Faculty Senate, Tuesday, April 7, 2020, 5:00 PM (Continued on April 14, 2020, 5:00 PM)
Via Zoom

Voting/unanimous consent items appear in red.

1. The meeting was called to order at 5:00 PM by Speaker Simon Lewis.

2. The March 3, 2020, minutes were approved by unanimous consent.

3. Announcements and Information:

   Speaker Lewis conveyed the sad news that Professor Gustavo Urdaneta Velasquez (Hispanic Studies) passed away the previous week and read a tribute by Professor Michael Gomez, Chair of Hispanic Studies.

   President Hsu will be conducting virtual town hall meetings on the College’s response to the Covid-19 pandemic and the Strategic Planning process.

   Interim Provost Fran Welch is assembling a task force to think through different scenarios for fall semester instruction.

   The application deadline for faculty research and development grants (round three) has been extended to April 17. The deadline for nominations to the Nominations and Elections Committee is April 13. Those nominations go to Speaker Lewis.

4. Reports

   a. Speaker Lewis thanked everyone for coping with the unprecedented circumstances. He noted that faculty and administration have been working together to develop emergency policies on everything from T&P to grading to budget. Our community is weathering this storm and continuing to operate within a framework of shared governance.

   b. President Andrew Hsu thanked the provost and the faculty for their work during the crisis, particularly on transitioning to distance education and creating an emergency grading policy. We have one of the most student-friendly faculties in the country, he said.

   He addressed several measures that the senior leadership team has taken: all summer school classes, including Maymester, will be held online. Refunds to students for housing, meal plans, and parking will be calculated at a pro-rated rate. The cost of the refunds is about six million dollars.

   He noted that the largest portion of contributions to the student emergency fund so far has come from the faculty ranks.
Online learning for spring continues with largely positive responses.

Student Affairs and Campus Housing Staff deserve recognition for the tremendous work they have done. As of April 7, only 39 students remained in residence halls, and they are required to practice social distancing. About 700 students’ personal items remain in their rooms.

The FAST (Faculty/Staff Assisting Students in Trouble) form has been expanded to include concerns about retention.

The spring commencement ceremony has been postponed. A survey has been sent to graduating seniors regarding possible alternatives. The Class of 2020 and the campus community deserve a grand celebration; we’re trying to find a way to achieve that.

[As of April 7] About 10% of employees are coming to campus, a figure in line with other higher education institutions in the state.

The new budgetary constraints have necessitated a hiring freeze and spending controls. The College’s lobbying team is working to ensure that we can access federal aid.

Senator Oleg Smirnov (SSM) asked about removing the distance-education training requirement for summer courses, given the fact that faculty are all teaching online already and that they do not have the option of teaching face-to-face this summer. President Hsu asked Interim Provost Fran Welch to respond: the DE steering committee is allowing a self-paced express DE readiness course to substitute for the traditional course, and they are working an additional alternate verification path for faculty. The new guidelines, she said, would be flexible.

Senator Ashley Pagnotta (Physics and Astronomy) asked if internal grant recipients would be allowed to roll grant funding over into next year if they are unable to use the grant this year because of travel restrictions and other pandemic-related limitations. Provost Welch replied that such requests would have to be handled on a case-by-case basis.

President Hsu asked Professor William Veal (Teacher Education) to report on behalf of Senate Budget Committee. Professor Veal reported that while the College is fiscally healthy (state appropriations have increased, operating reserves and fund balances are positive), two serious concerns remain, namely a 2019-20 budget deficit projected at $2.8 million and a recurring structural deficit of $15.5 million in Education and General Fund (E and G) expenditures. Regarding the latter, the goal, he said, is to place these deficit-producing expenditures in the annual budget, permanently. He reported that the administration recognizes the need to correct these problems, has shared a great deal of information with the Budget Committee, and is working cooperatively with the Budget Committee on these issues.
Professor Julia Eichelberger (guest), speaking as a former chair of the Budget Committee, thanked the current committee and the administration for demonstrating this level of collaboration, especially during a time of crisis. Speaker Lewis and Professor (and Associate Dean of the Graduate School) Jon Hakkila (guest) added their appreciation to both the committee and the administration.

c. The report from the Ad Hoc Committee for Intellectual Property Policy Review (Chris Starr, Chair) was postponed.

d. Academic Planning Committee (Dan Greenberg, Chair) --- Online Exams

Professor Greenberg reviewed the committee’s recommendations for offering exams online. He noted that SNAP accommodations still apply. The committee strongly recommends asynchronous testing and discourages online proctoring. PDF

e. Ad Hoc Committee for Diversity/Race Equity and Inclusion Requirement (Anthony Greene and Morgan Koerner, Co-Chairs) PDF

Professors Koerner and Greene provided an overview of the committee’s recommendation PDF

Professor Grant Gilmore (guest) asked if any thought had been given to integrating this requirement and the current Founding Documents requirement. Professor Koerner replied that the committee did want it to be treated as a requirement not contained within the general education curriculum, which would look similar to the Founding Documents requirement in Degree Works. Prof. Gilmore clarified that he meant that the integration with Founding Documents would be in addition to the curricular component the ad hoc committee is proposing. Registrar Mary Bergstrom confirmed that this new requirement would look similar to the Founding Documents requirement on Degree Works.

Registrar Bergstrom expressed concern about adding six credit hours to graduation requirements. Prof. Koerner said that the courses used to satisfy the new REI requirement would double-count with other courses; the committee does not want to add hours to graduation requirements.

Prof. Hakkila said that it would be difficult for some majors (such as Physics and Engineering) to work these courses in; the implementation would need to be planned carefully so that the new requirement doesn’t negatively impact some majors. Prof. Koerner responded that the committee’s membership did include Professor Jason Vance from Biology. He added that the committee wants to keep all departments and programs involved in the process, and agreed that we need to be careful about implementation.
Senator Gretchen McLaine (Theatre and Dance) pointed out that many courses that already count for gen ed credits in Humanities and Social Sciences will likely fulfill the REI requirements. Responding to a chat comment, Prof. Koerner said that while the committee wants courses to focus on intersectionality and not deal exclusively with race, they believe that race is significant enough as a portion of this diversity goal that it needs to be part of the requirement. Prof. Greene added that the committee wants to make sure that race isn’t left out of the discussion. He said that their intention is not to leave out other marginalized groups but to ensure that race is part of the diversity effort.

Prof. Eichelberger asserted that the REI should be considered a general education requirement, though the REI requirement can be met in a number of ways. She suggested having it overseen by the General Education Committee once it is up and running. Prof. Koerner replied that her comment reflects the committee’s discussion, adding that opinion on whether the General Education Committee should oversee the REI requirement was split about 50/50. Prof. Julia McReynolds-Perez (guest, member of the ad hoc committee) added that keeping this requirement separate from gen ed does not mean that the requirement wouldn’t be satisfied by gen ed courses.

The discussion returned to Prof. Hakkila’s earlier comment on the difficulty of devoting 1/3 of a course in some fields, specifically the sciences, to race and racism. Mutindi ndunda expressed hope that we can include diversity and global awareness into all our subjects. Sebastian Van Delden, Interim Dean of the School of Science and Mathematics, asked if the 1/3 figure was negotiable, and Prof. Koerner replied that the committee is “pretty locked in” on 1/3. He suggested that students majoring in the sciences would probably meet the new requirement by doubling REI courses with general education courses. Some commenting on the issue suggested in various ways that the requirement was do-able through gen-ed double counting and that some courses in the sciences could in fact meet the 1/3 race/racism requirement. Others reiterated the difficulty of integrating 1/3 race/racism content into a science, mathematics, or computing course. Prof. Pam Riggs-Gelasco (guest) suggested the possibility of a one-hour course dealing exclusively with diversity issues in a given discipline. Prof. Robert Podolsky (guest) suggested that the committee try to get more participation and buy-in from departments that are unlikely to be able to design courses with 1/3 REI content. Prof. Koerner gratefully acknowledged these suggestions.

Prof. Susan Kattwinkel (guest) gave her perspective as Chair of the General Education Committee. In terms of workload, she believes adding the oversight of this requirement to that committee’s duties is reasonable. She also predicted that the vast majority of REI courses would double-count with gen-ed humanities courses, and she wondered how that might alter the gen-ed humanities landscape. There are too many humanities courses counting for gen ed currently, she said, a situation that has hurt some departments’ enrollments. This requirement might help with that problem, or at least benefit departments that can quickly create courses that would double-count; but it also might make the chaotic situation with gen-ed humanities courses even more chaotic.
Registrar Bergstrom expressed concern about the effect on transfer students. It will often be difficult, she said, to determine if courses from other institutions meet the REI criteria, which could disadvantage transfer students.

Senator Tom Carroll (EHHP) said that some programs would need to go through an approval process with accreditors in order to make the proposed changes to courses and curriculum. He also asked what metrics the committee was using to evaluate the program. Julia McReyonlds-Perez (guest, ad hoc committee member) responded that the committee had tried to get information from other institutions about the success of their diversity requirements, but there is not much publicly available data. She said there is some evidence from schools that added a single one-hour course that the one-hour requirement was insufficient. Grant Gilmore (guest) asserted that the College should lead the way on this issue and in changing accreditors’ standards in regard to diversity education.

Speaker Lewis thanked the committee and noted that this proposal will be included in discussions of the strategic planning committee.

5. New Business

a. The list of degree candidates for Spring Commencement (introduced by Interim Provost Welch) was approved by unanimous consent.

b. Committee on Nominations and Elections (RoxAnn Stalvey, Chair) PDF1

Prof. Stalvey read the names of the nominees for Senate committees and asked if there were any additional nominations from the floor. None were added, and the slates of nominees to the Academic Planning, Budget, and By-Laws/FAM Committees were approved by online poll.

c. 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).

After Speaker Lewis asked if any senator wanted to separate out any individual proposal, all proposals from the Curriculum Committee were considered as a single motion. The motion to approve all Curriculum Committee proposals was approved by a vote conducted via live online poll.

Summary of each item
a) BADM: Program change: BADM
   https://cofc.curriculog.com/proposal:2491/form

b) BIOL: Course change: BIOL 204
   https://cofc.curriculog.com/proposal:2435/form

c) CHEM: New courses: CHEM 261, 423, 435; Program change: BIOC
   https://cofc.curriculog.com/agenda:149/form

d) CSCI: Course change: CSCI 360
   https://cofc.curriculog.com/proposal:2485/form

e) DATA: Program change: DATA
   https://cofc.curriculog.com/proposal:2120/form

f) ECON: Program change: ECON
   https://cofc.curriculog.com/proposal:2119/form

g) ENSS: New course: ENVT 363; Change minor: ENSS
   https://cofc.curriculog.com/agenda:152/form

h) FREN: Course changes: FREN 101, 101C, 102, 102C, 201, 201C, 202, 202C, 313, 314
   https://cofc.curriculog.com/agenda:136/form

i) GEOL: New course: GEOL 253
   https://cofc.curriculog.com/proposal:2509/form

j) GLTR: Deactivate minor: GLTR
   https://cofc.curriculog.com/proposal:1920/form

k) HONS: New course: HONS 172; Change courses: HONS 110, 115, 151, 151L, 152, 152L, 155, 155L, 156, 156L, 163, 174; Deactivate courses: HONS 122, 132, 246

l) INTL: Program changes: INTL-INAF, INTL-INAS, INTL-INCL, INTL-INGS, INTL-INEU, INTL-INLA
   https://cofc.curriculog.com/agenda:155/form

m) ITAL: Course changes: ITAL 101, 102, 201, 202, 313, 314; New course: ITAL 398
   https://cofc.curriculog.com/agenda:144/form

n) JWST: Program change: JWST
   https://cofc.curriculog.com/proposal:2129/form

o) LACS: Program change: LACS; Change minor; LACS
   https://cofc.curriculog.com/agenda:142/form

p) MEDH: Change minor: MEDH
https://cofc.curriculog.com/proposal:2074/form

q) MGMT/MKTG: Program changes: BADM-ENTR, BADM-LDSU; Change minors: ENTR, LDSS
https://cofc.curriculog.com/agenda:150/form

r) PETE: Program change: PETE
https://cofc.curriculog.com/proposal:2397/form

s) PORT: Course change: PORT 291
https://cofc.curriculog.com/proposal:2532/form

t) PSYC: New courses: PSYC 319, 373; Deactivate course: PSYC 378; Program changes: PSYC BS, PSYC BA
https://cofc.curriculog.com/agenda:146/form

u) RELS: Program change: RELS; Change minor: RELS

v) TEDU: New course: EDFS 106; Change course: EDFS 201; Program change: EDFL
https://cofc.curriculog.com/agenda:151/form

w) THTR: New courses: THTR 218, 379, 385, 477; Program change: THTR-TPER
https://cofc.curriculog.com/agenda:143/form

x) WGST: Program change: WGST; Change minor: WGST
https://cofc.curriculog.com/agenda:147/form

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

a) English, MA

1. Change to English MA program requirements
   https://cofc.curriculog.com/proposal:2437/form

   Approved by online vote.

b) Public Administration

1. PUBA - 523 - Housing Policy
   https://cofc.curriculog.com/proposal:2328/form
2. PUBA - 550 - Nonprofit Leadership and Governance
   https://cofc.curriculog.com/proposal:2389/form
Two additional items were added, by unanimous consent, to the Public Administration bundle. These were prerequisite changes to align with Graduate School policy for two courses: PUBA 521 and PUBA 701.

