on Tenure and Promotion and Third Year Review. These materials then arrive in the Provost’s Office, where the review process continues in consultation with the president. This year, we had 17 third-year review cases, 26 promotion and tenure cases; 8 promotion to professor cases, and 37 post-tenure review cases, including 13 seeking superior reviews.

The president and interim provost are impressed with the thoroughness of the review process as well as the smooth and efficient functioning of the PTR and the Advisory Committee members listed below

**Members of the Advisory Committee on Tenure, Promotion and Third-Year Review**

**Chair:** Christopher Korey - Biology  
David Desplaces - Management and Marketing  
Margaret Hagood - Teacher Education  
Joe Kelly - English  
Hector Qirko - Sociology and Anthropology

**Alternates:** (*used this year)*  
Laura Brock - Teacher Education*  
Todd Grantham - Philosophy  
Alem Teklu - Physics and Astronomy*  
Doug Walker - Economics*  
Elaine Worzala – Finance

**Members of the Post-Tenure Review Committee**

**Chair:** Kristin Krantzman - Chemistry and Biochemistry  
Jason Coy - History  
Genevieve Hay - Teacher Education  
Nancy Nenno - German and Russian Studies  
Elena Strauman - Communication
Alternates: (no alternates were used this year)
Erin Beutel - Geology and Environmental Geosciences
Peter Calcagno - Economics
Bonnie Devet - English
Julie Swanson - Teacher Education
Joseph Weyers - Hispanic Studies
Faculty Senate, Tuesday, February 4, 2020, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Highlights

Voting results appear in red.

The January 14, 2020, minutes were approved.

Reports

a. Speaker of the Faculty Simon Lewis updated the Senate on ongoing searches for Provost, CFO, and various Dean positions; the recent Board of Trustees meeting; and CofC Day.

b. President Andrew Hsu updated the Senate on the Strategic Planning process. The steering committee has identified six focus areas --- student experience, employee success, national reputation, innovation, diversity, and engagement --- but the plan is still very fluid. The hope is to have a draft by the end of March, with April being devoted to feedback from faculty and staff, before taking the plan to the Board of Trustees.

The 250th anniversary and C of C day were very successful. President Hsu was ecstatic over the fundraising effort that resulted in over five million dollars from 1326 donors, which eclipsed the goal of raising one million.

Turning to enrollment, President Hsu outlined a plan to increase first-year enrollment from 2000 to 2300, rather than raising tuition.

c. John A. Sare, Associate Director, Academic Advising and Planning Center, informed the Senate about the new Advising Consortium, which will take place over two days, tentatively April 30 and May 1.

New Business

a. Curriculum Committee (Andrew Przeworski, Chair)

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

Prof. Przeworski introduced each proposal, explaining its intent.

1) AFST - Change minor: AFST
https://cofc.curriculog.com/proposal:2209/form
The proposal was approved by voice vote.

2) ANTH - New courses: ANTH 110, 115, 347; Course changes: ANTH 201, 345, 492; Program change: ANTH
https://cofc.curriculog.com/agenda:106/form

The proposal was approved by voice vote.

3) SOCY - New course: SOCY 323

The proposal was approved by voice vote.

4) BIOL - Course changes: BIOL 221, 222
https://cofc.curriculog.com/agenda:121/form

The proposal was approved by voice vote.

5) CITA - Course changes: CITA 395, 495; Program changes: CITA Core, CITA-CIAR, CITA-CIDM
https://cofc.curriculog.com/agenda:111/form

The proposal was approved by voice vote.

6) CLAS - Course change: CLAS 401; Program change: CLAS
https://cofc.curriculog.com/agenda:112/form

The proposal was approved by voice vote.

7) CSCI - Course changes: CSCI 221, 345, 370; New course; CSCI 221L
https://cofc.curriculog.com/agenda:120/form

The proposal was approved by voice vote.

8) Education - Course changes: EDEE 425, EDFS 410, EDFS 422, TEDU 325; Program changes: EDEL, Secondary Education Cognate; New course: EDFS 451
https://cofc.curriculog.com/agenda:122/form

The proposal was approved by voice vote.

9) FREN - Program changes: EDFF, FRFS
https://cofc.curriculog.com/agenda:113/form

The proposal was approved by voice vote.
10) HEAL - New courses: HEAL 345, 493; Course changes: HEAL 320, 325, 460
https://cofc.curriculog.com/agenda:125/form

The proposal was approved by voice vote.

https://cofc.curriculog.com/agenda:114/form

The proposal was approved by voice vote.

12) INFM - Course change: INFM 220 (currently DSCI 320)
https://cofc.curriculog.com/proposal:1810/form

The proposal was approved by voice vote.

13) INTL - New course: INTL 200; Course changes: INTL 350, 495; Program change: INTL
https://cofc.curriculog.com/agenda:115/form

The proposal was approved by voice vote.

14) ITST - Change minor: ITST
https://cofc.curriculog.com/proposal:2122/form

The proposal was approved by voice vote.

15) JWST - New courses: JWST 201, 250, 345, 350; Course change: JWST 225 (currently JWST 200)
https://cofc.curriculog.com/agenda:116/form

The proposal was approved by voice vote.

16) LING - New courses: LING 210, 240, 320; Course change: LING 290
https://cofc.curriculog.com/agenda:126/form

The proposal was approved by voice vote.

17) Management and Marketing - Course changes: MGMT 325, MKTG 326
https://cofc.curriculog.com/agenda:117/form

The proposal was approved by voice vote.

18) MATH - Course changes: MATH 101, 103, 104, 105, 111, 120, 250
https://cofc.curriculog.com/agenda:119/form
The proposal was approved by voice vote.

19) MUSC - Course change: MUSC 382
https://cofc.curriculog.com/proposal:2210/form

The proposal was approved by voice vote.

20) PSYC - Course change: PSYC 316 (currently PSYC 372)
https://cofc.curriculog.com/proposal:2128/form

The proposal was approved by voice vote.

21) SCIM - New course: SCIM 344; Course change: SCIM 233 (currently SCIM 333)
https://cofc.curriculog.com/agenda:123/form

The proposal was approved by voice vote.

22) SPAN - Course change: SPAN 494
https://cofc.curriculog.com/proposal:2271/form

The proposal was approved by voice vote.

23) THTR - New course: THTR 389;
https://cofc.curriculog.com/proposal:2117/form
Program change: THTR-THST
https://cofc.curriculog.com/proposal:2233/form

The proposal was approved by voice vote.

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

Professor Jon Hakkila, Associate Dean of the Graduate School, represented the committee in Professor Slater’s absence. He explained the intent of each proposal.

1) Child Life, MS

CHLI 650 International Experiences in Child Life and Pediatric Psychosocial Care
https://cofc.curriculog.com/proposal:1852/form

COMM 580 from Requirement to Elective
https://cofc.curriculog.com/proposal:1880/form

The proposal was approved by voice vote.
2) Teacher Education

EDFS - 510 - Characteristics of Individuals with Intellectual Disabilities Course Title Change
https://cofc.curriculog.com/proposal:2099/form

EDFS - 522 - Educational Procedures for Individuals with Intellectual Disabilities
https://cofc.curriculog.com/proposal:2100/form

The proposal was approved by voice vote.

3) Computer Science and Information Science

CSIS - 656 - Software Systems Design and Implementation (remove prerequisite in Catalog)
https://cofc.curriculog.com/proposal:1943/form

CSIS - 670 - Developing Mobile Applications (change language)

The proposal was approved by voice vote.

4) Public Administration

PUBA 600 Foundations of Public Sector Management and Leadership (Course Title Change)
https://cofc.curriculog.com/proposal:2154/form

Public Administration, M.P.A. Admission Requirements Changes
https://cofc.curriculog.com/proposals?filter=task

The proposal was approved by voice vote.

c. Committee on General Education (Susan Kattwinkel, Chair):

1) SOST175 – Religions in the U. S. South (Humanities)
https://cofc.curriculog.com/proposal:2113/form

The proposal was approved by voice vote.

2) MEDH200 – Introduction to Medical Humanities (Humanities)

The proposal was approved by voice vote.

The meeting adjourned at 6:11.
Faculty Senate, Tuesday, January 14, 2020, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Highlights (Full minutes to follow)

Motions with voting results are in red.

1. Call to Order

2. Minutes of the Dec. 3, 2019, meeting were approved.

3. Announcements and Information

4. Reports

   a. Speaker of the Faculty Simon Lewis reflected on the transitional moment the College
      finds itself in, turning 250 with a new president and searches ongoing for a new provost
      and multiple deans. Speaker Lewis discussed the recent ModernThink survey, which
      indicated (among other things) a lack of trust in senior leadership on the part of faculty
      and staff, but he also expressed appreciation for the new administration’s sharing that
      survey data at an open forum. He encouraged faculty to put aside cynicism and “risk
      trust” in President Hsu and senior leadership, while reminding administrators that
      ongoing trust must be earned.

   b. Interim Provost Fran Welch, who had circulated her report in advance of the meeting,
      supported Speaker Lewis’s assessment and took questions from the floor. PDF

   c. VP of Facilities Management John P. Morris provided an overview of the work and
      current state of Facilities Management. PDF

5. New Business

   a. Curriculum Committee (Andrew Przeworski, Chair)

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

      1) BIOL - New courses: BIOL 213, 213D, 454, 454L; Course description change: BIOL 211; Program changes; BIOL Core, MBIO
         https://cofc.curriculog.com/agenda:110/form
         Passed by voice vote.
2) CSCI - Course prerequisite change: CSCI 230
https://cofc.curriculog.com/proposal:1942/form
Passed by voice vote.

3) GEOL - New course: GEOL 495; Course prerequisite change: GEOL 402
Passed by voice vote.

4) MATH - New course: MATH 101S
https://cofc.curriculog.com/proposal:2038/form
Passed by voice vote.

5) MEIW - Change minor: MEIW
Passed by voice vote.

6) RELS - New courses: RELS 106, 117, 118
Passed by voice vote.

b. Committee on General Education (Susan Kattwinkel, Chair):
   Approval of three RELS 106 for Humanities credit; RELS 117 and 118 for History credit in General Education:

   RELS106: https://cofc.curriculog.com/proposal:2072/form

   RELS117: https://cofc.curriculog.com/proposal:2062/form

   RELS118: https://cofc.curriculog.com/proposal:2064/form
   Passed by voice vote.

c. Committee on Academic Standards, Admissions, and Financial Aid (Deborah Boyle, Chair): Motion to eliminate the “WA” as a grade option PDF

   After extended discussion, the motion passed by a show of hands.

6. Constituents’ General Concerns

7. Adjournment
Interim Provost Update for Faculty and Staff – January 15, 2020

Great Colleges Survey Results

President Hsu and I are quite pleased that we had “standing room only” faculty and staff participation in the Town Hall presentation by Rich Boyer from Modern Think last Friday afternoon. With the President’s approval, I have included the PPT presentation Rich shared. The Senior Leadership Team also met with Rich separately on Friday afternoon. This report relates particularly well to the work of one of the Strategic Plan working groups on employee success. We have work to do and look forward to discussing plans moving forward in the near future.