The four items under Public Administration were then approved by online vote.

c) Community Planning, Policy, and Design

1. Community Planning, Policy, and Design, M.A. - MA-CPAD
   https://cofc.curriculog.com/proposal:2278/form
2. CPAD 700 Independent Study
   https://cofc.curriculog.com/proposal:2402/form
3. CPAD 710 Internship
   https://cofc.curriculog.com/proposal:2405/form

   Approved by online vote.

d) Science and Math for Teachers

1. Science and Math for Teachers, M.Ed. - MED-SMFT
   https://cofc.curriculog.com/proposal:2600/form
2. SMFT - 699 - Capstone Project
   https://cofc.curriculog.com/proposal:2365/form
3. SMFT - 635 - Topics in Ecology and Conservation Biology
4. SMFT - 637 – Biotechnology
   https://cofc.curriculog.com/proposal:2357/form
5. SMFT - 640 - Coastal and Marine Science for Teachers
   https://cofc.curriculog.com/proposal:2162/form

   Approved by online vote.

e) Data Science and Analytics

1. Data 591 Independent Study
   https://cofc.curriculog.com/proposal:2482/form
2. Data Science and Analytics, M.S. - MS-MDSA
   https://cofc.curriculog.com/proposal:2123/form

   Approved by online vote.

f) Environmental and Sustainability Studies, M.S. - MS-ENSS
Approved by online vote.

1. **ENSS Elective Change**

2. **Environmental and Sustainability Studies, M.S. Admission Requirement**

3. **EVSS - 552 - Managing Resilient Landscapes**

   **g) Computer and Information Sciences**

   1. **Computer and Information Sciences, MS-CSIS**

   2. **CSIS - 605 - Applied Algorithms**

   3. **CSIS - 635 - Fundamentals of Agile Project Management**

   4. **Information Systems Graduate Certificate – INSY**

   5. **Software Engineering Graduate Certificate – SOEN**

      Approved by online vote.

   Sen. Slater asked to add two items to her portion of the agenda, both terminations of programs due to lack of enrollment.

   1. **Information Systems Certificate program termination.**

   2. **Middle Grades Education MAT program termination.**

      **These items were added to the agenda by unanimous consent. Then they were approved together by online vote.**

   Sen. Slater reported on admissions changes made to graduate programs over the course of the 2019-20 academic year. [PDF]

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

   1. **Humanities:**

Approved by online vote.

2. Social Science:

Approved by online vote.

At 7:07, the meeting adjourned, to be resumed on April 14 at 5:00 PM.

**Resumption of meeting, April 14, 2020, 5:00 PM**

Without objection, the Senate returned to the fifth item of New Business (Graduate Education Committee) and considered a proposal to terminate the Special Education Post-Masters Certificate program. The proposal passed by online vote.

Sen. Slater informed the Senate of an addition to the list of changes to graduate admission requirements presented on April 7. The additional admission changes concern the History MA program. PDF

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

   1. Proposed Amendment to the FAM regarding Class Attendance Policy  PDF

   Senator Paul Young (SSM) introduced the motion in Prof. Lee’s absence.

   Prof. Heath Hoffmann (guest) commented first on the proposed changes, which he authored in his role as a Faculty Fellow with the Center for Academic Performance and Persistence. The proposal grew out of concerns about inconsistencies in the ways faculty members work with students who are struggling in class and a desire to clarify policies and practices for new faculty. He added that student retention is at the heart of what we do as a faculty.

   Prof. Deborah Boyle (guest), Chair of the Committee on Academic Standards, Admissions, and Financial Aid, reported that her committee reviewed a much earlier version of the proposal but didn’t have an opportunity to discuss it formally before this Senate meeting. She raised the following concerns from the committee, however:
1. They were not sure whether deans and chairs have a chance to comment on this proposal.
2. Some departments might need some discretion to modify the policy.
3. The distinction between “formal” and “informal” assignments might need to be modified, specifically for disciplines involving graded fieldwork.
4. The new expectations for accommodating students who miss class may increase faculty workload.
5. Athletes are presumably allowed to miss many more classes than other students.
6. The language on page 4 of the proposal, indicating that professors establish criteria for determining whether absences are excused or unexcused, appears to contradict language on page 3, which stipulates college-wide criteria for “excused.”

Professor Hoffmann responded to these concerns:
He did not specifically consult deans and chairs, but the FAM/By-Laws does not require such consultation, and, he said, it is not the usual practice with proposed FAM revisions to solicit their feedback. However, most deans are present at this meeting and they are welcome to comment. Regarding the final point about faculty discretion, he said that faculty would continue to announce on their syllabi how their grading policy relates to the College’s absence policy, and that faculty have discretion over which assignments are “formal” and which are “informal.” Regarding workload, he said that the proposal acknowledges the work that many faculty members are already doing in accommodating students. About athletes having more absences than other students, he said that the Athletic Department tries to schedule events outside of student-athletes’ typical class times, and that he has not personally experienced athletes having significantly more absences than other students.

Senator Tom Carroll (EHHP) noted that science labs, language classes, and activity classes include a “huge” participation factor that is vital to sequential learning. In these classes, credit for participation is very important; missing multiple classes, even when there is no test being given on those days, affects students’ grades. The distinction between formal and informal might not be as clear when participation grades are a big part of the course. Prof. Hoffmann responded that these are areas where faculty members still have discretion, and that faculty can still have an excessive absence policy.

Senator David Desplaces (Management and Marketing) expressed concern about codifying excused versus unexcused absences, noting that students can be very litigious. He described his own system for quiz grades, where a certain number of quizzes (2 out of 12, in his case) are dropped to accommodate legitimate absences. Requiring instructors to determine whether absences are excused and then to allow students to make up quizzes could mean significant extra work, especially for
instructors with large numbers of students. While agreeing with the intention of being fair to students, he worries that we may be making too many rules to cover a small number of cases.

Prof. Hoffmann replied that these excuses are going to be documented and verified by colleagues in the appropriate offices on campus. In his view, two of Sen. Desplaces’s claims cancel each other out: if we are making this change for a small number of cases, how would it significantly increase faculty workload? Having to figure these situations out on our own does an injustice to students and to ourselves. He understands the concern about faculty freedom, but he is not in favor of faculty discretion in this regard. He gave as an example a case in which a student is sexually assaulted; three of that student’s professors are helpful and understanding, but others insist on additional assignments or additional documentation.

Prof. Jon Hakkila (guest) noted the complexity of the problem. For instance, an absence in a science course may constitute an entire week, and labs sometimes have equipment set up for just that time slot, so it’s not easy to provide an opportunity to make up work. When it comes to grading, we account for students missing a few labs, but how do we accommodate when they miss more than a few? He said he appreciates the table that shows who verifies which kinds of absences. But even with these generic guidelines, we will still have to work with students on a case-by-case basis, especially with students who miss multiple classes and then reappear with an excuse. He shares the concern about over-codifying the policy.

Senator Chris Starr (School of Business) questioned the notion that we are making policy for a small number of cases. He suggested possibly adopting this policy in a way that centralizes the process of reporting to faculty but still allows faculty the ability to respond to individual situations. He also expressed a workload concern: while it does not take long to respond to one student, the number of students and the number of mandates to faculty multiply.

Professor Jessica Streit (guest) thanked Prof. Hoffmann for his work on this project. She described her own practice of tracking but not requiring attendance in large lecture classes, explaining to students that, as adults, they must make these decisions themselves. This policy works well for the most part, but some students do miss multiple classes and then expect the professor to catch them up. She said she appreciates the part of the proposal that clarifies the documentation process, but she worries that it will turn into an obligation on the part of professors to catch students up. She is also concerned that students will tend to bring documentation directly to professors to evaluate rather than going to the appropriate office.

Senator Desplaces moved to postpone discussion until the September 2020 meeting. The motion was seconded by Senator Gretchen McLaine (Theatre and Dance).
Senator Irina Ermin (German and Russian Studies) said she understands why people might be apprehensive about the proposal, but the document concerns only larger assignments; it doesn’t say that faculty are required to go over course content again. She asked if the meaning of “reasonable accommodations” could be clarified.

Speaker Lewis said that he would like to limit discussion to Senator Desplaces’s motion to postpone.

Senator Hoffmann spoke against the motion to postpone, saying he would prefer an up-or-down vote at this meeting. It is important, he said, to get the amended language into the catalog for next year.

The motion to postpone further discussion until the September 2020 meeting passed by online vote.

2. Proposed Clarifications to Post-Tenure Review Language in FAM  PDF

Professor Mike Lee, Chair of the Committee on the By-Laws and FAM, reviewed the intent of the proposal.

Senator Irina Gigova (HSS) spoke in favor of the revised language, calling it clear and logical.

The proposal was approved by online vote.

6. Constituents’ General Concerns

a) Prof. Deborah Boyle previewed the Course Alternative Math Policy Proposal from the Committee on Academic Standards, Admissions, and Financial Aid. The proposal will come to the Senate for a vote in September. PDF

b) Senator Gigova presented three concerns:

1. Faculty who have children in ECDC want to know if they are going to be refunded tuition for April/May.
2. She would like the administration to consider how to accommodate faculty with young children if we are required to continue distance education for all classes in the fall.
3. She asked for an update on a proposal to pay adjunct faculty for the additional time they devoted to the adjustment to online classes. She has heard that the effort has stalled at the provost office.
Speaker Lewis said that the second issue would normally go to the Faculty Welfare committee, though at this point in the semester he doesn’t know what they can do.

Interim Provost Welch reported that there has been no decision yet on ECDC, but we are trying to decide what is a fair policy, consistent with other institutions that have similar programs. She said that ECDC tuition would be reduced. Regarding adjunct pay: HSS wanted to pay their adjuncts for participating in workshops related to distance education over spring break. She decided not to allow it because she didn’t think it was fair to other adjuncts in the other schools, which did not request additional pay.

c) Senator Andrew Shedlock (Biology) said that a number of science faculty are advising senior graduate students who don’t have laboratory access because of the campus shutdown. These students paid for thesis research hours this semester but can’t do the research, so he would like to hear from the Graduate School about possibly allowing those credits to transfer to the Fall, when they can actually perform the research. Godfrey Gibbison, Interim Dean of the Graduate School, replied that they haven’t had a chance to talk about what is fair and reasonable in that situation, but the Graduate School is aware of the problem. They are trying to accommodate students who are in a position to graduate this semester.

(returning to b) Senator Michaela Ruppert Smith (Adjunct Representative) asked that the issue of additional adjunct pay be revisited. She suggested giving other schools besides HSS the opportunity to offer the additional pay rather than denying pay to HSS adjuncts.

Senator Ashley Pagnotta (Physics and Astronomy) asked if there is some way to continue the discussion of additional pay for adjunct faculty this semester. In response, Senator Jessica Streit (Art and Architectural History), outgoing Chair of the Adjunct Oversight Committee, said that she thought the committee would be interested in pursuing the issue, though time is running out this semester.

7. The meeting adjourned at 6:14.
DRAFT GUIDELINES ON FINAL EXAMS
WHAT ISN’T CHANGING

• SNAP accommodations must still be given (including extra time)
  • https://cofc.teamdynamix.com/TDClient/1802/Portal/KB/ArticleDet?ID=17400

• Restrictions on exams during last week of class remain in place

• Exam rescheduling policy remains unchanged
KINDS OF FINALS

• Asynchronous assessments (papers, take-homes, etc.)
  • Strongly recommended
  • For online exams, window should include original exam period

• Synchronous exams (everyone logs in at same time)
  • Given during assigned exam period unless extenuating circumstances exist

• Synchronous exams with third-party online proctoring
  • Expensive, intrusive, and potentially infeasible
  • STRONGLY discouraged

• TLT has advice on reducing cheating
  • https://mailchi.mp/93c83e1afe78/onenewthing-biteable-infographic-alternative-5025449
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
Executive Summary

Report from Adhoc Committee on the Creation of a Race, Equity, and Inclusion Requirement

The following report presents the rationale for the Adhoc Committee’s recommendation that the College of Charleston begin planning and implementation of a 6 credit hour (two 3-credit hour courses), campus-wide undergraduate Race, Equity, and Inclusion requirement.

The opening introduction segment recounts the genesis of the Committee’s formation and makeup and concludes with the specifics of the recommendation. Namely the Race, Equity, and Inclusion requirement be so articulated that the courses are not part of a GenEd requirement, but rather a requirement analogous to the First Year Experience Program, that 1/3 of each course focus on race/racism in its content and that the courses can be offered in any discipline, and that one of the required courses focuses on Race, Equity and Inclusion in the US and the other explores Race, Equity, and Inclusion in a Global Context.

The second section of the report focuses on the rationale for the recommendation, beginning with a subsection that explains the recommendation for a curricular requirement that focuses explicitly on race, equity, and inclusion. The section first discusses how changing national demographics, workforce needs, and student demands support the need for a requirement, and then explains the reasoning for recommending that 1/3 of each of the two courses focus explicitly on issues of race and racism. In a nutshell, the Committee concludes that for the purposes of a rigorous academic curriculum, diversity is not an explicit enough term to ensure that the requirement addresses the issues of racism that are part of the past and present of Charleston and the College of Charleston. Thus articulated as a requirement that addresses race and its intersections with other issues of equity and inclusion, the requirement will go further towards helping students confront racism effectively and increase their ability and determination to see and intervene in other forms of discrimination.

The next section of the rationale explains the reasoning for a two 3-credit hour course requirement by discussing the Ad Hoc Committee’s research subcommittee’s findings from their analysis of 23 diversity and ethnic studies requirements at universities across the country. Here the Committee discusses different diversity requirement models and their documented shortcomings and finds that a two-course requirement is best suited to promote a rigorous and academic treatment of the topics as well as more likely to reduce implicit bias among students and the frequency of racially charged incidents on campus. This subsection concludes with a discussion of what the courses could look like and a justification for a US and globally focused course.

In the third section, the Committee outlines a recommended timeline for implementation of the REI requirement at the College of Charleston, which is largely based on the First Year Experience’s model. The goal is to run a pilot program in the 2021-22 year and then launch the program as an official requirement for the 2022-23 academic year.
Report and Recommendation from the Ad Hoc Committee on the Creation of a Race, Equity, and Inclusion Requirement

I. Introduction and Recommendation

At the Nov. 5th 2019 senate meeting, the Senate passed a motion proposed by the Committee on General Education that the Faculty Speaker form an ad hoc committee to research and plan a diversity requirement as part of the required curriculum at the College of Charleston.¹ The Committee on General Education formulated the rationale for this charge as follows:

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 the 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.²

The Speaker of the Faculty Simon Lewis subsequently reached out to faculty members from across campus to form an Ad Hoc Committee tasked with creating a report and recommendation for the Senate. The initial committee consisted of Anthony Greene (AAST), Morgan Koerner (German), Julia McReynolds-Perez (Sociology), The Ad Hoc Committee first convened on December 6th, 2019, elected Anthony Greene and Morgan Koerner as Co-chairs of the Committee, and split into two subcommittees: a research subcommittee chaired by Julia

McReynolds-Perez (together with Judy Milleson, Nenad Radokovic, Kristi Brian, and Anthony Greene) to explore diversity curricular requirements in higher education in North America as well as research on the efficacy of diversity requirements; and, a strategic subcommittee tasked with looking at existing models at the College of Charleston (Morgan Koerner, Charissa Owens, Jason Vance). The Committee then reconvened on January 24th, 2020 and February 21st, 2020, to discuss the subcommittee’s findings; based on those findings and our discussion, the Ad Hoc Committee recommends that the College of Charleston:

- introduce a 6 credit hour (two 3-credit hour courses), campus-wide undergraduate Race, Equity, and Inclusion (REI) Requirement for all undergraduate students, with one course focusing on Race, Equity, and Inclusion in the United States and one focusing on Race, Equity, and Inclusion in a global context.
- articulate the requirement so that 1/3rd of each course covers race/racism in its content and that the courses can be offered in any discipline.
- implement the REI requirement not as a GenEd requirement, but rather as a requirement as analogous to the First Year Experience: a curricular requirement that might be satisfied by courses inside or outside of the General Education program and tagged for audit by degree works.
- determine and provide the necessary funding to implement the REI requirement.
- take immediate steps to implement an REI requirement, with the goal of piloting REI courses in the 2021/22 academic year and instituting the requirement for incoming freshmen in the 2022/23 academic year.

The following report lays out the rationale for these suggestions and then presents a model timeline for implementation.

II. Rationale

A. The Rationale for a Race, Equity and Inclusion requirement

There has never been a more relevant time for making the case to include a race, equity, and inclusion requirement in the undergraduate curriculum at the College of Charleston. The requirement will play a critical role in the College of Charleston’s implementation of its new strategic plan, which includes diversity, equity, and inclusion as well as sustainability as two of its key components. The following narrative discusses national factors that justify the need for an undergraduate Race, Equity, and Inclusion requirement—changing demographics, workforce demands, and student expectations—and then discusses the rationale for recommending that the curricular requirement explicitly address issues of race in 1/3rd of its content.
Changing Demographics
Findings from a Pew Research Center survey indicate Generation Z (those born after 1996) is “the country’s most racially and ethnically diverse generation and is on its way to becoming the best-educated generation yet.” By the year 2025, 75% of the global workforce will be made up of millennials and those from GenZ. This group will occupy the majority of leadership roles over the coming decade and they will be responsible for making important decisions that affect workplace cultures and people’s lives. While it is true that this group already has a unique perspective on diversity, viewing “diversity as a melding of varying experiences, different backgrounds, and individual perspectives,” college campuses have an opportunity to cultivate and grow these perspectives in ways that have been unprecedented in the past. This generation of students is more interested, willing, and receptive to conversations about race, equity, and inclusion as well as how to create an ideal workplace with a supportive environment that gives space to varying perspectives on issues that affect people’s lives.

Workplace Demands
We live in a complex, interconnected world where diversity, shaped by changing national demographics, globalization, and technological innovation. Notwithstanding this interconnectedness, there is also growing polarization fueled by identity politics and the resurgence of nationalist ideals. Significant demographic shifts in the U.S. workforce, involving age, race, gender, religion, and other individual identity characteristics are giving public, private, and nonprofit organizations unprecedented opportunities to bring new ideas and perspectives to their staff teams, encourage organizational innovation, and engage community in new ways.

Employers from the public, private, and nonprofit sectors intuitively recognize that diversity is good for the bottom line; whether that bottom line is related to profit, public value, or mission-related goals and objectives. And, there are a number of initiatives across all three sectors that indicate diversity is becoming (if it is not already) a key part of organization culture. Consistent with these ideas, findings from a research study conducted by the National Association of Colleges and Employers identified eight competencies associated with career readiness (which interestingly correspond to the documented benefits of diversity). The report notes that employers are looking for employees who can not only work collaboratively in teams and exhibit critical thinking and problem-solving skills, they also want employees who have the capacity to “value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions…[and who can] demonstrate, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.”
Given these findings along with increased activity in the workplace focused on how to create more open, diverse, and inclusive work environments, college campuses have a moral imperative to consider how the curricular content offered to students prepares them for professional success.

**Student Expectations**

On January 16, 2016, Higher Education Today, a blog published by the American Council on Education, categorized and summarized a list of demands from students across the continent expressing a desire to “end systemic and structural racism on campus(es).” The report clearly indicated that over two-thirds of the demands call for curricular revisions or additions. “These demands range from charging the university to revise the entire campus curriculum to include diverse perspectives and inclusive pedagogies, to curriculum development in specific areas of study. Student groups that presented the demands also want to incorporate diversity or cultural competency courses into the required curriculum.” At a time when the nation’s young people are more aware of and sensitive to the systemic issues that have privileged some groups over others, it seems not only prudent, but responsible to provide students with the tools they need to engage in difficult conversations, value alternative perspectives, and cultivate a trusting environment where all ideas are welcomed and employees feel comfortable and empowered to be their authentic selves.

**The Case for the 1/3 Race Emphasis in the Curriculum Requirement**

The Committee recommends that the REI course requirement be articulated so that at least 1/3 of each course focus on issues of race. This recommendation follows trends in higher education pedagogy and scholarship that stress the need for increased racial literacy among college students (DiAngelo 2018, Sept 18; Verduzco 2019, March 18). While most colleges and universities nation-wide have used the language of diversity and inclusion for recruiting and retention purposes, educators have a responsibility to offer a specifically anti-racist curriculum to inform students on how racism produces systemic inequities (Lynch et al, 2017). The Committee recommends the Race, Equity and Inclusion requirement as a means of deepening our students’ understanding of processes of racialization; providing a rigorous examination of racism at the intersections of other forms of inequity (such as gender, economic class, ability, sexuality, citizenship status, etc.); and, supporting students in developing practices of inclusion in their academic analysis and interpersonal actions. In short, the requirement will equip students to develop a racial equity lens which will empower them to assess the impact of other forms of injustice as well.

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3 Respondents represented 73 U.S. colleges and universities, three Canadian universities, one coalition of universities, and one consortium of Atlanta HBCUs.
As a Committee we are morally and professionally compelled to lead the charge for a curricular enhancement to advance the racial literacy of our graduates and our institution. This renewed initiative comes as a response to several local, racially-charged incidents. The Halloween incident of 2017 involved CofC students making light of the death of Freddy Gray, an African American man who died in police custody. The following year, members of our softball team mocked Latin American immigrants in their Halloween costumes. The spring of 2019 saw another campus protest as students became aware of their white peers depicting themselves as slave masters while on a College of Charleston field trip. Photographs and videos from all three bias-incidents made headlines.

As a historically white institution, the College of Charleston has a troubled past involving college presidents who were slave owners, endowments involving profits from slave auctions, a campus built using enslaved labor, and a deliberate strategy of privatization to avoid racial integration until 1967. The violence and tensions of our recent past make examining this institutional history unavoidable. The Mother Emanuel massacre of 2015 was carried out by a self-avowed white supremacist just blocks away from campus. The year before, the College made national headlines for the controversial appointment of Glen McConnell as president, which highlighted McConnell’s outspoken support and enthusiasm for South Carolina’s Confederate history.

The College of Charleston is embedded in a city that has never sufficiently addressed its need for racial healing and racial justice. *The State of Racial Disparities in Charleston County, South Carolina 2000–2015* report “specifically identifies policies, practices, and structural arrangements of power that maintain a social environment where black residents are overwhelmingly impacted by pervasive inequities in education, employment, housing and gentrification, public health, policing, and racialized violence” (2017, 1). This report commissioned by the *Race and Social Justice Initiative*, a College of Charleston collaborative effort led by the Avery Research Center for African American History and Culture, should serve as a directive for us as an institution to develop concrete actions to address these local racial disparities. The REI requirement is one such action, and the report itself could be incorporated as part of the curriculum in some of the REI courses.

In recognition of the historical reality that 40% of all enslaved people in the U.S. passed through Charleston ports, we have an obligation to educate our students through a racial equity lens that helps them understand how slavery, white supremacy, and well documented racial

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4 Barry Stiefel (CofC Associate Professor in the Department of Art and Architectural History, Historic Preservation & Community Planning Program) has a working paper that identifies former presidents Jasper Adams (served 1824-1826, 1828-1838) and William Peronneau Finley (served 1845-1857) as owning enslaved people as documented through archival documents, Bill of Sale, and the Slave Schedule of the 1850 U.S. Federal Census. Documentation of the auctioning of enslaved people for the financial bond endowment for the College of Charleston is available through the College of Charleston Trustees’ Minutes, Special Collections Department, Addlestone Library, Vol 1.
disparities shape our experiences in the Low Country and beyond. This recommended REI requirement aligns with the College’s recent association with the Universities Studying Slavery (USS) consortium and the efforts of our own Center for the Study of Slavery in Charleston. These initiatives put the College of Charleston in good company with other universities including Brown, Harvard, Georgetown, the University of Virginia, the College of William and Mary, and the Citadel who understand that institutional histories ought to serve as learning opportunities not hidden secrets. Fortunately, we will also soon have the International African American Museum to assist us in educating our students and the public on Charleston’s history that must become a future of racial reconciliation. The *Race, Equity and Inclusion* requirement will prepare students and faculty to make a meaningful contribution toward that future.

Extensive research indicates that students of color and white students all benefit from courses that incorporate historical analysis and intentional dialogue aimed at reducing bias and increasing empathy for multiple forms of oppression (Parker, et al 2016). When students are able to confront racism effectively, they increase their ability and determination to see and intervene in other forms of discrimination. The overall objective of the *Race, Equity and Inclusion* requirement is to create communities of practice where students become confident and fluent in recognizing and disrupting the status quo of inequity in the U.S. and globally.