250th Celebration

We’re excited to celebrate the College’s 250th Anniversary on January 30, 2020, and I hope faculty, staff, students, alumni, friends and supporters of the College will join in the festivities. CofC Day includes an unveiling of a South Carolina historical marker, a 24-hour fundraising drive, global alumni club events, and a block party with food, festivities and entertainment for all ages. For more information celebrating this historic milestone, check out the following websites and be on the lookout for additional details from President Hsu soon.

https://cofcday.cofc.edu/
https://250.cofc.edu/

The Lowcountry CofC Alumni Club invites alumni, parents, and friends to celebrate CofC Day on the College’s 250th anniversary, Thursday, January 30, from 6-8 pm, in Towell Library (in Cistern Yard). Your ticket includes delicious hors d’oeuvres, a limited edition #CofC250 t-shirt, wine, beer, sodas, and fabulous door prizes.

Register: https://alumni.cofc.edu/lowcountry-cofc-day. Note that you must register in advance in order to attend.

Student Success and Retention (SSR) Steering Committee Update

This Committee is co-chaired by Lynne Ford and Alicia Caudill and works closely with Michelle Smith in Institutional Research. Other members of the Steering Committee are: Jim Allison, Melantha Ardrey, Mary Bergstrom, Jeri Cabot, Lisa Chestney, Jimmie Foster, Michelle Futrell, Zach Hartje, Karen Hauschild, Rochelle Johnson, Tim Johnson, Tripp Keeffe, Page Keller, Chris Korey, John Morris, and Sebastian van Delden. This Steering Committee has been hard at work last semester and will continue this semester and into the future. Recently, the co-chairs sent me a thorough progress report. In late August, I charged the committee as follows:

Learn best practices regarding student success and retention; collect and review current data at the College of Charleston; analyze current practices and resources allocated to
**student success and retention; recommend a goal and timeline to improve retention and graduation rates.**

Last semester, this Steering Committee reviewed best practices related to student success and retention relative to what we currently have in place and what might be developed or enhanced in the future. They also reviewed retention trends at the College relative to peers and aspirant institutions, considered the current context for improving retention at the College, and recommend a new retention goal of 87% by 2026. Please be thinking of ways you can help us achieve this goal.

The Steering Committee will continue in the spring to review the data associated with 4, 5, and 6-year graduation rates to establish a 2026 goal. They have also created five working groups to focus attention on preparing for the selection and implementation of an SSR Customer Relationship Management (CRM) software program and to make progress on some areas in need of immediate attention.

**Dean Searches**

The Dean Search Chairs are: Valerie Morris, SSM; John White, HSS, and Gibbs Knotts. Honors College Dean Search applicants are encouraged to submit materials by **February 15, 2020**, at [https://jobs.cofc.edu/postings/9593](https://jobs.cofc.edu/postings/9593). HSS and SSM applicants are encouraged to submit their materials to R. William Funk and Associates by **February 28, 2020**, to receive full consideration. Details about these searches, the committee members, materials to be submitted, application addresses etc. can be found at [http://academicaffairs.cofc.edu/recruiting/index.php](http://academicaffairs.cofc.edu/recruiting/index.php).

**Strategic Plan Update**

The Strategic Plan Steering Committee has broken into three groups to work on areas of the plan with working titles: employee success; public national university with liberal arts curricular foundation in the context of next century expectations; and student success. These are working titles only and likely to change as discussions about goals, metrics, and initiatives continue developing. Drafts of the revised mission and vision statements and other aspects of the plan will be shared to campus shortly via an email from President Hsu. Information including data survey results, materials from the strategic planning workshops, and a video of President Hsu’s “Tradition and Transformation” presentation will be accessible to faculty and staff using their CofC credentials, both through links provided in the email and posted on the [Strategic Planning website](http://academicaffairs.cofc.edu/recruiting/index.php). The next on-campus meeting of the Strategic Planning Steering Committee is February 12.

**Center for Sustainable Development**

With support from President Hsu and the Office of the Provost and Academic Affairs, the Office of Sustainability and Sustainability Literacy Institute have embraced a new, singular identity as the Center for Sustainable Development.
The Center’s scope and purpose reflect the Sustainable Development Goals outlined by the United Nations with a focus on regional partnerships designed to build inclusive sustainable development. These goals intend to solve challenges felt both globally and locally in communities like Charleston, particularly poverty, hunger, overconsumption, gender and racial equality, environmental degradation, and climate change. The Center for Sustainable Development will also advance the five core components of The College’s Sustainability Action Plan: Carbon Neutrality, Zero Waste, Sustainability Culture, Sustainability Literacy, and Institutional Resilience.

Under the leadership of Dr. Brian Fisher, the Center stewards sustainability literacy and serves as a hub for study, practical application and the professional development of diverse, innovative students. As thought leaders and sustainability experts, its team builds and fosters strong, service-oriented partnerships in the Charleston community and on campus, and advocates for policies and practices that enable our university to advance its climate and zero waste goals.

This renewed identity helps signal the Center’s mission to provide students, faculty and staff with the knowledge and tools to transform the present and positively influence the future. To learn more about the Center or to get involved, please reach out to Brian or visit the Center at 14 Green Way.

**College Reads Book 2020**

The College Reads Committee is chaired by Lynne Ford, Associate Vice President for the Academic Experience. Committee membership is broad based and includes faculty (current and retired), staff, students and representatives from the broader community.

The committee reviewed 120 books and recommended *The Line Becomes a River* by Francisco Cantu as next year’s book selection. This book is a memoir of Cantu’s experience growing up around the border in the desert southwest, studying the border as an international relations major at American University, and his decision to join the Border Patrol (2008-2012) in an attempt to better understand the dynamics of the US southern border.

A clip of Cantu presenting at the 2018 FYE Conference is available at:

https://www.youtube.com/watch?v=p5iR9_tnUpM

Cantu will visit campus next October to speak, visit classes, and meet with students.
FM Faculty Senate Discussion

Presented by
John P. Morris, P.E.
Vice President for Facilities Management
January 14, 2020
AGENDA

- Facilities Management
- Project Timeframes
Total Cost of Ownership

- High value project investments
- Optimal building and grounds operations
- Asset life extension
- Managed risks and regulations
- Sustainable and energy efficient operation
- Optimal space utilization and configuration

Customer Focus
University mission and vision
Student Success
Research Excellence

Total cost of ownership
Total Cost of Ownership

50-year building
Initial Construction 15%
Operation, Utilities and Renewal 80%
Decommissioning and demolition 5%

Buildings and Infrastructure
Campus Total GSF 3.67 M
Estimated Current Replacement Value $1.3 B
Annual Renewal Target (3% of CRV) $38 M

Operating Budget $16.2 M
Utility Budget $ 8.7 M
Learning and the facility-built environment are interconnected

- Thermal comfort
- Indoor air quality (IAQ)
- Noise/acoustics
- Lighting
- Size and configuration
- Maintenance quality
- Facility age/quality
- Aesthetics
- Technology
FM works with the campus community to create and enhance learning and living environments.

- Modern classrooms and laboratories
- Current technology and adequate access
- Residential living environments
- Recreational opportunities
- Outdoor environments that create a sense of place
- Flexible open spaces where students can congregate and interact
- Hiring students provides opportunities for real world experience
- Demonstrate sustainable practices
- Implement TCO fundamentals
Facilities Management Mission

The mission of Facilities Management, in partnership with the campus community, is to create and enhance learning and living environments that promote student success and research excellence.
Facilities Management Vision

To be a progressive, customer-focused organization that is recognized as a leader in providing exceptional service and responsible stewardship of resources.
Facilities Management Values

We value our employees, our campus community our institutional heritage, and our natural environment.

We achieve organizational excellence through the following core values:

• Integrity
• Respect
• Community
• A safety culture
• An engaging workplace
• A culture of sustainability
• Value-added customer service
• A diverse and inclusive community
• Teamwork, partnership and cooperation
• Innovation and continuous improvement
Facilities Management Strategic Plan

1. Improve Campus Appearance and Functionality
2. Promote a Customer Service Driven Culture
3. Promote a Positive and Encouraging Organizational Culture
4. Embrace Continuous Process Improvement
5. Ensure Responsible Fiscal Management
6. Advance Campus Sustainability
Facilities Management Strategic Plan

Improve Campus Appearance and Functionality

• Expand campus inspections
• Develop and implement a focused preventive maintenance program
• Implement energy conservation measures
• Increase use of student hourlies
• Ensure campus space is effectively utilized
  • Space Committee
  • Classroom Renovation Committee
Facilities Management Strategic Plan

Promote a Customer Service Driven Culture

- Develop a customer focus team
- Continue building partnerships with other service departments
- Develop a Building Liaison Program
- Investigate ‘customer service professional’ training
- Ensure website content is current
Facilities Management Strategic Plan

Promote a Positive and Encouraging Organizational Culture

• Promote a safety culture
• Develop training plans and opportunities
• Enhance employee recognition and appreciation opportunities
• Develop an employee satisfaction survey to assess the organizational culture
Facilities Management Strategic Plan

Embrace Continuous Process Improvement

- Implement process improvement teams
- Identify key performance indicators
- Utilize industry benchmark standards
- Continue to improve our use of AiM
Facilities Management Strategic Plan

Ensure Responsible Fiscal Management

- Continue to train and empower individual work unit leaders to monitor and manage their budgets
- Review inventory management processes
- Develop fully loaded charge out rates and fees
- Continue to improve utility cost, consumption and conservation reporting
- Pursue historic preservation and other grant opportunities
Facilities Management Strategic Plan

Advance Campus Sustainability

• Continue to collaborate with the Office of Sustainability and the Sustainability Literacy Institute
• Assist with implementation of a campus Sustainability Action Plan
• Assist with data collection to complete the Sustainability Tracking, Assessment & Rating System (STARS) report
## Project Time Frames

**MINOR PROJECTS (Construction Cost Less than $10K)**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 days</td>
<td>Define project scope / Obtain GC proposal</td>
</tr>
<tr>
<td>30 days</td>
<td>PO execution and delivery to General Contractor</td>
</tr>
<tr>
<td>40 days</td>
<td>Average duration prior to construction start</td>
</tr>
</tbody>
</table>
INTERNAL PROJECTS (Construction Cost $10K - $100K / NO A/E)

15 days    Define project scope / Develop Request for Bids
21 days    GC bid duration
45 days    CofC OLA Review
30 days    PO execution and delivery to General Contractor
111 days   Average duration prior to construction start
### Project Time Frames