**B. Rationale for requiring two 3-credit courses**

The research subcommittee compiled a list of 23 institutions of higher learning that have some form of Diversity or Ethnic Studies requirement in their undergraduate curriculum. This list is by no means exhaustive. Two dominant models emerge as we reviewed the evidence on different ways in which this requirement has been implemented at other campuses. (For additional details, see the links to our complete spreadsheet of programs reviewed, and our working document at the end of this document.)

Five of these institutions have two-course (or, in one case, three-course) diversity requirements. These are West Virginia University, Florida State University, Georgetown, University of Vermont, and the University of Colorado at Boulder. The most common model among these five institutions is one course with a US-focus and a second course with an international focus. Georgetown has a particularly interesting model in that their two-course diversity requirement is part of a broader campus reckoning with a past history of institutional support of slavery and other campus initiatives to support racial justice. Beloit College, although it does not have a diversity requirement per se, also came to our attention as having an Andrew Mellon-funded project on Decolonizing Pedagogies that may be relevant to efforts to better train and support faculty who teach and engage with issues of race and justice.
The more common model we found was the one-course diversity/ethnic studies requirement. Some version of this model was in place at the other 18 institutions that we documented. The description and implementation of this model varied quite a bit, and in ways that raised concerns that we would do well to be aware of. On some campuses, the concept of diversity was so broadly defined that it resulted in problems for course assessment and implementation. This created problems for defining good course inclusion criteria. There were also issues when the course inclusion criteria were unclear as to the amount of class time that must be dedicated to issues of diversity or race in order for course inclusion. The University of Wisconsin at Madison was illustrative. Their Ethnic Studies requirement is intended to focus on issues of marginalized racial and ethnic minorities and/or indigenous peoples in the United States. Yet more than 20 years after its implementation, an assessment effort discovered that Anthropology 101, the course that a plurality of students took to fulfill the requirement, often included no more than 1-2 weeks of course content specifically related to race or ethnicity.

The one-course diversity/ethnic studies requirement is the more common model. But as we detail below, evidence on the success of this model is mixed, and several of the institutions where this requirement has been in place for some time are now debating the merits of this system with student and/or faculty pressure to expand to a two-course model or add other components in order to strengthen the effectiveness of the diversity/ethnic studies requirement.

**Evidence of Success of Programs**

For the last couple of decades, many universities in the US have implemented the diversity requirement. Consequently, there have been studies and reports on the effectiveness and impact of these programs. Many studies support the claim that diversity requirements have a positive impact on student learning. For example, Chang (2002) found that a diversity requirement at a public school in the Northeast had significantly diminished racial prejudice towards African Americans even when students were not taking classes related to Black history and culture. Case (2007) showed that enrolling in a single course in psychology about racial bias can increase student awareness of White privilege and racism as well as increase their support for diversity and inclusion. Some research goes beyond racial biases to document other positive effects on students who have completed the diversity requirement. For example, Parker et al. (2016) showed that diversity and social justice courses contribute positively to college students’ moral development.

The limitations of one-course diversity requirements are well documented. For example, students at Boston College expressed that a one-course diversity requirement is not enough to improve racial justice and the climate at the school, and suggested increasing the diversity
requirement to two courses (Bockus, 2017, October 31). Similarly, following the assessment and evaluation of the effectiveness of a 20-year-old diversity requirement at University of Wisconsin at Madison, it has been suggested that the requirements should be expanded to two 3-credit courses in order to address the pitfalls of the program. The purpose of the expansion is to make the requirement more rigorous and also to serve as a vehicle for recruiting more diverse faculty who can teach these courses (Editorial, 2019, March 7). The assessment of the diversity requirement for some students at University of Michigan suggests that the 3-credit requirement is not enough to improve racial justice on campus and reduce the frequency of racist incidents. It has been suggested that the university should introduce courses for all undergraduates that have clear student learning outcomes connected to an understanding of race and ethnicity (Editorial, 2018, April 10).

Based on the above findings, the recommendation of the Committee is that the College of Charleston introduces a two 3-credit course diversity requirement for all undergraduates. The courses should have a clear set of student learning outcomes connected to race and justice. The Committee recommends that one of the courses focus on Race, Equity, and Inclusion in the United States and the other focus on Race, Equity, and Inclusion in a global context. The courses could appear as follows:

- **Race, Equity, and Inclusion 1: Race, Equity, and Inclusion in the US**
  One 3-credit course whose focus is on Race, Equity, and Inclusion in the US. It is recommended that students take this course as early as possible after matriculation at CofC. Courses must spend at least 1/3 of course time on issues of race and racism as they relate to Equity and Inclusion. In other words, courses that treat issues related to equity and inclusion in the US, including but not limited to courses on gender, sexuality, religion, ability, and marginalized populations, would count towards the requirement provided that 1/3 of the course content focuses on race in the US. This course may include a graded assignment related to an experiential component outside the classroom over the course of the semester. This experiential requirement would present an opportunity for campus and community engagement, such as student group visits to the International African American Museum, small projects using resources at the Avery Research Center, and others.

- **Race, Equity, and Inclusion 2: Race, Equity and Inclusion in a Global Perspective**
  A second 3-credit course whose focus is on Race, Equity and Inclusion in a global perspective. Courses must spend at least 1/3 of course time on issues of race and racism. In other words, courses that cover issues related to equity and inclusion in a global context, including but not limited to courses on gender, sexuality, religion, ability, and marginalized populations, would count towards the requirement provided that 1/3rd of the course content focuses on race and racism in a global context.
The Committee recommends this two-part sequence with the goal of providing students with a holistic understanding of the impact of European colonialism and its intersections with other issues involving equity and inclusion. Racism, and its effects, are not exclusively situated in the United States. Yet, the fundamental role and consequences of racism in the U.S. are particularly unique. However, there are significant intersecting experiences with the U.S. and the rest of the world who are by-products of colonialism and imperialism. Charleston is situated as a great example of both unique racial histories, but remains distinctively connected abroad, specifically to the Caribbean (Barbados) and Africa (Liberia). These overlaps can be seen in Charleston’s food culture, architecture, and language.

III. Recommendations for Implementation

To optimize the amount of work and planning required to initiate the REI Curriculum, the implementation process consists of multiple phases. The phases are manageable steps where the expertise and workload of faculty and staff stakeholders are taken into careful consideration in order to initiate a high-quality REI Curriculum for the College. These phases include the development of the pilot REI Curriculum Program for the two next academic years (2020/21 and 2021/22) with the goal of implementing the full REI Curriculum requirement for all students for the 2022/23 academic year. A proposed initiation budget and annual budget is included at the end of this section.

Planning & Development

Phase 1: Planning & Development (Tentative Time Frame: August 2020 - December 2020)

Designated as the planning and development phase, the REI Implementation Committee will be defined and established. The REI Implementation Committee will fulfill the following responsibilities during the Summer 2020 and Fall 2020 semesters.

1. Oversee an internal CofC search for an REI Director
2. Oversee an internal CofC search for an REI Assistant
3. The transition from an REI Implementation Committee to the REI Oversight Committee, which will be composed of the following:
   a. Nine faculty members from each academic school (9 schools)
   b. Two staff members (Registrar's Office and Office of Diversity)
   c. Two student members (one selected by the Student Government Association and one selected by Multicultural Student Programs and Services)

The REI Oversight Committee will be chaired by the REI Director and will report to the Faculty Senate.
Once the REI Oversight Committee is established, the committee is charged with the following responsibilities:

1. Set goals that are Specific, Measurable, Attainable, Realistic, and Time-phased (SMART) or Collaborative, Limited, Emotional, Appreciable and Refinable (CLEAR) for the REI Curriculum Requirement.
2. Define student learning outcomes required of REI courses.
3. Define approval criteria for REI Curriculum coursework that take into consideration The First-Year Experience of Diversity EDU’s SLO’s, transfer credits, and other degree requirements.
4. Conduct a curriculum audit to identify existing courses that meet the REI Curriculum criteria.
5. Conduct an audit to identify existing courses that need minor revision to meet the REI Curriculum Criteria.

**Phase 2: Forecasting** (Tentative Time Frame: January 2021 - June 2021)
The next phase is designated as the forecasting phase portion of the pilot years where the REI Oversight Committee will work closely with respective divisions and offices to complete the following responsibilities.

1. Identify the number of courses needed to meet the demand of freshmen student enrollment during the REI Curriculum initiation year.
2. Collaborate with the Office of the Registrar to develop an application process that designates eligible courses (existing or new) as REI Curriculum courses.
3. Develop a repository of eligible REI Curriculum coursework and schedule for updates (the additions, revisions, deletions of courses).
4. Prepare and promote an introductory roll out of eligible REI courses for registration during the pilot 2021/22 academic year.
5. Collaborate with the Office of Institutional Diversity to create a scope and sequence for a multiday faculty training on creating inclusive classroom environments and using culturally responsive pedagogy, to be offered annually in May along with the model of the FYE training.

**Pilot Year (AY 2021/2022)**

**Phase 3: Performance and Execution** (Tentative Time Frame: June 2021 - June 2022)
The final phase will be the Performance and Execution phase. Incoming freshmen will be expected to fulfill the REI Curriculum as a degree requirement starting this academic year. The REI Oversight Committee is charged with collaborating with key divisions and offices to roll out the new degree requirement.
During this phase, the REI Oversight Committee will also oversee and monitor the implementation and effectiveness of the REI Curriculum Program. The regular collection and review of data will ensure the quality of the REI Curriculum. The committee will use data collected from the performance indicators and REI Curriculum SLO’s to:

1. Determine the program’s progress towards the SMART or CLEAR goals.
2. Determine whether courses are meeting the learning objectives of the REI Curriculum.

Based on the progress towards the program goals, the Committee can target their efforts to improve the program each year. Data from the performance indicators will inform the committee whether courses may continue as designated REI Curriculum coursework or be removed as a designated REI Curriculum course. The evaluation of the REI Curriculum Program and REI Curriculum courses should be done on a rotating schedule with reports prepared on a regular basis for reporting to appropriate campus leaders.

**Continuation Years (AY 2022/2023 and onward)**

**Phase 4: Continuation** (Tentative Time Frame: June 2022 and onward)

Evidence-based improvements during the performance and execution phase will produce the formal REI Curriculum Program and REI Curriculum coursework as a standing requirement for all students. Regular program assessment and course evaluation based on REI Curriculum data will support the program’s effectiveness and sustain high quality.

**Bibliography/References**


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**Committee Membership**

Anthony Greene (co-chair), African American Studies

Morgan Koerner (co-chair), German

Julia McReynolds-Perez (chair, research subcommittee), Sociology

Charissa Owens, Director of Diversity Education and Training, OID

Kristen Monet Graham, Public Health and WGS major, ICAN Curriculum Chair
Ghazi Abuhakema, Asian and Arabic Studies
Kristi Brian, Women’ and Gender Studies, Interim Director, Gender and Sexuality Equity Center
Nenad Radakovic, Teacher Education
Jason Vance, Biology
James Malm, Finance
Judy Milleson, Public Administration and MPA
Meg Goettsches, African Studies
Mark Del Mastro, Associate Provost for Curriculum and Academic Administration
Mary Bergstrom, University Registrar and Assistant Provost
### Nominations to 2020-21 Senate Committees

#### Academic Planning
- **Greenberg, Daniel**  
  Psychology  
  Associate Professor
- **Hansen, David**  
  Management and Marketing  
  Associate Professor
- **Mignone, Bob**  
  Mathematics  
  Professor
- **Muller, Nancy**  
  Health and Human Performance  
  Associate Professor
- **Rogers, Amy**  
  Chemistry and Biochemistry  
  Senior Instructor
- **Spade, Thomas**  
  Accounting and Legal Studies  
  Instructor
- **Strauman, Elena**  
  Communication  
  Associate Professor

#### Budget
- **Byker, Devin**  
  English  
  Assistant Professor
- **Harris, Scott**  
  Geology and Environmental Geosciences  
  Associate Professor
- **Jordan, Adam**  
  Teacher Education  
  Associate Professor
- **McNerney, Todd**  
  Theater and Dance  
  Professor
- **Pitts, Robert**  
  Management and Marketing  
  Professor
- **Ravalico, Lauren**  
  French, Francophone, and Italian Studies  
  Assistant Professor
- **Southgate, Agnes**  
  Biology  
  Professor