**INTERNAL PROJECTS (Construction Cost $10K - $100K / IDQ A/E*)**

*Non-IDQ A/E requires additional 45-day CofC OLA review*

<table>
<thead>
<tr>
<th>Days</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Define project scope / Obtain fee proposal from A/E</td>
</tr>
<tr>
<td>30</td>
<td>PO execution and delivery to A/E</td>
</tr>
<tr>
<td>45</td>
<td>Design</td>
</tr>
<tr>
<td>21</td>
<td>GC bid duration</td>
</tr>
<tr>
<td>45</td>
<td>CofC OLA Review</td>
</tr>
<tr>
<td>30</td>
<td>PO execution and delivery to General Contractor</td>
</tr>
<tr>
<td>186</td>
<td>Average duration prior to construction start</td>
</tr>
</tbody>
</table>
INTERNAL CAPITAL PROJECTS (Construction Cost $100K - $350K / with IDQ A/E*)
*Non-IDQ A/E requires additional 45-day CofC OLA review

- 21 days Define project scope / Obtain fee proposal from A/E
- 10 days AiM Capital Request / Establish AiM project record
- 30 days PO execution and delivery to A/E
- 60 days Design
- 14 days OSE review
- 21 days GC (TOC) bid duration
- 30 days PO execution and delivery to General Contractor
- 186 days Average duration prior to construction start
INTERNAL CAPITAL PROJECTS (Construction Cost $350K - $1M Project Cost / with IDQ A/E*)
*Non-IDQ A/E requires additional 45-day CofC OLA review

21 days Define project scope / Obtain fee proposal from A/E
10 days AiM Capital Request / Establish AiM project record
30 days PO execution and delivery to A/E
90 days Design
21 days OSE review
30 days SCBO Bid posting / GC bid duration
11 days Bid protest period
10 days GC contract prep
45 days CofC OLA Review
30 days PO execution and delivery to General Contractor
298 days Average duration prior to construction start
## Project Time Frames

### STATE CAPITAL PROJECTS (Over $1M Project Cost / low bid procurement)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 days</td>
<td>Define project scope / Obtain fee proposal from A/E for feasibility study</td>
</tr>
<tr>
<td>30 days</td>
<td>PO execution and delivery to A/E</td>
</tr>
<tr>
<td>75 days</td>
<td>Feasibility study &amp; cost estimate</td>
</tr>
<tr>
<td>75 days</td>
<td>CHE Phase 1 approval</td>
</tr>
<tr>
<td>10 days</td>
<td>AiM Capital Request / Establish AiM project record</td>
</tr>
<tr>
<td>60 days</td>
<td>A/E selection</td>
</tr>
<tr>
<td>30 days</td>
<td>A/E fee proposal, negotiation &amp; contract prep</td>
</tr>
<tr>
<td>45 days</td>
<td>CofC OLA contract review</td>
</tr>
<tr>
<td>30 days</td>
<td>PO execution and delivery to A/E</td>
</tr>
<tr>
<td>90 days</td>
<td>Schematic Design &amp; Cost Estimate</td>
</tr>
<tr>
<td>21 days</td>
<td>OSE review</td>
</tr>
<tr>
<td>75 days</td>
<td>CHE Phase 2 approval</td>
</tr>
<tr>
<td>270 days</td>
<td>Design &amp; cost estimate (assumes 3 BAR reviews)</td>
</tr>
<tr>
<td>30 days</td>
<td>OSE review</td>
</tr>
<tr>
<td>35 days</td>
<td>SCBO posting &amp; bid duration</td>
</tr>
<tr>
<td>11 days</td>
<td>Bid protest period</td>
</tr>
<tr>
<td>10 days</td>
<td>GC contract prep</td>
</tr>
<tr>
<td>45 days</td>
<td>CofC OLA Review</td>
</tr>
<tr>
<td>30 days</td>
<td>PO execution and delivery to General Contractor</td>
</tr>
<tr>
<td>1001 days</td>
<td>Average duration prior to construction start</td>
</tr>
</tbody>
</table>
Thank you!
Motion to eliminate the "WA" as a grade option
Faculty Committee on Academic Standards, Admissions, and Financial Aid (FCAS)
January 2020

Introduction
The “WA” grade is assigned to students who have exceeded the course attendance policy, or stopped attending class, but who did not officially drop or withdraw. The “WA” does not withdraw a student from a course.

Prior to the days of financial aid for higher education, the “WA” resulted in a student being withdrawn from the course. This is not the case today, as only students may initiate a withdrawal from a course. Many faculty and staff continue to believe (incorrectly) that a student may not return to class after a “WA” is granted. However, there is no policy that prevents a student’s attendance after a “WA” has been earned. The Registrar’s Office often receives faculty inquiries about a student’s continuing attendance in a course and despite receiving a “WA” grade: “I submitted the form, but the student keeps showing up.” As a result, the RO ends up addressing issues with students that should be addressed by the professor.

Most faculty submit their “WA” grades at the end of the term; data from the last nine years indicate approximately 79% of “WA” grades were submitted during the final grading period. While the RO makes every effort to provide faculty with instruction, each term faculty continue to submit “WA” grades prior to the withdrawal deadline for the semester. Faculty have also erroneously submitted “WA” grades during attendance verification. These mistakes result in a conversation with the faculty member, cancellation of the workflow request, and resubmission. Some faculty have argued that the RO does not have the right to prohibit the awarding of a “WA” at any point during the semester, particularly prior to the withdrawal deadline.

The Registrar’s Office also fields questions from recipients of official transcripts who inquire as to whether the “WA” means absences due to medical reasons, ceased attendance, or a violation of the instructor’s policy. The RO’s response defaults to a violation of the instructor’s attendance policy because the RO does not track or store such information. No current policies have been identified that reflect a requirement to indicate what “type of F” the student earns.

Three Options
The following three options were presented in September 2019 to FCAS by Registrar Mary Bergstrom and Associate Provost Mark del Mastro:

Option 1: “WA” Grades are Only Submitted During the Official Midterm and Final Grading Periods

By adopting Option 1, the “WA” grade submission period would be during the official semester midterm and final grading periods. The faculty member would be responsible for communicating with students the course attendance policy and the consequences for violations. Faculty could use the midterm grade to signal to the student that the final grade will be a “WA” unless they withdraw from the course. The RO would then be eliminated from the notification process.
**Option 2:** Eliminate “WA” as a Grade Option and Award an “F”

By adopting Option 2, the “WA” grade would be eliminated as a grade option, and faculty would award a final grade of “F” for students whose excessive absences merit the failing grade.

**Option 3:** Keep the Current “WA” Process, Re-train Faculty on The Process and Their Responsibilities, and Amend the Current Attendance Policy

The current attendance policy does not indicate that the student who receives a “WA” may not continue attending the class. By adopting Option 3, the College would amend the attendance policy to indicate a student may not continue attending a course after a “WA” has been awarded. The email notification from the RO would include the policy but would continue to refer student contact to the professor. Academic Affairs would provide faculty with additional training and resources regarding the “WA” process, policy, and communication with students.

Members of FCAS discussed these options at the October 3 and 17 meetings, and unanimously preferred Option 2. The committee Chair sent requests for feedback to the email lists for Chairs/Program Directors and Deans. Of 11 replies, 8 favored Option 2 (eliminating the WA).

**Motion:**

Eliminate the WA as a grade option.

**Rationale**

There is widespread confusion among both faculty and students about what the WA grade means. Some students believe (incorrectly) that receiving a WA as a midterm grade means that they have thereby been removed from the course, and so they do not withdraw from the course by the withdrawal deadline. A grade of "F" would be clearer; students would realize that they should withdraw, or at least that they should consult with their instructor about what to do. Sometimes students do not realize that a WA counts as an F in calculating the GPA; again, a grade of "F" would be clearer. There is also some misunderstanding among the faculty regarding when the WA can be assigned, as well as confusion among recipients of students' official transcripts (such as graduate programs to which students are applying) about what the WA designates. Eliminating the WA option would eliminate all such confusion.
Items voted on by the Faculty Senate appear in red.

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

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

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

4. Reports
   a. Speaker of the Faculty Simon Lewis updated the faculty on Provost and Dean(s) searches, and on the work of two ad hoc committees (intellectual property policy; integrating a diversity component into the curriculum).
   b. Interim Provost Fran Welch provided updates on the mumps outbreak and the availability of online exam services to help minimize further contagion. She also announced that the President is going to lift the “Mother’s Day Mandate” for determining the date of spring commencement.
   c. Senator Jen Wright (HSS) presented information on behalf of the C of C Food Alliance and Task Force on Student Wellbeing. She encouraged faculty to help increase student awareness of these programs with syllabus inserts and announcements. PDF
   d. CIO Mark Staples presented the annual report for Division of Information Technology. PDF

5. New Business
   a. The list of degree candidates for December Commencement, presented by Interim Provost Welch, was approved.
   b. Curriculum Committee (Andrew Przeworski, Chair): All proposals were approved.

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

1) DSCI:
   Course change (description and prerequisites): DSCI 304
2) HTMT:
Course prerequisite change: HTMT 355
https://cofc.curriculog.com/proposal:1907/form

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

c. Committee on Graduate Education (Sandra Slater, Chair): All proposals were approved.

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

2) MEd Languages: update allowable transfer credit hours from 9 to 12 https://cofc.curriculog.com/proposal:1851/form

3) MEd Languages: LALE 695, pre-req change
https://cofc.curriculog.com/proposal:1856/form

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

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

After discussion, the motion to approve the proposal passed.