#### By-Laws and the Faculty Administration Manual
- **Ferrara, Merissa**  
  Communication  
  Associate Professor
- **Krasnoff, Larry**  
  Philosophy  
  Professor
- **Pelzer, Josette**  
  Accounting and Legal Studies  
  Assistant Professor
# 2020-21 College Committees - Elected by acclamation

## Academic Standards, Admissions, and Financial Aid

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## Adjunct Oversight

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## Assessment of Institutional Effectiveness

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## Continuing Education

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### Curriculum

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### Faculty Advisory Committee to the President - currently in run-off

### Faculty Compensation

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### Post Tenure Review Alternate

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### Student Affairs and Athletics

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### Tenure, Promotion, and Third Year Review

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### Tenure, Promotion, and Third Year Review Alternate

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Curriculum Committee items for the April 2020 Senate meetings.

a) The School of Business would like to remove a catalog note that prevents BADM majors from minoring in INFM. They’d also like to impose a cap on certain courses counting toward both the BADM major and INFM minor.

b) Biology would like to change the BIOL 204 title and description to make them gender neutral. For example, “Man and the Environment” becomes “Humans and the Environment”

c) Chemistry would like to create three new courses CHEM 261 “Chemistry of Alcohol”, CHEM 423 “Bioanalytical Chemistry”, and CHEM 435 “Materials and Polymers”. They would like to add some of these courses as options in the Biochemistry major and remove one of the lab options in that major.

d) Computer Science would like to change the title and description of CSCI 360 to better reflect the course content.

e) Data Science would like to add CSCI 390 to its electives and change the way that the major GPA is computed.

f) Currently, Economics majors are required to take MATH 120. The Economics department would like to provide the option to take MATH 105 instead.

g) Environmental Studies would like to create a new course ENVT 363 “Race, Gender, and Environment” and add it to the ENSS minor. There’s a later item on the agenda to also add this course to the Women’s and Gender Studies major and minor.

h) Last month, Spanish and Portuguese modified many courses to emphasize that they have cultural content. Now, French is doing the same.

i) Geology would like to create a new course GEOL 253 “Earth Systems Science”

j) Management and Marketing would like to terminate the Global Trade minor. It has never attracted significant numbers of students.

k) There are several Honors courses that currently lack descriptions, so HONS would like to create descriptions for those courses. They would also like to make changes to the descriptions of several other courses. They want to deactivate three courses that are no longer needed. Finally, they want to create HONS 172, an Honors version of SOST 200.

l) International Studies would like to make various changes to their concentrations. Some of this is a follow-up to the changes that they made to their core, earlier this year. They’d also like to delete their Comparative Literature concentration and create a new Global Studies concentration.

m) This is another language program modifying courses to emphasize cultural content. Italian would also like to create a new 300-level Independent Study course.

n) Jewish Studies currently requires coursework in Hebrew. They’d like to add the option to study German or Arabic instead. There are also some newly created JWST courses that should be added to the major.

o) LACS would like to add three courses (POLI 268, FREN 334, and FREN 336) as options in the major and minor. All three of these courses are relatively recent additions to the catalog.

p) The Medical Humanities minor would like to add five courses as options in the minor. One of these courses (PBHL 336) is replacing COMM 336
q) Management and Marketing would like to make several changes to the Entrepreneurship and Leadership concentrations and minors. This includes: making some of the required courses electives, changing the concentrations and minors so they align better, adding electives, and renaming both the Leadership concentration and minor. Renaming the programs requires also changing their acronyms.

r) This is a significant restructuring of the Physical Education, Teacher Education Concentration. They are removing some required courses, adding different required courses, and providing electives in the major (there aren’t currently any electives in the major). It has the effect of reducing credit hours.

s) This is a leftover change to Portuguese courses to emphasize cultural content.

t) Psychology would like to create two new courses PSYC 319 “Practicum in Psychology” and PSYC 373 “Applied Cognitive Psychology”. They’d also like to add these courses as options in both the BS and BA. Finally, they’d like to deactivate PSYC 378, as they no longer have a faculty member to teach it.

u) Religious Studies would like to add several new 100-level options in the major and add one new 100-level option in the minor. Some of these courses are new courses that the Senate has already voted to create. Others are existing courses.

v) The School of Education has a Teacher Cadet training program for high school students. They’d like to add a second Teacher Cadet course, EDFS 106. They’d also like to remove an inaccurate catalog note from the description of EDFS 201. Finally, they’d like to delete COMM 104 from the requirements in the Foreign Language Education major and instead require EDFS 451.

w) Theatre Studies would like create four new courses, THTR 218 “20th Century Fashion”, THTR 379 “Advanced Acting: Acting for the Camera”, THTR 385 “Advanced Acting: Acting: Shakespeare”, and THTR 477 “Advanced Acting: Scene Study”. They would also like to make significant changes to the Theatre Performance Concentration, removing most of the current electives, but adding some of the newly created courses.

x) Women’s and Gender Studies would like to add two courses to their major and minor. One is ENVT 363, created earlier on this agenda. They’d also like to reduce the number of seminar hours that can count toward the major or minor.
Public Administration, MA
• End summer cohort
• Remove Summer Application Deadline (program credit hours reduced, makes this unnecessary)

Special Education Graduate Certificate
• Remove Statement of Goals from Admission Requirements (not relevant to admission assessment)

Environmental and Sustainability Studies, MS
• Reduction of required letters of Recommendation from 3 to 2 (often difficult to obtain 3rd, especially from those of disadvantaged socio-economic backgrounds)

History, MA
• Both institutions will only require 2 recommendation letters and will change the requirement for undergraduate history coursework to “9 hours in upper-division history courses or an allied discipline”.
• Both institutions will add the following language to their graduate catalog, replacing the current section about provisional admittance: “Applicants who do not meet the minimum admissions requirements above may be admitted as provisional students at the discretion of the joint graduate committee.”
• CofC will change the minimum GRE verbal score to 152 to align with the Citadel.
MEMORANDUM

TO: Michael Lee, Chair of the Committee on By-Laws and the Faculty Administration Manual
    Deanna Caveny, Associate Provost for Faculty Affairs
    Simon Lewis, Speaker of the Faculty
    Scott Peeples, Secretary of the Faculty Senate

FROM: Heath Hoffmann, Professor of Sociology and Faculty Fellow in the Center for Academic Performance and Persistence

DATE: February 18, 2020

SUBJECT: Proposed Amendment to FAM, VIII.A.9 (pp. 165-166), “Class Attendance”

The proposed amendment starting on page 3 of this document is submitted to replace entirely the current language (the current policy language can be viewed by clicking on this hyperlinked text) in FAM, VIII.A.9 (pp. 165-166) outlining the College’s policy regarding Class Attendance.

Currently, the Faculty Administration Manual designates as “excused” those absences that result from a student’s participation in college-sponsored activities or that are the result of participation in religious observances. For these two types of absences, faculty are required to make “reasonable accommodations” for students (assuming students provide proper paperwork at least 1 week before the absence) by rescheduling an exam, altering presentation times, or by extending an assignment submission deadline. However, our students are absent from class for a range of legitimate reasons including: the death of a family member or close friend, a medical emergency, crime victimization, managing a legal matter, jury duty and an obligation related to military service to name a few. Yet, these students have no protections to ensure that they will receive “reasonable accommodations” from their faculty when they are absent from class for legitimate purposes unrelated to participation in a school-sponsored activity. This amendment seeks to reconcile this shortcoming by expanding what is defined as an excused absence, clarifying for faculty under what circumstances faculty will allow students to make-up an exam, submit an assignment at a later time, reschedule a presentation or complete an alternative assignment of a comparable workload.

This amendment also consolidates in one place the various circumstances, offices and procedures currently revolving around student absences and the requirement to make reasonable accommodations to students. For example, this policy integrates the statement on “Religious Accommodation for Students”; Department of Athletics memorandum relating to student-athletes' participation in competitions; the personal notification letters from the Center for Disability Services in which some students’ disabilities permit them to receive accommodations including leniency with attendance policy when the absence is due to the disability and permission to leave class unexpectedly without explanation; and communications from the Office of Victim Services, the Dean of Students and the Center for Academic Performance and Persistence when staff are working closely with students working through serious personal emergencies. Having all processes incorporated in one place and within the same policy
statement will help to educate faculty about these different processes and to ensure consistency in how students are treated across campus.

Research nationally and on the College of Charleston campus indicates that college students today report higher rates of mental illness than previous generations. At the same time, colleges and universities are struggling to meet enrollment goals making retention and student success a central institutional goal. College students’ health and well-being is central to their ability to succeed academically. Adopting policies and practices like that which is proposed here seeks to recognize the current challenges our students face while aid in our retention efforts as many students do not fall short academically because they are not capable but do so

The proposed policy specifies which office will communicate with faculty about excused absence. The Absence Memo Office is a central source of verifying student absences in accordance with this policy. In 2015, the Faculty Committee on Student Affairs and Athletics conducted a survey of College of Charleston faculty and staff to gauge their attitudes toward the Absence Memo and how the Absence Memos is used in their classes. The Committee found that nearly 85% of those surveyed indicated that the absence memo is “valuable and should remain at the College.” Additionally, 75% strongly agree or agree with the statement that the absence memo “helps them track and validate student absences.”

Finally, in order for this policy to be effective students need to know about it. At present, the current student handbook language regarding “Class Absences” (which can be reviewed by clicking on this hyperlinked text) is divorced from the substance of the current policy on class attendance published in the FAM. Student Affairs has expressed support for including revised language for the Student Handbook that is consistent with the policy published in the FAM and I have developed draft language that attempts to do this. This draft language for the Student Handbook is included below (and can be accessed by clicking on this hyperlinked text) but has not yet been reviewed or approved by Student Affairs leadership.

An earlier version of this proposed amendment has been reviewed by numerous faculty and staff colleagues and the offices listed below. I am grateful for and have tried to incorporate their suggestions into the policy below but, ultimately, I am responsible for the proposed language that appears here.

Absence Memo Office
Center for Academic Performance and Persistence
Center for Disability Services
Faculty Committee on Academic Standards
Faculty Committee on Student Affairs and Athletics
Office of the Academic Experience
Student Affairs
Proposed Language to Replace FAM, VIII.A.9 (pp. 165-166)

Class Attendance and Excused Absences

*NOTE: This class attendance policy distinguishes between “formal graded coursework”—exams, research papers and presentations—and other, seemingly less “formal” graded components such as class attendance, participation, in-class assignments and laboratories (referred to as “informal graded coursework” below).*

Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Students are responsible for understanding the attendance policies for each class in which they are enrolled and must accept the consequences of failure to attend class. However, students will miss class for legitimate reasons and faculty will treat these absences as excused and make “reasonable accommodations”¹ for students to make up formal graded coursework (such as exams, presentations, papers) when the absences is due to one of the following reasons (also view the statement on “Religious Accommodation for Students,” FAM, VIII.A.10 which details faculty responsibilities to provide “reasonable accommodations” to students who are absent due to religious observances).

<table>
<thead>
<tr>
<th>Absence Excused as the Result of</th>
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<tr>
<td>Participation in college-sponsored activities, where students are official representatives of the College of Charleston, (such as intercollegiate academic or athletic team competition).</td>
<td>Department of Athletics</td>
</tr>
<tr>
<td>Academic program sanctioned research presentations or artistic performances.</td>
<td>Absence Memo Office</td>
</tr>
<tr>
<td>Serious personal emergencies in which the student has been the victim of a crime.</td>
<td>Office of Victim Services</td>
</tr>
<tr>
<td>Other personal emergencies relating to physical and/or mental health conditions (in some instances involving case management by the Center for Academic Performance and Persistence and/or Dean of Students).</td>
<td>Absence Memo Office and/or Center for Academic Performance and Persistence and/or Dean of Students</td>
</tr>
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</table>

¹ “Reasonable accommodations” in this policy and the statement on “Religious Accommodation for Students” should not be confused with federally-mandated accommodations for students with disabilities required under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008 for which faculty receive notifications from the College of Charleston’s Center for Disability Services.

² In these cases, the Center for Disability Services will provide eligible students with a notification letter in which one of the accommodations is leniency with a class attendance policy. Students are responsible for providing this letter to each of their faculty members. Subsequent absences due to a student’s disability will be communicated to faculty via the Absence Memo Office.
Military service or activation order related to a student’s active duty or reserve status.

Death or critical illness of someone special to the student.

Jury duty or personal legal matters.

Veteran & Military Student Services and/or Absence Memo Office

Absence Memo Office

Absence Memo Office

During the first week of classes, instructors will announce and distribute their attendance policies to students, including criteria to be used to determine whether absences are excused (for formal and/or informal graded course work) or unexcused for informal graded coursework such as participation grades, in-class assignments, laboratories, internships and other field placements. Regarding formal graded coursework (such as exams, presentations and papers), instructors will make “reasonable accommodations” when a student is absent from class for any of the above reasons. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. “Reasonable accommodations” for formal graded coursework shall not require students to complete alternative assignments that involve a workload significantly greater than what is required of other students in the class.