6. Constituents’ General Concerns:

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

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

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

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

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

• As a reminder, to participate organizations need to extend catering contracts with Aramark and space reservations by 30-minutes. Contact Christine Workman to make arrangements and she sends out messaging through CougarConnect about where and how to access the food.
- **Cougar Pantry:** located in the Stern Student Center
  - Opened August 23rd (summer access through front desk)
  - Open 4-5 days a week, all shifts covered by student volunteers
  - Non-perishable items (though perishable coming)
- **292 individual pantry visits**
  - The most used by one student was **12 visits**
  - The majority of the students used **1-5 times**
- **Donation Drives**
  - Student Organization Competition sponsored by Cougar Activities Board
  - New Student Programs Donations
  - Period Project Donations for feminine hygiene
  - Staff Competition with FERPA presentation
- **Giving Tree in the Stern Center:** Stop by to get stars from our tree of items that can be purchased before the break. Most wanted items currently are cereals/breakfast items (Pop Tarts!), pasta sauce, rice and macaroni and cheese.
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Details</th>
<th>Location and Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cougar Pantry</strong></td>
<td>By request at front desk outside of normal hours</td>
<td>Stern Center, T: 4-7 W: 1-7 F: 1-4 p.m.</td>
</tr>
<tr>
<td><strong>Pop-Ups</strong></td>
<td>Panera and Einstein’s donations</td>
<td>Stern Center, W: 1:00 p.m. F: 11:00 a.m.</td>
</tr>
<tr>
<td><strong>Excess Food</strong></td>
<td>Free food after campus events</td>
<td>Stern Center</td>
</tr>
<tr>
<td><strong>Meal Swipe Program</strong></td>
<td>Meal swipes added to your account</td>
<td><a href="https://deanofstudents.cofc.edu/student-food-temp-housing-asst/">deanofstudents.cofc.edu/student-food-temp-housing-asst/</a></td>
</tr>
<tr>
<td><strong>Stone Soup Collective</strong></td>
<td>Free vegan soup</td>
<td><a href="mailto:thestonesoupcollectiveatcofc@gmail.com">thestonesoupcollectiveatcofc@gmail.com</a> W: 5-7 14 Green Way</td>
</tr>
</tbody>
</table>

Created Fall 2019, Info may change.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Farmer's Market</strong></td>
<td>Low-price produce</td>
</tr>
<tr>
<td><strong>Cooking Demonstrations</strong></td>
<td>How to cook healthy on a budget</td>
</tr>
<tr>
<td><strong>Sustainable Agriculture</strong></td>
<td>Access to free produce from gardens</td>
</tr>
<tr>
<td><strong>Jewish Student Union</strong></td>
<td>Potluck dinner, No religious context</td>
</tr>
<tr>
<td><strong>Catholic Student Association</strong></td>
<td>Potluck dinner, No religious context</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Once/Month 11-2 pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>George Street</strong></td>
<td></td>
</tr>
<tr>
<td><strong>@sustaincofc</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Residence Hall Kitchens</strong></td>
<td></td>
</tr>
<tr>
<td><strong><a href="mailto:davislh@cofc.edu">davislh@cofc.edu</a></strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Gardens</strong></td>
<td></td>
</tr>
<tr>
<td><strong>W: 6:30-8 F: 6:30-8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Jewish Studies Building</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sun: 6:15-8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>134 St. Phillip Street</strong></td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY RESOURCE GUIDE


- Direct link to guide: [https://advising.cofc.edu/pdf/community-resource-guide.pdf](https://advising.cofc.edu/pdf/community-resource-guide.pdf)
### Suicidal thoughts and actions

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

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

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

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

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

Student Reported Mental Health

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- [Academic probation](https://capp.cofc.edu/fast/index.php), [Dismissal Due to Academic Deficiency](https://capp.cofc.edu/fast/index.php), and other issues related to [Academic Standards](https://capp.cofc.edu/fast/index.php)
- [Withdrawing from courses](https://capp.cofc.edu/fast/index.php) including Petitions for Late Withdrawal
- [Leave of Absence](https://capp.cofc.edu/fast/index.php) and [Complete Withdrawal](https://capp.cofc.edu/fast/index.php) requests
- [First Year Impact Programs](https://capp.cofc.edu/fast/index.php)
- Conditional readmission and the [STEP Program](https://capp.cofc.edu/fast/index.php)
- [Three-year transfer option](https://capp.cofc.edu/fast/index.php) for readmitted students
- Other problems that are affecting students’ academic success

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

- [Click here to make a FAST referral](https://capp.cofc.edu/fast/index.php)
CONSIDER ATTENDING A TRAINING

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

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

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

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

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

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

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

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

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

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

2019 ANNUAL REPORT

COLLEGE OF CHARLESTON
STATEMENT FROM THE CIO

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

Goals

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

Desired State

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

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

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

Mark A. Staples

MARK A. STAPLES
Sr. Vice President Technology Services & Chief Information Officer
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OUR MISSION

Our mission is to transform the College into a digital workplace leading to a digitally literate campus.
SUPPORT SERVICES

IT SERVICE DESK

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

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

43.9% 34.8% 20% 1.4%

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

APPLE AND DELL ONLINE STORES

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

Visit Apple apple.com/edu/cofc and Dell dell.com/cofc online stores.
Support Services

Computer Replacement

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

When you need a new computer, consider a laptop with docking station. This combination would allow users to be mobile and reduce redundant computers for people that have both laptops and desktops. If we invest $2,000 on a computer, per person on campus, every employee could have one new computer every five years.

Infrastructure

Digital Signage

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

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

74 COMPLETE UPGRADES
198 PARTIAL UPGRADES

NUMBER OF CAMPUS LEARNING SPACES THAT HAVE BEEN UPGRADED SINCE 2018

EDUROAM WIRELESS

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

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

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

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

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

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

COMMUNICATIONS & OUTREACH

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

> 500

NUMBER OF SOCIAL MEDIA POSTS

STUDENT BLOG

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

3,873

NUMBER OF TIMES BLOG WAS VISITED

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

blogs.cofc.edu/sits
FACULTY DEVELOPMENT & SERVICES

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

DEVELOPMENT

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

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

SERVICES

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

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

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

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

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

SECURE SHARE

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

SECURING THE HUMAN

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

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

MULTI-FACTOR AUTHENTICATION

Office 365 account when you access it from off-campus. MFA is essential for preventing hackers from accessing your account, even if they steal your credentials. IT will continue to enable MFA for all new employees as they join the College.

OFFICE 365 ACCESS

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

OFFICE 365 LOGIN ATTEMPTS OVER ONE WEEK

<table>
<thead>
<tr>
<th>Status</th>
<th>Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>130,832</td>
</tr>
<tr>
<td>Interrupted</td>
<td>1,644</td>
</tr>
<tr>
<td>Success</td>
<td>112,607</td>
</tr>
</tbody>
</table>

Number of MFA enabled accounts that have been compromised: ZERO

Information Technology has enabled multi-factor authentication (MFA) for faculty and staff. MFA provides a secondary way of verifying that you are actually the person logging in to your

OFFICE 365 ACCOUNTS

Now Available for All Students!

Access at: portal.office.com

Sign in with your username in email format and password.

966 ACTIVE COFC ONEDRIVE USERS  4 MILLION FILES UPLOADED BY COFC USERS TO ONEDRIVE
FINANCIAL REPORT FY 2019

FISCAL STATISTICS

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

FY19 DISTRIBUTION OF ANNUAL CONTRACTS

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

FY19 IT EQUIPMENT AND HARDWARE EXPENDITURES

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

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

HISTORICAL LOTTERY FUND APPROPRIATIONS
FINANCIAL REPORT FY 2019

FY19 IT FUNDED PROJECTS HIGHLIGHTS

**CLASSROOM PROJECTORS**
Seventy five classroom projectors were replaced in FY19.

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

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

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

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

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

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

Sincerely,

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

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

Andrew Przeworski  
Associate Professor, Department of Mathematics  
Chair, Curriculum Committee
We propose within the academic catalog to create a separate section under “Academic Regulations” for the bachelor’s essay. Language that will be added to the catalog reads

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

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

Upon approval of this resolution and the above catalog language, departments are charged with reviewing and, where appropriate, revising the course descriptions for their individual bachelor’s essay courses during the 2019-20 academic year, to ensure that those course descriptions are consistent with the new catalog language. In particular, departments should create separate course listings for the first and second semesters of the bachelor’s essay, with the first semester designated as a prerequisite for the second.
Faculty Senate, Tuesday, November 5, 2019, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Highlights (full minutes to follow)

Votes taken by the Faculty Senate appear in red.

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

2. The October 1, 2019 Minutes were approved by acclamation.

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

4. Reports

   a. Speaker of the Faculty Simon Lewis began his report by paying tribute to Dr. Mike Auerbach, former Dean of the School of Science and Math, who passed away on October 10. Contributions to a memorial scholarship can be made at https://give.cofc.edu/Auerbach.

   Speaker Lewis updated the Senate on the following matters:

   Mumps cases on campus;

   Searches for the next Provost and Deans of HSS and SSM;

   The controversy surrounding the search and hiring of the University of South Carolina President;

   AAUP “Equity Week” and Prof. Julia Eichelberger’s recognition as AAUP Champion Professor.

   He concluded by noting that despite current budget tightening, the vibe on campus following the inauguration of Dr. Hsu is upbeat.

   b. President Andrew Hsu discussed his priorities of student success and enrollment management. Regarding the former, he noted the work of the retention steering committee and the adoption of a software system to help gauge and manage student success.

   President Hsu then walked through information on a series of slides outlining the strategic planning process and summarizing survey results.
5. New Business

a. Curriculum Committee (Andrew Przeworski, Chair)

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

1) AFST:

- New course: AFST 205 “Gender in Africa”
- Course name change: AFST 101
- Minor change: Add AFST 205 and POLI 267 to electives in AFST minor

https://cofc.curriculog.com/agenda:100/form

These proposals were approved by voice vote.

2) ENTR/MGMT:

- New courses: ENTR 344 "Entrepreneurship Internship", MGMT 344 "Management Internship"
- Deactivate courses: ENTR 444, MGMT 444
- Major changes: add ENTR 344 to electives in BADM and BADM-ENTR, add MGMT 344 to electives in BADM and BADM-LCSR
- Minor changes: add ENTR 344 to electives in BADM minor and ENTR minor, add MGMT 344 to electives in BADM minor and LCSR minor

https://cofc.curriculog.com/agenda:103/form

These proposals were approved by voice vote.

3) FINC:

- New courses: FINC 316 "Advanced Financial Statement Analysis", FINC 362 "Global Investment Industry"
- Major changes: add required courses to BADM-FINC, add FINC 316 to electives in BADM-FINC and FINC, add FINC 362 to electives in FINC
- Minor changes: add required courses to FINC minor, add FINC 316 to electives in FINC minor


These proposals were approved by voice vote.

4) GEOI:
New minor: create a new minor in Geoinformatics
https://cofc.curriculog.com/proposal:1793/form

The minor was approved by voice vote.

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

English to Speakers of Other Languages I Graduate Certificate—ESO1: Increase credit hours from 12 to 15. https://cofc.curriculog.com/proposal:1842/form

This proposal was withdrawn from the agenda.

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

1) LPTO: Add four courses in Portuguese and Brazilian Studies to General Education -- Humanities

These proposals passed by voice vote.

2) Motion to form an ad hoc committee to research and plan a diversity requirement as part of the required curriculum PDF

The motion was approved by voice vote.

d. Committee on Academic Standards, Admissions, and Financial Aid (Deborah Boyle, Chair)

Slide Presentation Overview

1. Motion to Adopt a Transfer Credit Philosophy PDF

The motion was approved by voice vote.
2. Motion to Award DANTES Subject Standardized Tests (DSST) Credit  PDF

The motion was approved by voice vote.

3. Motion to Increase the 2-Year Institution Transfer Credit Limit from 60 to 66 Credits  PDF

The motion was approved by voice vote.

4. Motion to Amend the Senior Residency Policy and Petition Process (by which students request permission to complete coursework elsewhere)  PDF

The motion was approved by voice vote.

6. Constituents’ General Concerns

   Senator Annette Watson (Political Science) asked that the senate or appropriate faculty committee consider the College’s policy on intellectual property.

7. The meeting adjourned at 6:30.
Motion from the Committee on General Education to the Faculty Senate
Senate meeting - November 5, 2019

Motion: Be so moved the College Committee on General Education directs the Faculty Speaker to form an ad hoc committee to research and plan a diversity requirement as part of the required curriculum.

Rationale: Over the last few years there have been increasing calls for diversity/racial justice initiatives on campus to include curricular elements. Following the Board of Trustees approval of the College of Charleston Diversity Strategic Plan (DSP) in April 2012, Provost Hynd charged a 10--person ad hoc committee to review the DSP’s Goal #4: “Infuse diversity into the curriculum”; and the corresponding benchmark: “[b]y the fifth year of the current plan, all incoming and degree-seeking undergraduate students will be required to complete diversity-related experiences in one or more of their courses.” On March 20, 2013, the committee submitted a 5-page report that included a recommendation that “the Senate create and the Provost and faculty approve a Committee for Diversity in the Curriculum” and that “all students entering the College after Spring 2017 complete a credit-bearing, diversity-related experience as a requirement of graduation.” Unfortunately, no formal action was taken on the report.

More recently, in spring 2019, following a series of disturbing racial incidents on campus, the student group I-CAN (Intersectional Cougar Action Network) approached the Committee on General Education with a request and some suggestions for a curricular diversity requirement. The current Strategic Planning process may be an ideal context for such an initiative to take place.

The Committee on General Education supports the desire to consider ways to more deliberately incorporate discussions of diversity/racial literacy into the curriculum. However, recognizing that such an initiative may take the form of a graduation requirement (or something else) rather than a general education requirement, we ask the Speaker of the Faculty to constitute an ad hoc committee. This committee might consider the following:

- The scope of the concept – what does diversity/racial literacy mean in this context
- How other institutions format this sort of requirement
- If the requirement would be for undergraduates only, or if graduate programs would be included
- If it would be a graduation requirement, a general education requirement, a module similar to the Founding Documents requirement, or something else
- What committees or other entities would be responsible for the institution and management of the resulting requirement

We suggest that the ad hoc committee include representatives from the Committee on General Education, the Curriculum Committee, the Academic Planning Committee, and representatives from the faculty, staff, and students the Speaker finds appropriate.

Respectfully,
The Committee on General Education
Robert Frash
Allison Jones
Adam Jordan
Susan Kattwinkel, chair
Maragaret Keneman
Richard Lavrich
Judy Millesen
Lynne Ford, ex-officio
Karen Smail, ex-officio
4 Proposals Regarding Transfer Credits
Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
November 5, 2019
History:

- Task Force on Undergraduate Transfer Credit and Credit Hour Requirements convened by Brian McGee in February 2019
  - Co-chaired by Professor Joe Kelly (English) and Mary Bergstrom, University Registrar and Assistant Provost
  - Charged with considering various questions and writing a philosophy statement for the Transfer Resource Center
- Four proposals considered and approved by FCAS (October 2019)
- Sent to Academic Planning (October 2019), which declined to consider them.
1. Motion to Adopt a Transfer Credit Philosophy for the College of Charleston

**MOTION:** Adopt the following Transfer Credit Philosophy to advance the success of transfer students at the College of Charleston.

“The College of Charleston welcomes transfer students. The Transfer Resource Center assists students with questions prior to enrolling at the College, and with the official evaluation of transcripts submitted from other universities. Transfer credit equivalency at the College of Charleston is evaluated by the academic departments in consultation with the Transfer Resource Center. Courses eligible for transfer are evaluated based on content, level, comparability of the course completed, and any program accreditation of the institution at which the course was taken. College-level coursework will only transfer if a grade of C or better has been earned at a regionally accredited institution. Courses that are technical or vocational in nature cannot be accepted in transfer unless similar content or courses are offered for credit by the College of Charleston. Students may be asked to retake outdated coursework. Courses completed more than ten years ago may be subject to additional review. Credit can be evaluated in three ways: equivalent, elective, or not applicable for transfer. As a rule, credit for a specific College of Charleston catalog course will be granted when the academic department has determined that the content, level, and pre-requisites of the course completed elsewhere are equivalent to the College of Charleston course.”
Rationale:

- The College currently has no general statement about the value of transfer students or the policies used in evaluating transfer credits.
- Adopting such a statement would aid the Transfer Resource Center in recruiting, supporting, and graduating transfer students.
2. Motion to Award DANTES Subject Standardized Tests (DSST) Credit

Background

- DSST exams are college subject exams that test for knowledge a student has acquired outside of a traditional classroom, similar to CLEP examinations for credit.
- DANTES (Defense Activity for Non-Traditional Education Support) sponsors both DSST and CLEP exams. Historically, civilians completed CLEP exams and active-military or veterans completed DSST exams but today both exams are available to all students.
- Subject matter covered by DSST includes Mathematics, Social Sciences, Business, Physical Science, Technology, and Humanities. The 33 exams available within these subjects are designed to be comparable to a final exam in an undergraduate course in the subject area.
- Information on credit awarded by exam at the College can be found at http://transfer.cofc.edu/transfer-credit/credit-by-exam.php. Transfer credit earned by examination is covered in the Undergraduate Catalog under “Exam Credit (AP/IB/CLEP/Cambridge International).”
Current Policy (See Undergraduate Catalog, under Transfer Credit):

“Exam Credit (AP/IB/CLEP/Cambridge International)

The College awards credit for Advanced Placement (AP), International Baccalaureate (IB), selected Cambridge International Exams (A Level and AS Level) and many College Level Examination Program (CLEP) exams, based on the student’s scores. AP, CLEP, Cambridge International, and IB exam results must be sent directly from the testing agency to the College of Charleston for credit evaluation. Credit cannot be transferred from another college or university transcript. Likewise, credit will not be awarded for individuals sitting for AP exams after graduating from high school. Credits awarded by exam score can be viewed at the Credit by Exam page on the Transfer Resource Center website.”
Proposed Change:

Exam Credit (AP/IB/CLEP/DSST/Cambridge International)

The College awards credit for Advanced Placement (AP), International Baccalaureate (IB), selected Cambridge International Exams (A Level and AS Level) and many College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) exams, based on the student’s scores. AP, CLEP, DSST, Cambridge International, and IB exam results must be sent directly from the testing agency to the College of Charleston for credit evaluation. Credit cannot be transferred from another college or university transcript. Likewise, credit will not be awarded for individuals sitting for AP exams after graduating from high school. Credits awarded by exam score can be viewed at the Credit by Exam page on the Transfer Resource Center website.

MOTION: Add DSST to the list of credit by examination currently awarded by the College.
Rationale:

• The College of Charleston currently awards credit earned by examination for CLEP in some subject areas, but not DSST. Like credit earned by CLEP exam, the decision to accept credit in a given DSST subject area will be at the discretion of the department and the passing grade on the exam will be determined by the department. When credit is awarded, the student’s transcript indicates that the credit was earned through exam.
• DSST exams are comparable in rigor to CLEP exams.
• Adoption of this policy would make the College more friendly to veterans.
3. Motion to Increase the 2-Year Institution Transfer Credit Limit from 60 to 66 Credits

Background:

- The current 60-credit hour limit for credit transferred from a two-year institution has been in place since at least 1971.
- A review of transfer credit limits at other institutions shows that limits typically range from 60-credit hours to a limit of 76-credit hours.
- According to data from the Office of Institutional Research regarding the number of students and courses exceeding the current 60-credit hour limit for a period of five years (2013–2018), the number of students from two-year institutions who would be forced to leave behind credit hours when enrolling at the College would go down by roughly half.
Current Policy:

The maximum number of transfer credits acceptable toward a College of Charleston A.B., B.A., B.G.S., or B.S. degree is ninety (90) credit hours, including all credits earned by examination (e.g. Advanced Placement, International Baccalaureate, etc.). The maximum number of transfer credits that may be applied to the requirements for a College of Charleston B.P.S. degree is eighty-seven (87) credit hours, including all credits earned by examination. The maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor’s degrees is sixty (60) credit hours.
The maximum number of transfer credits acceptable toward a College of Charleston A.B., B.A., B.G.S., or B.S. degree is ninety (90) credit hours, including all credits earned by examination (e.g. Advanced Placement, International Baccalaureate, etc.). The maximum number of transfer credits that may be applied to the requirements for a College of Charleston B.P.S. degree is eighty-seven (87) credit hours, including all credits earned by examination. The maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor’s degrees is sixty-(60)-sixty-six (66) credit hours.

**MOTION:** Increase the 2-year institution transfer credit limit from 60 to 66 credits.
Rationale:

- The proposed change would not reduce the number of hours students must earn in residency at the College of Charleston, which is 32 credit hours for a bachelor’s degree (AB, BA, BS, BGS) and 35 credit hours for a BPS.
- However, increasing the limit on transferable credit from two-year institutions from 60 to 66-credit hours would reduce time to degree completion for transfer students.
Current catalog language regarding Senior Year Residency:

The senior year of work for the degree must be completed in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution. However, candidates who have earned a minimum of 30 credit hours at the College of Charleston may petition the Transfer Resource Center to complete up to seven of their final 37 credit hours at another institution or by CLEP exam during their senior year (see Courses Taken Elsewhere). Petitions require review and approval from the Department Chair or Program Director of the student’s major, minor, or certificate, as applicable. For study abroad, the determination in advance for credit awarded during the senior year will be made by the Department Chair or Program Director for the student’s major, minor, or certificate, as applicable (see Study Abroad).

https://catalog.cofc.edu/content.php?catoid=14&navoid=671

Current catalog language regarding Coursework Elsewhere and “Coursework Elsewhere During Senior Year Petition” form:

Rising seniors (>= 87 hours) must complete the Senior Year Petition

(https://transfer.cofc.edu/forms/index.php)
What the current policy means in practice:

- Eligible senior students who want to complete 7 (8 in cases of two lab courses) or fewer credits elsewhere need permission of their home department before submitting a form to the Registrar.
- Eligible students who wish to complete more than 7 (8 in cases of two lab courses) credits elsewhere need to petition the Committee on Academic Standards for permission to do so.
- In both instances, courses must be pre-approved for transfer.
Proposed changes:

- Define a “senior” as a student having at least 90-credit hours.
- Increase the credit threshold from 7 (8 in cases of two lab courses) credits to 12 credits before the petition to the Committee on Academic Standards for permission is required.
- Require a petition, reviewed by the Committee on Academic Standards, for eligible senior students requesting permission to complete between 13 and 18-credit hours elsewhere in the senior year.
- Require approval from the Provost or Provost’s designee for eligible senior students who petition to complete more than 18-credits elsewhere in the senior year.