In all cases, students are responsible for communicating with instructors to schedule or coordinate the “reasonable accommodations” for formal graded coursework after the documented absence has been communicated to instructors by the appropriate College authority (e.g., Department of Athletics, Office of Victim Services, Absence Memo Office, etc.). Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College.

Faculty are strongly encouraged to submit a FAST report on behalf of students who are regularly absent from class, not completing assignments or exams, have explicitly reported to you that they are dealing with significant personal problems and/or you suspect they are dealing with personal problems negatively affecting their well-being and/or academic success. The earlier in the semester that FAST reports are submitted the better the College can help these students get back on track academically.³

**INSERT HERE: NEW GUIDING LANGUAGE FOR FACULTY RELATING TO THE ELIMINATION OF THE WA GRADE AND SUGGESTIONS FOR HOW FACULTY SHOULD COMMUNICATE AND HANDLE GRADES FOR EXCESSIVE ABSENCES.**

³ To learn more about the FAST process or to submit a FAST report, visit https://capp.cofc.edu/fast/index.php.
Class Attendance Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Instructors maintain the authority to determine how absences will be addressed, which should be detailed in their attendance policies. Participation in college-sponsored activities, where students are official representatives of the College of Charleston, may result in absence(s). Instructors will recognize absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) as excused.

During the first week of classes, instructors will announce and distribute their attendance policies, including criteria to be used in determining excused absences. Instructors determine whether absences are excused or unexcused for the purposes of participation grades, in-class assignments, and laboratories. Regarding formal graded work (such as exams, presentations, papers), instructors will make “reasonable accommodations” when a student misses class for an event at which the student is an official representative of the College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation-related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College.

Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which means “failure due to excessive absences” and is equivalent to a failing grade. If attendance is used for grading purposes, the instructor is responsible for keeping accurate attendance records. If a student has more than the maximum 166 allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form (located in MyCharleston faculty tab) to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course. (Rev. Aug. 2018)
Students who have been evaluated by a clinician at Student Health Services and for whom it has
been determined that the student should not attend class, will receive an “Absence Memo
Request” form to complete. This form will be signed by the licensed clinician and faxed to the
Director of Absence Memo. Students who have managed their own illness may complete a
separate “Absence Memo Request” which will include a brief description of their medical
condition. These forms can be found at the Absence Memo office and online
at http://victimservices.cofc.edu/absence-memo/index.php. They can be faxed to the Director.
Students who have received treatment through other sources should bring that documentation to
the Director of Absence Memo (Lightsey Center, Suite 101). The Director will e-mail the
student’s instructors regarding the absence. If there is a difficulty, the Director or his/her
designee will attempt to reach the student through College of Charleston email.
NOTE: The College’s class attendance policy distinguishes between “formal graded coursework”—exams, research papers and presentations—and other, seemingly less “formal” graded components such as class attendance, participation, in-class assignments and laboratories (referred to as “informal graded coursework” below).

Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Students are responsible for understanding the attendance policies for each class in which they are enrolled and must accept the consequences of failure to attend class. The College’s class attendance policy is intended to accommodate students who experience personal emergencies that affect their ability to complete an exam, presentation, paper or other formal graded coursework. Absences from class due to a family event (e.g., a wedding or anniversary celebration), employment, working on assignments for other classes, not getting enough sleep, oversleeping, etc. are not defined as excused absences under the College’s policy but individual faculty have the right to recognize such absences as excused within their respective attendance policies.

The College recognizes that students will miss class for legitimate reasons and faculty will treat these absences as excused and make “reasonable accommodations” for students to make up formal graded coursework (such as exams, presentations, papers) when the absences is due to one of the following reasons (also view the statement on “Religious Accommodation for Students,” FAM, VIII.A.10 which details faculty responsibilities to provide “reasonable accommodations” to students who are absent due to religious observances).

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1 “Reasonable accommodations” in this policy and the statement on “Religious Accommodation for Students” should not be confused with federally-mandated accommodations for students with disabilities required under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 for which you receive notifications from the College of Charleston’s Center for Disability Services.
Students who have been evaluated by a clinician at Student Health Services and for whom it has been determined that the student should not attend class, will receive an “Absence Memo Request” form to complete. This form will be signed by the licensed clinician and faxed to the Director of Absence Memo. Students who have managed their own illness may complete a separate “Absence Memo Request” which will include a brief description of their medical condition. These forms can be found at the Absence Memo office and online at http://victimservices.cofc.edu/absence-memo/index.php. They can be faxed to the Director. Students who have received treatment through other sources should bring that documentation to the Director of Absence Memo (Lightsey Center, Suite 101). The Director will e-mail the student’s instructors regarding the absence. If there is a difficulty, the Director or his/her designee will attempt to reach the student through College of Charleston email.

During the first week of classes, instructors will announce and distribute their attendance policies to students, including criteria to be used to determine whether absences are excused (for formal and/or informal graded coursework) or unexcused for informal graded coursework such as participation grades, in-class assignments, laboratories, internships and other field placements. Regarding formal graded coursework (such as exams, presentations and papers), instructors will make “reasonable accommodations” when a student is absent from class for any of the above reasons. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. “Reasonable accommodations” for formal graded coursework shall not require students to complete alternative assignments that involve a workload significantly greater than what is required of other students in the class.

Ultimately, the decision to provide accommodations for informal graded coursework (e.g., class attendance, class participation, etc.) can only be made by the faculty in accordance with the faculty member’s attendance policy outlined on the course syllabus.

In all cases, students are responsible for communicating with instructors to schedule or coordinate the “reasonable accommodations” for formal graded coursework after the documented absence has been communicated to instructors by the appropriate College authority (e.g., Department of Athletics, Office of Victim Services, Absence Memo Office, etc.). Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College.

Students who provide false information or documents to an official or employee of the College will be in violation of the College’s Honor Code. Students suspected of providing false information to College employees to receive accommodations for formal graded coursework as outlined in this policy or for any other reason will be reported to the Dean of Students to be investigated as an Honor Code violation.
FAM By-Laws Committee  
Amending PTR  

**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.
Course Alternative Math Policy Proposal

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
April 7, 2020
History:

• Currently, students may be approved for a curriculum accommodation to the math/logic general education requirement (see http://disabilityservices.cofc.edu/accommodations/math-alternatives/course-alternatives.php).

• However, current policy prohibits students from using curriculum substitutions for math courses required by a major when math is “an essential component of the student's declared major.”

• Because major program requirements are determined by disciplinary faculty with the approval of the Faculty Senate, the wording of the current policy for general education math alternatives contradicts this traditional authority.
Rationale

- The Department of Psychology has proposed a change to its B.A. Psychology program, effective fall 2020, that will allow declared majors with approved accommodations in math to satisfy the Psychology major math requirement by completing one of 11 prescribed math courses (MATH 104, 105, 111, 120, 207, 220, 250 and HONS 115, 215, 216 and 217) and one course from the list of "course alternatives" approved for general education credit.

- FCAS’ proposed amendment to the campus-wide policy for math alternatives would complement the Department of Psychology's proposal.

- The proposal has the approval of the Curriculum Committee and the General Education Committee
Amend the undergraduate catalog, with amended wording in red:

General Education Course Alternatives
Students approved for alternatives to the math/logic requirement will need to take two courses to replace the general education math/logic requirement. A mixture of math courses and alternative courses may be used. The courses you may choose from include:

FINC 120 - Personal Finance
PHIL 115 - Critical Thinking
PHIL 120 - Symbolic Logic
MATH 101 - College Algebra

Students approved for alternatives to the math/logic requirement may also take any math course numbered 100 or higher if they believe they can successfully complete it (e.g., MATH 101; MATH 103; MATH 104).

For students who transfer to the College of Charleston and are awarded 3 credit hours for MATH 1EE, this will go towards satisfying 3 hours of the math alternative requirement.

If math is an essential component of the student's declared major (e.g., business, education, psychology, etc.), alternatives to the math/logic requirement will not be acceptable.

NOTE: Courses used as alternatives to the general education math/logic requirement may not be used to meet any other requirements, and this includes major and minor requirements. However, when a major requires a specific math course(s) to fulfil program degree requirements, the respective department may determine that students with an approved accommodation for math course alternatives can substitute the program's required math course with an alternative class. Where applicable, this decision is noted in the program of study requirements in the Undergraduate Catalog.
Voting results appear in red.

1. The meeting was called to order at 5:00.

2. The February 4, 2020, minutes were approved.

3. Announcements and Information: Speaker Simon Lewis reminded senators and guests that midterm grades are due at noon on March 6, and that the library survey is due March 8.

4. Reports

   a. Speaker Lewis thanked those who volunteered for committee service and those who are participating in the open forums for provost candidates. He asked faculty and staff to submit feedback on those candidates. Speaker Lewis recognized faculty and staff members who have been involved in the Bully Pulpit series and other election-related work. He noted that there are many worthwhile events coming up on campus and urged all to encourage students to attend them.

   b. Interim Provost Fran Welch had submitted her report via email prior to the meeting. She added that the searches for deans are going well, as well as those for Vice-President of Enrollment and Vice-President for Business Affairs.

   During Q&A, Andrew Sobiesuo, Director of the Center for International Education, said that an announcement would be coming out Wednesday (March 4) about our response to the coronavirus. Senator David Desplaces (Management and Marketing) asked if the College was planning a day of preparation for the possibility of cancelling face-to-face classes because of the virus. Prof. Sobiesuo responded that we are trying to catch up with other institutions such as Clemson regarding distance ed solutions during emergency closures.

   c. David Desplaces, “Designing Your Life” Faculty and Staff Program
   Senator Desplaces encouraged faculty and staff to consider enrolling in this five-hour course, to be offered on May 5. PDF

   Speaker Lewis gave a brief surprise tribute to Senator and former Speaker Bob Mignone, on the occasion of his wedding anniversary, recognizing his nearly 40 years of service to the College.

5. New Business

   a. Curriculum Committee (Andrew Przeworski, Chair)
Prof. Przeworski introduced each proposal, explaining its intent.

1. BIOL: Course changes: BIOL 300, 301, 303, 310, 312, 313, 314, 320, 333, 335, 336, 337, 338, 340, 342, 449; Program changes: BIOL BS, BIOL BA, BIOL-MOLB, EDBL; Minor change: BIOL
https://cofc.curriculog.com/agenda:134/form

The proposal was approved by voice vote.

2. CLAS: Course deactivation: CLAS 390
https://cofc.curriculog.com/proposal:2422/form

The proposal was approved by voice vote.

3. Cultural Sustainability: New certificate
https://cofc.curriculog.com/proposal:1912/form

The proposal was approved by voice vote.

4. HIST: New course: HIST 253; Program change: HIST
https://cofc.curriculog.com/agenda:137/form

The proposal was approved by voice vote.

5. LING: Change minor: LING
https://cofc.curriculog.com/proposal:2224/form

The proposal was approved by voice vote.

6. MUSC: New courses: MUSC 223, 227, 229

The proposal was approved by voice vote.

7. PBHL: Program change: PBHL BS
https://cofc.curriculog.com/proposal:2220/form

The proposal was approved by voice vote.
8. PEAC: New courses: PEAC 112, 125, 128, 170, 174, 178; Course change: PEAC 202 (currently PEHD 202)

https://cofc.curriculog.com/agenda:139/form

Senator Gretchen McLaine (Theatre and Dance) pointed out that her department also offers a pilates class; she asked if adding PEAC 112 to the curriculum would affect their ability to schedule that class, currently offered on a Special Topics basis. In discussion with Senator Tom Carroll (EHHP), Professor Przeworski, and Registrar Mary Bergstrom, it was affirmed that both courses could be offered as long as their titles differentiate them. Sen. Carroll said he did not see any problem with both courses being offered.

The proposal was approved by voice vote.

9. POLI: New courses: POLI 370, 381, 423, 450; Program changes: POLI, EDPS

https://cofc.curriculog.com/agenda:129/form

The proposal was approved by voice vote.


https://cofc.curriculog.com/agenda:130/form

The proposal was approved by voice vote.


https://cofc.curriculog.com/agenda:133/form

The proposal was approved by voice vote.


The proposal was approved by voice vote.

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

1. Mathematical Sciences, MS
   Mathematics Concentration – remove required course
   https://cofc.curriculog.com/proposal:1806/form
Statistics Concentration – remove required course
https://cofc.curriculog.com/proposal:1807/form

The proposal was approved by voice vote.