**MOTION:** Amend the Senior Residency Policy and Petition Process by which eligible senior students are approved to complete coursework elsewhere as recommended by the Transfer Task Force (see 4 points above).
Rationale:

• There is no record of where the definition of “senior” as 87-credit hours came from. Moreover, this conflicts with the Catalog’s claim that senior status requires 90 credit hours. ([https://catalog.cofc.edu/content.php?catoid=14&navoid=671](https://catalog.cofc.edu/content.php?catoid=14&navoid=671))

• The Transfer Credit Task Force found that most requests for permission to take courses elsewhere in senior year were requests for elective or general education courses, not courses in the major. Changing this policy would thus probably not mean students would be taking advanced courses in their major at institutions other than the College.

• The credit threshold of requiring FCAS approval for 7 (8 in cases of two lab courses) credits seems arbitrary. 12 credits would be equivalent to a semester of full-time course work, and would allow students more flexibility in completing their degree.

• The Transfer Resource Center will work with departments and programs to develop a new form.
TITLE: Motion to adopt a Transfer Credit Philosophy for the College of Charleston

INTRODUCTION:

In February 2019, Provost Brian McGee convened a Task Force on Undergraduate Transfer Credit and Credit Hour Requirements, co-chaired by Professor Joe Kelly (English) and Mary Bergstrom, University Registrar and Assistant Provost. The charge to the Task Force was outlined in a memo specifying a number of questions for consideration. In the current case, Provost McGee wrote, “Related to the evaluation of transfer credit is the larger question of the College’s overarching philosophy of transfer credit….I hope the Task Force will offer some reflection on the quality, mission-driving, and equity considerations relevant to what might be a sound philosophy of transfer credit for the College of Charleston.” The Task Force unanimously approved the philosophy articulated below and recommends that it be adopted to advance the work of the Transfer Resource Center in successfully recruiting, supporting, and graduating transfer students.

MOTION: Adopt the following Transfer Credit Philosophy to advance the success of transfer students at the College of Charleston.

The College of Charleston welcomes transfer students. The Transfer Resource Center assists students with questions prior to enrolling at the College, and with the official evaluation of transcripts submitted from other universities. Transfer credit equivalency at the College of Charleston is evaluated by the academic departments in consultation with the Transfer Resource Center. Courses eligible for transfer are evaluated based on content, level, comparability of the course completed, and any program accreditation of the institution at which the course was taken. College-level coursework will only transfer if a grade of C or better has been earned at a regionally accredited institution. Courses that are technical or vocational in nature cannot be accepted in transfer unless similar content or courses are offered for credit by the College of Charleston. Students may be asked to retake outdated coursework. Courses completed more than ten years ago may be subject to additional review. Credit can be evaluated in three ways: equivalent, elective, or not applicable for transfer. As a rule, credit for a specific College of Charleston catalog course will be granted when the academic department has determined that the content, level, and pre-requisites of the course completed elsewhere are equivalent to the College of Charleston course.
Motion to Award DANTES Subject Standardized Tests (DSST) Credit

INTRODUCTION:

DSST exams are college subject exams that test for knowledge a student has acquired outside of a traditional classroom, similar to CLEP examinations for credit. DANTES (Defense Activity for Non-Traditional Education Support) sponsors both DSST and CLEP exams. Historically, civilians completed CLEP exams and active-military or veterans completed DSST exams but today both exams are available to all students. The subject matter covered by DSST includes Mathematics, Social Sciences, Business, Physical Science, Technology, and Humanities. The 33 exams available within these subjects are designed to be comparable to a final exam in an undergraduate course in the subject area. Information on credit awarded by exam at the College can be found here: http://transfer.cofc.edu/transfer-credit/credit-by-exam.php. Transfer credit earned by examination is covered in the Undergraduate Catalog under “Exam Credit (AP/IB/CLEP/Cambridge International).”

MOTION: Add DSST to the list of credit by examination currently awarded by the College.

Current Policy: (appearing in Undergraduate Catalog under Transfer Credit)

Exam Credit (AP/IB/CLEP/Cambridge International)

The College awards credit for Advanced Placement (AP), International Baccalaureate (IB), selected Cambridge International Exams (A Level and AS Level) and many College Level Examination Program (CLEP) exams, based on the student’s scores. AP, CLEP, Cambridge International, and IB exam results must be sent directly from the testing agency to the College of Charleston for credit evaluation. Credit cannot be transferred from another college or university transcript. Likewise, credit will not be awarded for individuals sitting for AP exams after graduating from high school. Credits awarded by exam score can be viewed at the Credit by Exam page on the Transfer Resource Center website.

Proposed Change:

Exam Credit (AP/IB/CLEP/DSST/Cambridge International)

The College awards credit for Advanced Placement (AP), International Baccalaureate (IB), selected Cambridge International Exams (A Level and AS Level) and many College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) exams, based on the student’s scores. AP, CLEP, DSST, Cambridge International, and IB exam results must be sent directly from the testing agency to the College of Charleston for credit evaluation. Credit cannot be transferred from another college or university transcript. Likewise, credit will not be awarded for individuals sitting for AP exams after graduating from high school. Credits awarded by exam score can be viewed at the Credit by Exam page on the Transfer Resource Center website.

RATIONALE:

The College of Charleston currently awards credit earned by examination for CLEP in some subject areas, but not DSST. Like credit earned by CLEP exam, the decision to accept credit in a given DSST subject area will be at the discretion of the department and the passing grade on the exam will be determined by the department. When credit is awarded, the student’s transcript indicates that the credit was earned through exam.
Motion to Increase the 2-year Institution Transfer Credit Limit from 60 to 66 Credits

INTRODUCTION:

In February 2019, Provost Brian McGee convened a Task Force on Undergraduate Transfer Credit and Credit Hour Requirements, co-chaired by Professor Joe Kelly (English) and Mary Bergstrom, University Registrar and Assistant Provost. The charge to the Task Force was outlined in a memo specifying a number of questions for consideration. In the current case, Provost McGee noted that the current 60-credit hour limit for credit transferred from a two-year institution has been in place since at least 1971, but that policies on this question vary by institution. He encouraged the Task Force to examine relevant data and evidence of actual transfer requests made by two-year college students when seeing transfer to the College of Charleston. A review of transfer credit limits at other institutions confirmed that limits typically range from 60-credit hours to a limit of 76-credit hours (see Appendix A). The Office of Institutional Research provided data on the number of students and courses exceeding the current 60-credit hour limit for a period of five years (2013-2018; see Appendix B) to show the number of students from two-year institutions who were forced to leave behind credit hours when enrolling at the College. Moving from 60-credit hours to 66-credit hours reduces the percentage of students exceeding the transfer credit limit by roughly half.

MOTION: Increase the 2-year institution transfer credit limit from 60 to 66 credits.

Current Policy:

The maximum number of transfer credits acceptable toward a College of Charleston A.B., B.A., B.G.S., or B.S. degree is ninety (90) credit hours, including all credits earned by examination (e.g. Advanced Placement, International Baccalaureate, etc.). The maximum number of transfer credits that may be applied to the requirements for a College of Charleston B.P.S. degree is eighty-seven (87) credit hours, including all credits earned by examination. The maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor’s degrees is sixty (60) credit hours.

Proposed Change:

The maximum number of transfer credits acceptable toward a College of Charleston A.B., B.A., B.G.S., or B.S. degree is ninety (90) credit hours, including all credits earned by examination (e.g. Advanced Placement, International Baccalaureate, etc.). The maximum number of transfer credits that may be applied to the requirements for a College of Charleston B.P.S. degree is eighty-seven (87) credit hours, including all credits earned by examination. The maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor’s degrees is sixty-six (66) credit hours.

RATIONALE: The College of Charleston’s residency requirement, consistent with SACSCOC principles, requires students to earn 32 credit hours for a bachelor’s degree (AB, BA, BS, BGS) and 35 credit hours for a BPS in residence (defined as instruction provided by the College of Charleston). A majority of the Task Force favored increasing the limit on transferable credit from two-year institutions from 60 to 66-credit hours as a way to reduce time to degree completion for transfer students.
Transfer Credit Limits Specific to 2-Year Schools

**University of South Carolina:** A maximum of 76 semester hours from a regionally accredited junior or two-year college may be transferred to the University for degree credit.

**University of North Carolina Wilmington:** A maximum of 64 semester hours of credit may be awarded to students who have pursued their education at a two-year institution.

**William & Mary:** While there is no limit to the number of courses that may be transferred, William & Mary requires that at least 60 semester credits, including a minimum of 15 credits in the concentration, be earned in residence at the College in Williamsburg.

**Elon:** Up to 65 semester hours of credit is allowed from two-year institutions.

**Citadel:** No limit on transfer credits from two-year or four-year institutions; they use their residency policy to ensure a minimum number of credits in residence.

**Clemson:** Per phone call with transfer admissions, there is no limit on courses transferred from an accredited 2-year school; they utilize a course residency requirement to ensure the number of courses taken at Clemson; majors can differ on their requirement.

**Eastern Tennessee State University (ETSU):** Students must earn a minimum of 120 credit hours, excluding developmental studies courses where at least 50 of the total hours for the degree must be taken at ETSU and at least six hours in the major must be completed at ETSU.

**George Mason:** Mason only transfers a maximum of 75 credits from two-year institutions and a total maximum of 90 credits if a student attended a four-year institution or multiple institutions combined.

**Hofstra:** A maximum of 64 semester hours is transferable from a junior or community college with the following exceptions:

a. engineering programs, 69 semester hours and

b. business administration programs, 65 semester hours.

**Western Washington University:** A maximum of 135 quarter (90 semester) credits are allowed to transfer from any combination of regionally accredited institutions. Of these, no more than 105 quarter (70 semester) credits may be at the lower division (100 and 200) level. Appropriate coursework which exceeds this limit may be used to meet specific major requirements, but will not apply to the total number of credits accepted in transfer and will not display on students’ degree evaluations.
**Northeastern University:** A maximum of 80 credits from a four-year institution and 60 credits from a two-year institution (combined total of 80) may be accepted toward a Northeastern degree.

**Towson:** Towson University transfers college-level credits from two- and four-year institutions. We will accept up to 64 credits from a two-year college and up to 90 from a four-year institution (or from a combination of two- and four-year institutions.)

**University of Delaware:** To receive a University of Delaware baccalaureate degree, admitted students must complete 90 of the first 100 credits or 30 of the last 36 credits, full- or part-time, at the University of Delaware. To receive an associate degree, at least 31 of the required 60 credits must be earned at the University of Delaware. Additional baccalaureate credit hour residency requirements may be required within individual majors and minors. Students with questions about meeting this requirement should consult the Assistant Dean of their college.

**Drexel:** Undergraduate transfer credit must be approved by the undergraduate advisor of the program in which the student is enrolled. The maximum number of credits that may be transferred into a Drexel undergraduate program is 90 quarter credits (60 semester credits). Transfer credit limits for degree completion programs may be higher. Transfer credits above stated limits may be accepted with approval of the program and the Office of the Provost.