2. Special Education Post-Masters Certificate – Program Termination
https://cofc.curriculog.com/proposal:2048/form

The proposal was withdrawn from consideration.

3. Early Childhood Education, MAT

Program change: reduce program hours, provide alternative 18-month program, remove required courses, add new course

Senator Tom Carroll (EHHP) asked if some courses in the program will be offered online to accommodate full-time teachers. Godfrey Gibbison, Interim Dean of the Graduate School, and Tim Johnson, Dean of LCWA, responded that full-time teachers would be accommodated, and that many of the language courses are being offered online.

The proposal was approved by voice vote.

EDEE 525: Advanced Foundations of Language and Literacies Development: Birth-Grade 6, Course title and description change
https://cofc.curriculog.com/proposal:2131/form

The proposal was approved by voice vote.

EDEE 550: Mathematics in Early Childhood Education
Course title, number, description change
https://cofc.curriculog.com/proposal:2057/form

The proposal was approved by voice vote.

EDEE 567: Science Methods for Early Childhood Education, New Course
https://cofc.curriculog.com/proposal:2054/form

The proposal was approved by voice vote.
EDEE 588: Advanced Curriculum, Instruction, and Literacies Assessment (Prek-3) Field Experience III, Pre-requisite, course title, description change
https://cofc.curriculog.com/proposal:2277/form

The proposal was approved by voice vote.

4. Languages, M. Ed.

Program change: reduce program hours, reduce emphasis area hours, remove required course, add new course, add language re: required capstone and electives
https://cofc.curriculog.com/proposal:2133/form

The proposal was approved by voice vote.

SPAN 698: Independent Study, New Course
https://cofc.curriculog.com/proposal:2230/form

The proposal was approved by voice vote.

5. Computer and Information Sciences, MS

CSIS 638: Implementation of Database Management Systems, Description Change
https://cofc.curriculog.com/proposal:2063/form

The proposal was approved by voice vote.

6. Data Science and Analytics, MS

DATA 699: Thesis in Data Science and Analytics, Prerequisite Change
https://cofc.curriculog.com/proposal:2088/form

The proposal was approved by voice vote.

7. History, MA

HIST 803: Comprehensive Exam, New Course
https://cofc.curriculog.com/proposal:2159/form

Public History Concentration, Add new course to electives
https://cofc.curriculog.com/proposal:2212/form
Program change: reduce number of required seminars, add new course, add course to electives
https://cofc.curriculog.com/proposal:2213/form

The proposal was approved by voice vote.

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


The proposal was approved by voice vote.


The proposal was approved by voice vote.


The proposal was approved by voice vote.

d. Committee on the By-Laws and the Faculty/Administration Manual (Michael Lee, Chair): Proposal to change the description of the Committee on Student Affairs and Athletics  PDF

Professor Lee explained that an ad-hoc committee, unaware of the nominal existence of this standing committee, had been operating for several years. This proposal clarifies the composition and duties of the standing Committee on Student Affairs and Athletics.

Senator Sandy Slater (History) asked if the ad hoc committee was in favor of this proposal and if there would be continuity going forward. Speaker Lewis replied in the affirmative.

The motion was approved by voice vote.

6. Constituents’ General Concerns

Senator David Desplaces (Management and Marketing) asked if we would get an update at the next meeting on Fall 2020 enrollment numbers, as well as advance notice on requests to faculty related to recruitment. Interim Provost Welch said that she, Jimmie Foster (VP of Enrollment Planning), and President Hsu were working on a plan, and that after consulting with the deans, they will report back.
Godfrey Gibbison, Interim Dean of the Graduate School, quickly reported on the search for the EVP for Business Affairs: the search committee has identified four finalists, and they are planning to conduct campus visits at the end of the month.

7. The meeting adjourned at 5:49.
Interim Provost Update for Faculty Senate – March 4, 2020

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.
Other resources:

http://studenthealth.cofc.edu/novel-coronavirus-faqs/

World Health Organization (WHO) Information about Coronavirus

US Centers for Disease Control and Prevention Situation Summary

**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
Program that introduces colleagues (faculty/staff) to design thinking to address the “wicked problem” of designing one’s life and vocation. This is an experiential seminar-style one day program based on fame Stanford University program (d. studio for universities)
DYL FRAMEWORK

This program introduces a framework, tools, and most importantly a place and a community of peers and mentors. The course employs a design thinking approach to help colleagues apply the framework to their areas/unites/major so that students from any major develop a constructive and effective approach to finding and designing their vocation after CofC.

MEANING-MAKING
POV, Workview, Worldview

DISCOVERY & SUPPORT
Practices, Discernment, Mentors, Community
Designers also have a way of thinking that differentiates them. These 5 mindsets are how designers think differently:

- **Bias Toward Action**: This is the heart of design thinking; you are committed to build your way forward. Designers test out ideas, failing often until they find what works and what solves the problem.

- **Radical Collaboration**: Design is a collaborative process and many of the best ideas are going to come from a diverse team with different experiences and perspectives.

- **Mindfulness of Process**: Being aware of the where you are in the design thinking process is important, because it informs your approach.

- **Curiosity**: Curiosity makes everything new. It invites exploration. It’s an open approach to learning more. Designers look through the lens of curiosity not judgment or rushing to solution.

- **Reframing**: Reframing is how designers get unstuck. It enables designers to examine ways to look at problems differently or through a new lens in order to increase the opportunity for innovation.
A *life.LABS* participant

- **engage**
- **reflect**
- **storytell**
What is it in for you?

- Learn new approach to mentoring/coaching
- Learn new tools to use to mentor or coach
- Explore opportunities to integrate into existing/new courses
- Work on your own life odyssey
- Get a certificate

Tuesday, May 5
8 am - 4:30 pm
Faculty Senate Proposal
2/18/20

Committee on Student Affairs and Athletics

Rationale:

The proposal clarifies the responsibilities of the Student Affairs and Athletics Committee. An ad-hoc committee, the Athletics Oversight Committee, has been doing the work of the Student Affairs and Athletics Committee for several years. The standing committee- Student Affairs and Athletics—should be handling what the ad-hoc committee was charged with in the first place. In short, this proposal clarifies the committee’s responsibilities and consolidates an unnecessary ad-hoc committee.

Old Language (V, 3, B, 6)

a. Composition: Five faculty members, one non-resident student, one male resident student and one female resident student. The Executive Vice President for Student Affairs, the Executive Athletic Director, and the faculty athletic representative are non-voting ex-officio members.

b. Duties: (1) To consult with and make recommendations to student organizations, the faculty and administration in matters related to the cultural, social and physical well-being of the students; (2) To review student petitions and to make recommendations to the Faculty Senate and/or administration; (3) To advise the Faculty Senate and administration concerning the relation between academic and athletic interests of the College; (4) To recommend to the President and the Faculty Senate matters concerning athletics policies of the College relating to new programs, schedules and athletic scholarships. (5) The Chair of the Committee on Student Affairs and Athletics, or their representative, shall attend meetings of the Student Affairs Committee of the Board of Trustees.

New language (V, 3, B, 6)

a. Composition: Five faculty members and two students, one of whom should be a student-athlete. The Executive Vice President for Student Affairs, the Director of Athletics, and the Faculty Athletics Representative are non-voting ex-officio members.

b. Duties: (1) To consult with and make recommendations to student organizations, the faculty, and administration in matters related to the cultural, social, and physical well-being of students; (2) To review student petitions and make recommendations to the Faculty Senate and/or administration; (3) To provide campus-wide oversight of the College of Charleston’s 19-sport NCAA Division I intercollegiate athletics program and advise the Faculty Senate and administration concerning the relation between academic and athletic interests of the College; (4) To provide recommendations to the President and the Faculty Senate regarding athletics policies of the College relating to new programs, schedules, and athletic scholarships; (5) The Chair of the Committee on Student Affairs and Athletics, or a designated representative, shall attend meetings of the Committee on Student Affairs and Athletics of the Board of Trustees.
Faculty Senate, Tuesday, February 4, 2020, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Voting results appear in red.

1. The meeting was called to order at 5:00.

2. The January 14, 2020, minutes were approved.

3. Announcements and Information: The deadline for attendance verification is noon on Feb. 5. The nominations deadline for Faculty Speaker, Secretary, and Senate positions is also Feb. 5.

4. 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 went well from Speaker Lewis’s perspective. The Board was appropriately disappointed by the results of the ModernThink survey of faculty and staff and were determined to address the problems the survey exposed. In the meantime, the Speaker has asked the Faculty Compensation Committee to revisit the 2013 compensation study and see if they can suggest specific ways to reward effort and achievement. He is also encouraging “regularizing” faculty involvement in future evaluation of Deans and senior leadership.

   Speaker Lewis reported on CofC Day the previous week. The selection of Founders’ Medal honorees was a clear expression of the College’s values. Fundraising around CofC Day exceeded expectations. He expressed his appreciation to President Hsu as a leader who is committed to shared governance and to open dialogue with faculty.

   b. President Andrew Hsu began by reiterating that commitment to shared governance. He offered an update 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 thanked Julia Eichelberger, Harlan Greene, and Ron Menchaca for chairing the committee that got the new historical marker placed on George St. He was ecstatic over the fundraising effort that resulted in over five million dollars from 1326 donors, which eclipsed the goal of raising one million.

   The previous Saturday began the College’s celebration of Black History Month, with the theme of “History Makers and Trailblazers.”
Turning to enrollment, President Hsu outlined a plan to increase first-year enrollment from 2000 to 2300, rather than raising tuition. He expects that increased revenue resulting from higher enrollment would lead to raises for faculty. We have been trying to increase our applicant pool so that we can improve the quality of our students while also increasing enrollment, and we are cautiously optimistic at this point, he said. The College is getting more applications (30% over the five-year average); now it is a question of increasing our yield.

Senator Tom Carroll (EHHP) asked if the College has given any consideration to incorporating the Charleston School of Law. President Hsu replied that we would love to, but the Charleston School of Law apparently would lose their license if they were to merge with us. He noted that the Charleston School of Law’s tuition is $43,000 per year, and their bar passage rate is only 46%, which is a problem that affiliating with a state institution could help solve. But we are not currently in a position to make it happen.

Senator Jen Wright (HSS) asked if we are able to track which/how many applicants are using the common app as opposed to seeking out a CofC application specifically. President Hsu replied that about 80% out-of-state and 30-40% in-state are using the common app, but that’s not necessarily an indication that those applicants are less serious in their interest.

c. John A. Sare, Associate Director, Academic Advising and Planning Center, informed the Senate about the new Advising Consortium. The event will take place over two days, tentatively April 30 and May 1. Departments and programs will inform and update the academic advising staff and “pitch” features of their programs so that advisors can pitch those programs to students.

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).

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
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.


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

Senator Linda Jones (SSM) asked, if a student has passed a course numbered above 101, is that an indication that they can do algebra? Professor Elizabeth Jurisich (Guest, Chair of Mathematics) clarified that “above 101” doesn’t necessarily mean a higher level than 101 because the courses as numbered are not always sequential. She
indicated that generally, a student who has passed Calculus 1 would have a firm grasp of algebra, although there is no guarantee that students won’t have some gaps in their knowledge of algebra.

Senator Todd Grantham (HSS) asked for clarification as to how the placement information is communicated to students. Prof. Jurisich responded students can read a placement table on the departmental website, and they can ask the Mathematics Department if they have questions.

Senator David Desplaces (Management and Marketing) suggested that advisors be provided with a tool or resources to make the new placement system and its results clearer to students. Prof. Jurisich replied that advisors can explain to students where their placement scores stand and refer to the table provided by the department.

Interim Dean Sebastian van Delden (SSM) explained the need to replace the ALEKS placement test, which was not a reliable indicator. He said that the intention is to integrate the new system into DegreeWorks so that placement criteria will be clear to students registering for classes.

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

Senator Grantham (HSS) asked if students would be permitted to take both the 300- and 400-level internship courses. Professor Przeworski and Professor Giaconda Quesada (Guest, Chair of Supply Chain and Information Management) explained that they could, and that the 400-level internship course is different and more complex than the 300-level course.

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) Early Childhood Education, M.A.T. - MAT-EDEC

   Dropping Required Credits from 48+ to 45+  

   This proposal was withdrawn from the Senate agenda by the committee.

3) 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.

4) Computer Science and Information Science


The proposal was approved by voice vote.

5) Public Administration

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


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](https://cofc.curriculog.com/proposal:2113/form)

The proposal was approved by voice vote.


This proposal was withdrawn from the Senate agenda by the committee.


The proposal was approved by voice vote.

6. Constituents’ General Concerns

CIO Mark Staples announced that the new version of the Google browser is “breaking things,” so if you have trouble with it, just try another browser for now.

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

Motions with voting results are in red.