**Western Carolina:** Credits earned from a regionally accredited institution may be approved as credits toward a degree at Western Carolina University. Regardless of the basis of credit, a minimum of 25 percent of semester hours applied toward a bachelor’s degree must be earned through regular enrollment in Western Carolina University junior-senior level courses, including a minimum of 12 hours in junior-senior courses in the major field.
## ATTACHMENT 1-B

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Note: Data for Fall 2022, Fall 2023, and Fall 2024 are estimated based on historical trends.

### New Transfers Exceeding Two-Year Credit Limit

- Fall 2018: 54%
- Fall 2019: 50%
- Fall 2020: 60%
- Fall 2021: 70%
- Fall 2022: 80%
- Fall 2023: 90%
- Fall 2024: 100%

Exceeding Transfer Limit: 100%
Motion to amend the Senior Residency Policy and Petition Process by which senior students request to complete coursework elsewhere.

In February 2019, Provost Brian McGee convened a Task Force on Undergraduate Transfer Credit and Credit Hour Requirements, co-chaired by Professor Joe Kelly (English) and Mary Bergstrom, University Registrar and Assistant Provost. The charge to the Task Force was outlined in a memo specifying a number of questions for consideration. The Task Force considered a number of specific issues and processes related to transfer credit that could benefit from clarification or an improved business process. In the current case, the Task Force reviewed the process by which students with senior class standing petition and are approved to complete coursework elsewhere.

The Senior-Year Residency policy states, “The senior year of work for the degree must be completed in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.” However students who meet the College’s residency requirement of 30-credit hours, may petition for permission to “complete up to seven of the last 37 credit hours at another institution or by CLEP exam…” In practical terms this means that eligible senior students who want to complete 7 (8 in cases of two lab courses) or fewer credits elsewhere need permission of their home department before submitting a form to the Registrar; eligible students who wish to complete more than 7 (8 in cases of two lab courses) credits elsewhere need to petition the Committee on Academic Standards for permission to do so. In both instances, courses should be pre-approved for transfer.

Members of the Task Force met with the Committee on Academic Standards to review the relevant data and arrive at a set of mutually agreeable changes to this policy and practice:

- Define a “senior” as a student having at least 90-credit hours. In current practice, the definition is 87-credit hours although no record of where this particular number originated can be found.
- Increase the credit threshold from 7 (8 in cases of two lab courses) credits to 12 credits before the petition to the Committee on Academic Standards for permission is required.
- Require a petition, reviewed by the Committee on Academic Standards, for eligible senior students requesting permission to complete between 13 and 18-credit hours elsewhere in the senior year.
- Require approval from the Provost or the Provost’s designee for eligible senior students who petition to complete more than 18-credits elsewhere in the senior year.

MOTION:

Amend the Senior Residency Policy and Petition Process by which eligible senior students are approved to complete coursework elsewhere as recommended by the Transfer Task Force (see 4 points above).
RATIONALE:

The underlying assumption behind the existing policy and practice is that a senior student schedule is dominated by advanced coursework in the major. Thus, a student wishing to complete work elsewhere in the senior year warrants additional scrutiny. The degree requirements include general education, requirements for at least one major, and elective credit totaling a minimum of 122 credit hours. The Task Force examined data on the types of courses students requested permission to complete elsewhere in the senior year and found that a majority were elective or courses approved for general education credit. The process for permission requires review by the student’s major department allowing for a faculty member or chair to determine the suitability of any course satisfying a major requirement. Limiting an eligible student’s ability to take coursework elsewhere near the end of the degree, therefore, made little sense. Likewise, a 7-credit hour threshold before additional review seemed arbitrary. The Task Force landed on 12-credit hours since it represents a full-time course load in a semester. Any request greater than 12 credits should receive additional review by the Committee on Academic Standards.

In addition to the credit threshold, there were additional concerns about the process and practices surrounding Senior Coursework Elsewhere. Many of the petitions are submitted for coursework elsewhere in the summer elevating the workload of the Committee on Academic Standards when fewer faculty are available for review leading to delays. Additionally, the membership of the committee changes annually making consistent decisions on petitions challenging. One committee might approve a student’s request based on economic hardship while in another year the committee may not resulting in equity considerations for students. In discussion with the Task Force, the Committee on Academic Standards agreed that written guidelines for review of petitions should be developed and have committed to do so this academic year.

The Transfer Resource Center (TRC) now serves as a one-stop shop for students transferring into the College and currently enrolled students planning to complete coursework elsewhere. The TRC will work closely with departments and programs in developing a new form to facilitate this revised process. Faculty will review requests by eligible senior students to take coursework elsewhere up to 12 credit hours, allowing students more flexibility in completing their degree.
Faculty Senate, Tuesday, October 1, 2019, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Highlights (complete minutes to follow)

1. The meeting was called to order at 5:05.

2. The Sept. 10, 2019 Minutes were approved by voice vote.

3. Reports

   a. Speaker of the Faculty Simon Lewis encouraged faculty and staff to send names of potential candidates for Provost and Chief Financial Officer to him or to Alicia Caudill, EVP of Student Affairs. Among other announcements: October 25 marks the inauguration of President Hsu and the groundbreaking for the International African American Museum. Speaker Lewis acknowledged the sad loss of Professors Charles Beam and Ben Cox.

5. New Business

   a. Curriculum Committee (Andrew Przeworski, Chair)
      PSYCH 410 -- Prerequisite Change PDF The motion passed by voice vote.

   b. Committee on the By-Laws and the Faculty/Administration Manual (Mike Lee, Chair)
      Motion to expand the Committee on Graduate Education PDF The motion passed by voice vote.

6. The meeting adjourned at 5:26.
PSYC - 410 - Special Topics II
2019-2020 Course : Change

General Catalog Information

Important Form Instructions

Please fill out this form for each course you are changing.
Please pay attention to instructions listed throughout for successful form completion in the system.
Remember that your changes will not be implemented until the next catalog year at the earliest.

Questions? Please start by checking the instructions on the Guidebook to Curriculog.
Please feel free to contact the appropriate Faculty Senate curriculum committee chairs with any remaining questions you might have. For technical queries, please email CurriculogHelp@cofc.edu.

**STEP 1** Import - Originators, only.

Import your current course data from the Catalog by clicking on in the top left corner. Need assistance? Contact CurriculogHelp@cofc.edu.

**STEP 2** Launch - Originators, only.
Before going further, please scroll back to the top of the form and click on in the top left corner to launch your proposal into the workflow.

You will then complete the remainder of the form while on the Originator Step. This will allow track changes to occur properly.

Department/Program Name* Psychology

Course Level* Undergraduate  Graduate

Changes being made: □ Change Prefix/Number □ Change Title □ Change Credits/Contact Hours □ Prerequisite/Co-rerequisite Change □ Edit Description □ Add or Remove Cross-List □ Other (please describe immediately below)

If 'Other' selected above, please describe:

Catalog Year in which changes are requested to take effect: FALL

A. RATIONALE AND EXPLANATION

Briefly explain the change you are requesting. Our upper-level special-topics course requires statistics and methods as prerequisites. In some cases, instructors teaching special-topics courses would like to add additional prerequisites (such as a lower-level core course), but we have been informed that we cannot do so on a section-by-section basis. We would therefore like to add "permission of instructor" to regulate who can and cannot take each course. Technically, non-majors already needed permission of instructor to enroll; this just sets the same prerequisite for our majors as well.

B. IMPACT ON EXISTING PROGRAMS AND COURSES

Run an Impact Report by clicking on in the top left corner and answer below. Save a copy of this report under the Files tab in the Proposal Toolbox.

Undergraduate Course: Please briefly describe the impact of your request on existing
programs and courses in the same or different departments.

Required: Attach the Impact Report and acknowledgements from all impacted departments and programs under Files in the Proposal Toolbox.

Graduate Course: Please briefly describe the impact of your request on existing programs and courses in the same or different departments. If changing a course that is part of a joint program, identify the partner institution and include their acknowledgment of this change.

Required: Attach the Impact Report and acknowledgements from all impacted departments and programs under Files in the Proposal Toolbox.

Impact: There will be no impact on other departments. Non-majors already needed permission of instructor to enroll; this just changes the practice for our majors.

C. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Check One

- Student Learning Outcomes unchanged (must appear on attached syllabus; skip to Section D.)
- Student Learning Outcomes have changed (complete below)

Student Learning Outcomes: Enter a numbered list of outcomes below addressing what students will know and be able to do when they complete the course. [Example: 1) Outcome one text, 2) Outcome two text, etc.]

Assessment Method and Performance Expected: Enter a numbered list of assessment methods and performance expectations for each corresponding outcome listed below. Please answer: How will each be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? [Example: 1) Outcome one text, 2) Outcome two text, etc.]

How does this course align with the student learning outcomes articulated for the program(s)
it serves?

**D. COURSE CHANGE(S) INFORMATION**

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<td>An examination in depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor.</td>
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<td><strong>Prerequisite(s):</strong> (If none, leave blank)</td>
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**Cross-listing:**

*Note: If this is a new cross-listing, then state the cross-listed course prefix and number above. Complete the appropriate separate Curriculog form to add cross-listing to the other course (Course : Change form for existing course or Course : New form for a new course) if the correct cross-listing does not already exist. Cross-list and meets-with are different. For more information on cross-listing, please visit the Curriculum Focus Points webpage.*
E. SYLLABUS

Attach an updated syllabus for this course (under the Files tab in the Proposal Toolbox). Syllabus must include required items listed on the Academic Affairs' Curriculum Focus Points webpage.

F. CHECKLIST

- Check I have imported and made the proposed changes to the course data. It now appears exactly as it should in the catalog for next academic year.
- I have attached (under the Files tab in the Proposal Toolbox) an updated syllabus.
- I have attached (under the Files tab in the Proposal Toolbox) the impact report and the relevant acknowledgements.
- I have completed all relevant parts of the form.
- For joint program only: I have attached a letter from our partner institution acknowledging this change.

Done with this Proposal?

Please complete this final step to advance your proposal to the next workflow step:

3. Make your Decision - Originators and Reviewers.

Select the Decisions tab in the Proposal Toolbox to choose your decision (e.g. approve to the next step, reject back to the Originator) and then select 'Make My Decision' to move it to the next Reviewer. Once this is done, this proposal will no longer be in your My Tasks tab.

Questions? Check out the instructions in the Guidebook to Curriculog. Please feel free to contact the appropriate Faculty Senate curriculum committee chairs with any remaining questions you might have. For technical queries, please email CurriculogHelp@cofc.edu.
ACALOG Integration - DO NOT EDIT

| OID* | 51596 |
## Steps for PSYC - 410 - Special Topics II

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Date Completed: 8/15/2019 11:29 AM  
Changes: Yes  
Comments: No |

## Curriculog System Form Review

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Megan Gould  
Franklin Czwazka (System Administrator) 8/16/2019 8:32 AM | Required for Approval: 100% required  
Date Completed: 8/16/2019 8:32 AM  
Changes: No  
Comments: No |

## Department Chair/Program Director

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Comments: No |

## Academic Dean

<p>| Status: Approved |</p>
<table>
<thead>
<tr>
<th>Participants</th>
<th>Activity</th>
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<tr>
<td><em>Gibbs Knotts</em> 8/21/2019 9:43 AM</td>
<td><strong>Required for Approval:</strong> 100% required</td>
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<tr>
<td><strong>Date Completed:</strong> 8/21/2019 9:43 AM</td>
<td><strong>Changes:</strong> No</td>
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**Office of the Provost Review**  
Status: Approved

<table>
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<tr>
<th>Participants</th>
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<tr>
<td><em>Mark Del Mastro</em> 8/22/2019 6:14 AM</td>
<td><strong>Required for Approval:</strong> 100% required</td>
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<tr>
<td><strong>Date Completed:</strong> 8/22/2019 6:14 AM</td>
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**Office of the Registrar Technical Review**  
Status: Approved

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<th>Participants</th>
<th>Activity</th>
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| *Office of the Registrar - Technical Review*  
*Mary C. Bergstrom* 8/30/2019 10:25 AM | **Required for Approval:** 100% required |
| **Date Completed:** 8/30/2019 10:25 AM | **Changes:** No |
| **Comments:** Yes  
**Agenda:** Yes | |
| *Agenda Administrator* | |

**Office of the Provost Review**  
Status: Approved

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**Curriculog**  
https://cofc.curriculog.com/proposal:1853/print

8 of 13  
9/15/19, 2:53 PM
### Participants

<table>
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<tr>
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<tbody>
<tr>
<td>Mark Del Mastro</td>
<td>8/30/2019 3:52 PM</td>
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**Required for Approval:** 100% required  
**Date Completed:** 8/30/2019 3:52 PM  
**Changes:** No  
**Comments:** No

### Curriculum Committee

**Status:** Working

<table>
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<th>Participants</th>
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<tbody>
<tr>
<td>Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>Andrew Przeworski *</td>
<td></td>
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</table>

**Required for Approval:** 100% required  
**Time Spent:** 16 days  
**Changes:** No  
**Comments:** No  
**Agenda:** Yes  

* Agenda Administrator

### Faculty Senate

**Status:** Incomplete

<table>
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<tbody>
<tr>
<td>Faculty Senate</td>
<td>Required for Approval: 100% required</td>
</tr>
<tr>
<td>Scott Peeples *</td>
<td>Work: edit, comment</td>
</tr>
</tbody>
</table>

* Agenda Administrator
Attachments for PSYC - 410 - Special Topics II

impactreport-PSYC410.pdf (uploaded by Dan Greenberg, 8/15/2019 11:25 am)

PSYC 410 syllabus.pdf (uploaded by Andrew Przeworski, 9/15/2019 2:49 pm)
## Comments for PSYC - 410 - Special Topics II

<table>
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<tr>
<th>Date</th>
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<th>User</th>
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<tbody>
<tr>
<td>8/30/2019</td>
<td>3:52 pm</td>
<td>Curriculog</td>
<td>Mark Del Mastro has approved this proposal on Office of the Provost Review.</td>
</tr>
<tr>
<td>8/30/2019</td>
<td>10:25 am</td>
<td>Mary C. Bergstrom</td>
<td>Approved, RO.</td>
</tr>
<tr>
<td>8/30/2019</td>
<td>10:25 am</td>
<td>Curriculog</td>
<td>Mary C. Bergstrom has approved this proposal on Office of the Registrar Technical Review.</td>
</tr>
<tr>
<td>8/22/2019</td>
<td>6:14 am</td>
<td>Curriculog</td>
<td>Mark Del Mastro has approved this proposal on Office of the Provost Review.</td>
</tr>
<tr>
<td>8/21/2019</td>
<td>9:43 am</td>
<td>Curriculog</td>
<td>Gibbs Knotts has approved this proposal on Academic Dean.</td>
</tr>
<tr>
<td>8/17/2019</td>
<td>8:47 am</td>
<td>Curriculog</td>
<td>Dan Greenberg has approved this proposal on Department Chair/Program Director.</td>
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<tr>
<td>8/16/2019</td>
<td>8:32 am</td>
<td>Curriculog</td>
<td>Franklin Czwazka has force approved this proposal.</td>
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<td>8/15/2019</td>
<td>11:29 am</td>
<td>Curriculog</td>
<td>Dan Greenberg has approved this proposal on Originator.</td>
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<td>8/15/2019</td>
<td>11:22 am</td>
<td>Curriculog</td>
<td>Dan Greenberg has launched this proposal.</td>
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## Signatures for PSYC - 410 - Special Topics II

11 of 13
There are no signatures required on this proposal.
Crosslistings for PSYC - 410 - Special Topics II

PSYC - 410 - Special Topics II (parent proposal)

This proposal does not have any active crosslisted proposals.
FAM By-Laws Committee
Senate Motion
Submitted 9/17/19

Motion to expand the Committee on Graduate Education

Current FAM language (3.B.2.a.):

“Composition: Five regular faculty members, at least three of whom are also members of the Graduate Faculty, the Dean of the Graduate School, the Registrar, the Provost, and the Associate Vice President for Institutional Effectiveness and 19 Strategic Planning, or their designees, are non-voting ex-officio members.”

Proposed FAM language:

“Composition: Seven regular faculty members, at least three of whom are also members of the Graduate Faculty, the Dean of the Graduate School, the Registrar, the Provost, and the Associate Vice President for Institutional Effectiveness and 19 Strategic Planning, or their designees, are non-voting ex-officio members.”

Rationale:

This committee’s work has expanded in terms of the number of proposals they review as well as broader responsibilities (including accreditation oversight and curriculog management).

Pending a successful vote by both the Faculty Senate and the full faculty, the Committee on Graduate Education plans to seek two additional members immediately.
Faculty Senate, Tuesday, September 10, 2019, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Highlights (Full Minutes to Follow)

1. Speaker Simon Lewis called the meeting to order at 5:00.

2. The April 2/9, 2019 Minutes were approved.

3. Senator Irina Gigova was elected Speaker Pro Tempore.

4. Reports

   a. Speaker Lewis introduced President Andrew Hsu. Speaker Lewis also emphasized the importance of the current strategic planning process and in doing so, reminded the Senate that the College has an obligation to the society we serve. We need to assess our performance in terms of the “triple bottom line” of economic impact, environmental impact, and cultural/social impact.

   b. President Andrew Hsu gave a report outlining “where we are” prior to strategic planning. He focused on the overall higher education landscape, our place in a fast-changing world, and the future of our college. We are going to continue to see a decrease in the college-age population nationally, leading to even greater competition for students. Meanwhile, students increasingly expect career preparation. Our future depends largely on the decisions made during this strategic planning process.

   President Hsu provided a wealth of data while discussing recent trends in acceptance rates, retention, SAT’s, graduation rates, tuition, and expenses. He concluded that the current trend of declining enrollment and increasing expenses is not sustainable.

   Citing Carnegie classifications of colleges and universities --- we are currently classified M1 (Master’s Colleges and Universities --- Larger Programs) --- he outlined three possible options: (1) Reduce the size of our faculty and student body and become a “Baccalaureate College --- Arts and Sciences Focus,” which he described as highly disruptive and unlikely to succeed; (2) Excel in our current classification; or (3) Seek R2 (Doctoral Universities --- High Research Activity) or D/PU (Doctoral/Professional Universities) classification.

   President Hsu emphasized that he was simply laying out options to get the process started, and that it is crucial that faculty and staff participate in the process of deciding on our shared direction.

   During q&a, several senators thanked President Hsu for his candor and asked for more information to inform our participation in the strategic planning process.
c. Kelly Shaver and Susan Anderson reported on the Federal Demonstration Partnership, to which the College belongs. The goal of the FDP is to reduce the administrative burden on research, which helps faculty and frees up valuable time in the Office of Research and Grants Administration. PDF

6. Constituents’ General Concerns: Senator Richard Nunan suggested that, in light of the regularity with which fall semesters have been disrupted by hurricane evacuations, we should have a conversation about the way we deal with the lost instructional time, possibly building weather make-up days into the schedule.

7. The meeting adjourned at 6:43.
The FDP: Why You Should Care

Susan E. Anderson, College of Charleston
Kelly G. Shaver, College of Charleston
The Federal Demonstration Partnership (FDP)

• 10 federal agencies, 154 institutional grant recipients
• FDP is unique: faculty, administrators, federal agency policy and program heads
• Purpose: reduce administrative burdens on research
• Phase VI: now over 30 years old
• C of C has been Emerging Research Institution (ERI) member since 2008
Three persistent faculty concerns

• Overall administrative workload cuts into research time
• Different agency requirements for faculty biosketches
• Problems with local review by IRB, IACUC

• What has happened to each of these over the years?
Overall administrative burden

• Faculty burden survey 2005 (N = 6,081) result: 42%
• Faculty workload survey 2012 (N = 12,816) result: 42%
• Faculty workload survey 2018 (N = 11,167) result: 44.3%

• Some of this workload can only be done by the researchers (e.g., writing the science part of the proposal) but much can be targeted for burden reduction
National Science Board: Reducing Burdens 2014

- Claude M. Steele, Executive Vice Chancellor and Provost at University of California, Berkeley
- Cites the FDP surveys of 2005 and 2012
- Burdens “often come at considerable cost to investigators and institutions…especially when not harmonized across Federal agencies.”
OSTP


• Subcommittee on Reducing Administrative Burdens
  – ”significant reductions in administrative work”
  – “greater outreach and consultation with the research community”
Faculty biosketches

• Different forms across agencies
• Form changes over time within an agency
• Especially aggravating:
  – Extensive lists of collaborators and students past and present
  – Providing information already “out there” on various platforms
    (e.g., Orcid, Google Scholar, even your home institution’s posting of your CV)
FDP’s response: SciENcv

• Initially (2013) based on MyNCBI (National Center for Biotechnology Information) and PubMed publications
• 2015: Added inputs from Orcid, Research.gov, eRA Commons
• 2018: Now can also be used for NSF as well as NIH
Pre-award problems

• Animal care and use protections
• Human subjects protections
• In both, the issues are
  – Mandatory rewrites
  – Turn-around time
  – Fit of review to type of research and level of risk
FDP’s response (at least for IRB)

• Development of a “wizard” for IRB exempt status
• 2012 beginning of the project
• Used Office of Human Research Protections guidelines
• Double-review (IRB and Wizard)
• Generally very good agreement, full report at:
  https://thefdp.org/default/assets/File/Documents/wizard_pi lot_final_rpt.pdf
Thank You

Contact us at:

andersons@cofc.edu
shaverk@cofc.edu