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

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

3. Announcements and Information: Speaker Lewis announced that the Board of Trustees will be meeting on campus Thursday and Friday, Jan. 23-24. He also reminded attendees of a reception following the meeting, sponsored by Academic Affairs, in the Tate Center 202 gallery.

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. He noted a sense of energy and optimism among faculty but stressed that this is a pivotal semester, as the strategic plan is being crafted and so much upper-level hiring is taking place.

   Speaker Lewis discussed the recent ModernThink survey, which indicated two major drags on morale: (under)compensation and 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 a well attended open forum that was run by a ModernThink representative rather than by a College administrator. He encouraged faculty, at this crucial juncture, to put aside cynicism and “risk trust” in President Hsu and senior leadership, while reminding administrators that ongoing trust must be earned. He further stressed that the College’s 250th anniversary is a rare opportunity to gain national and international attention.

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

   Senator Todd Grantham (HSS) asked how she plans to respond to the lack of trust in the administration, reflected in the ModernThink survey, this semester.

   Interim Provost Welch responded that along with Michelle Smith (Director of Institutional Research) and Alicia Caudill (EVP of Student Affairs), she plans to meet with other senior leaders and deans to determine, quickly, how to respond.

   Senator Linda Jones (SSM) said that she hopes faculty and staff will be included in those meetings. Interim Provost Welch responded that the response needs to be coordinated
across campus, that she would like first for meetings to take place with heads of divisions and deans, but that faculty will be involved at a later time.

Senator Irina Gigova (HSS) asked what the College is doing to make its case for budgeting priorities with the South Carolina legislature.

Interim Provost Welch responded that we have hired a new consulting firm for that purpose, and that President Hsu has been meeting with the General Assembly and the Commission on Higher Education.

Senator Michaela Rupert Smith (Adjunct Senator, German and Russian Studies) added that increased compensation for adjunct faculty should be included in our budget priorities.

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

Senator Tom Carroll (EHHP) commented on how difficult it is to work, and for students to study, in the Silcox Center, citing lack of soundproofing and temperature control. VP Morris acknowledged the poor condition of Silcox and stated that full renovation is being planned.

Senator Elaine Worzala (Finance) pointed to perennial complaints from first-year students about sickness due to mold. Professor Dan Greenberg (Guest) asked about ongoing safety issues in the recently renovated RITA (Rita Liddy Hollings Science Center). VP Morris acknowledged these problems and said that Facilities Management was working on them.

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).

Prof. Przeworski explained the rationale for each proposal prior to discussion and voting.

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

Senator Kristin Krantzman asked if these changes to the program would create new prerequisites. Prof. Przeworski replied that there were no changes to the prerequisites for existing courses.
The proposal passed by voice vote.

2) CSCI - Course prerequisite change: CSCI 230
https://cofc.curriculog.com/proposal:1942/form

The proposal passed by voice vote.

3) GEOL - New course: GEOL 495; Course prerequisite change: GEOL 402

The proposal passed by voice vote.

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

Senator David Desplaces (Management and Marketing) asked if the new placement system for Mathematics would place students into either MATH 101 or 101S, based on their proficiency, and Prof. Przeworski replied that it would.

Senator Chris Starr asked how little math a student would have to know in order to be placed in MATH 101S. Prof. Przeworski said that placement would be based more on high school records and SAT/GRE scores, and that this question would be clarified in a placement proposal that will be coming before the Senate next month.

The proposal passed by voice vote.

5) MEIW - Change minor: MEIW

The proposal passed by voice vote.

6) RELS - New courses: RELS 106, 117, 118

The proposal 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

Prof. Lynne Ford, Associate Vice President for the Academic Experience, represented the General Education Committee in Prof. Kattwinkel’s absence.

Senator Carroll (EHHP) asked about the anticipated demand and staffing needs for these courses, since they will fulfill a general education requirement. Prof. Elijah Sigler (Chair of RELS, Guest) said that they are planning to start with two sections in the Fall. Speaker Lewis cited the letter of support from Prof. Phyllis Jestice (Chair of HIST), stating that having these courses count for gen-ed History would take a little pressure off of her department in terms of staffing.

Senator Steve Litvin (Hospitality and Tourism Management) asked why RELS 117 and 118 couldn’t also count for gen-ed Humanities, since many History courses fulfill the Humanities requirement. AVP Ford replied that any course may satisfy only a single gen-ed requirement, and RELS designed and proposed these courses for the History requirement.

The proposal 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](#)

Prof. Boyle reviewed the motion, pointing out that while eliminating the “WA” altogether is the committee’s recommendation, other alternatives have been outlined.

Prof. Todd McNerney (Theatre and Dance, Guest), speaking for himself and on behalf of Senator Gretchen McLaine (Theatre and Dance), who could not attend, argued against the motion. For Dance faculty, the WA grade differentiates between failure for absences and failure due to poor quality of work. The WA grade informs students that they have failed the course at the time they have exceeded the allowable number of absences, rather than having them continue needlessly in the course until final grades are posted. Prof. McNerney cited his own experience prior to making use of the WA grade: without it, he found it difficult to fail a student who had a combination of excused and unexcused absences that totaled over one third of the class meetings. Prof. Boyle suggested that he (or anyone) could still include an absence policy on the syllabus that included a grade of F for excessive absences. Prof. McNerney maintained that it is useful to have grades that differentiate between failure for poor quality of work and failure for not showing up. He cited other institutions that have variations of our current WA policy.
Mary Bergstrom (Registrar) noted that WA is the only grade that is submitted outside the midterm/final grading periods, which creates some problems. She pointed out that other options include retaining the WA grade but only at the midterm or final grading periods.

Prof. McNerney described a student who kept attending class after receiving the WA, which led to a complaint and appeal from a parent who thought the student’s work justified a change of grade. Since then, Prof. McNerney has made it clear to students that once they have the WA, they are “invisible” if they choose to continue to attend. He stated that the College’s withdrawal policy is very generous, another reason the WA grade is fair and appropriate.

Prof. Boyle said that the Academic Standards committee sensed that students would be more likely to initiate a late withdrawal if they saw an F on their transcript than if they saw a WA, partly because many students don’t seem to know what a WA means.

In response to questions from Senator Paul Young (Mathematics) and Senator Andy Shedlock (Biology), Registrar Bergstrom and AVP Ford clarified that all midterm grades, including WA, are advisory, not final. They also clarified the timing: the withdrawal deadline follows posting of midterm grades, and the WA grade cannot be assigned until after the withdrawal deadline.

In response to a question from Senator Jen Cole Wright (HSS), Prof. Boyle reviewed alternatives to the recommendation of the committee. One is to continue to allow WA grades but only during the midterm and final grading periods. The other is to keep the current policy but try to educate faculty about how it works, and possibly forbid students from attending class after the WA has been assigned.

Senator Wright, along with AVP Ford, clarified that faculty who use the WA must spell it out in the syllabus; faculty have options regarding their absence policies, but they must make that policy clear to students.

In response to other questions, AVP Ford pointed out that many students do not withdraw from classes after they receive a WA at midterm, and she explained that class roll verification, which faculty perform early each semester, is not part of the grading system.

Senator Irina Erman (German and Russian Studies) said that she favored the second option, the one recommended by the committee, because she finds the current policy confusing. She acknowledged that the WA grade potentially saves some labor for the professor, who does not have to grade a student’s work after the WA has been posted, but that benefit is outweighed by the simplicity and clarity of the F.
Senator Irinia Gigova (HSS) asked if any office within the college tracks or makes use of the WA-versus-F distinction. Registrar Bergstrom replied that no one uses that information.

Senator Krantzman (SSM) said that there is a useful distinction between the meaning of a WA and the meaning of an F, and asked if the WA could still be posted but then turn into an F on student transcripts.

Senator Carroll (EHHP) pointed out that even without the WA, instructors can still stipulate on their syllabi that a certain number of absences results in an F.

Senator Sarah Hatteburg (Sociology and Anthropology) cited her earlier work on an ad hoc committee charged with reviewing FAM policies on how faculty treat excused and unexcused absences. The FAM includes language describing the WA, making clear that faculty members set their own attendance policies. She wanted to know if that language would be retained, or if some language in the FAM would make clear that faculty control their own attendance policies.

Sen. Litvin (Hosp. and Tourism Mgmt.) spoke in favor of the proposal, citing the clarity of the F as opposed to the WA. Sen. Kathleen Foody (LCWA) questioned how students interpret the WA. She would like to know if they tend to see a midterm F as salvageable, and if they understand that a WA at midterm means they have in effect already failed the class. Senator Desplaces (Management and Marketing) added that he doesn’t think students understand the WA; he assigns F’s for excessive absences. He suggested the possibility of a midterm grade of FA to indicate excessive absences but a final grade of F.

Prof. Dan Greenberg (Psychology, Guest) said that if we get rid of the WA as an option, there should be language in the catalog to show that failing a class because of absences is a possibility.

Prof. McNerney argued that students probably see a WA as better than an F because it doesn’t signify that the student did poor work but rather just didn’t attend class enough.

Senator Todd Grantham (HSS) cited the constant battle to educate students and faculty about the WA and asserted that the F is cleaner and simpler.

Senator Carroll called the question. The motion to call the question passed by a voice vote.

The motion to eliminate the WA grade passed by a show of hands (20 in favor, 9 opposed).
6. Constituents’ General Concerns

In response to questions, Registrar Bergstrom and Associate Provost Mark Del Mastro assured the Senate that revised language in the FAM and the College Catalog would reflect the change just voted on, making clear that students can fail a course because of excessive absences as determined by the instructor.

7. The meeting adjourned at 6:52 PM.
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. 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.

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. 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_trUpM

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
Facilities Management Org Chart

John P. Morris
VP

Katie McFarland
Assistant to the VP

Michael Turner
Facilities Planning
Campus Planning
Space Management
Real Estate Support
BIM/CAD/GIS
Legislative Support
Capital Planning

Cristi Schultz
Architecture & Engineering
Campus Architect
Maintenance Engineers
Project Management
Code Compliance
Historical Preservation
ADA
Facilities Condition Assessment
Capital Renewal Modernization
Contract Administration

Debbie Shumate
Employee Services

Brenda Burbage
Business & Finance

Frank Covington
Facilities Operations
Custodial
Grounds
Operations Support
Patriots Point
Waste Management
Fleet Services

John Gilley
Utility Services
Utility Services
Central Plant
Conservation
Sustainability

Randy Beaver
EHS & EM
Facilities Safety
Environmental
Health and Safety

Wilfred Fields
Assoc. Dir. Of Building Maint.
Carpentry
HVAC
Plumbing
Electrical
Lock
Paint
Event Support
Housing Maintenance
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

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
MINOR PROJECTS (Construction Cost Less than $10K)
10 days   Define project scope / Obtain GC proposal
30 days   PO execution and delivery to General Contractor
40 days   Average duration prior to construction start
## Project Time Frames

**INTERNAL PROJECTS (Construction Cost $10K - $100K / NO A/E)**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 days</td>
<td>Define project scope / Develop Request for Bids</td>
</tr>
<tr>
<td>21 days</td>
<td>GC bid duration</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>111 days</td>
<td><strong>Average duration prior to construction start</strong></td>
</tr>
</tbody>
</table>
INTERNAL PROJECTS (Construction Cost $10K - $100K / IDQ A/E*)

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

15 days  Define project scope / Obtain fee proposal from A/E
30 days  PO execution and delivery to A/E
45 days  Design
21 days  GC bid duration
45 days  CofC OLA Review
30 days  PO execution and delivery to General Contractor
186 days  Average duration prior to construction start
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
**Project Time Frames**

**INTERNAL CAPITAL PROJECTS (Construction Cost $350K - $1M Project Cost / with IDQ A/E*)**

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

<table>
<thead>
<tr>
<th>Duration</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>21 days</td>
<td>Define project scope / Obtain fee proposal from A/E</td>
</tr>
<tr>
<td>10 days</td>
<td>AiM Capital Request / Establish AiM project record</td>
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<tr>
<td>30 days</td>
<td>PO execution and delivery to A/E</td>
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<tr>
<td>90 days</td>
<td>Design</td>
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<tr>
<td>21 days</td>
<td>OSE review</td>
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<td>30 days</td>
<td>SCBO Bid posting / GC bid duration</td>
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<td>11 days</td>
<td>Bid protest period</td>
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<tr>
<td>10 days</td>
<td>GC contract prep</td>
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<tr>
<td>45 days</td>
<td>CofC OLA Review</td>
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<tr>
<td>30 days</td>
<td>PO execution and delivery to General Contractor</td>
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<tr>
<td><strong>298 days</strong></td>
<td><strong>Average duration prior to construction start</strong></td>
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<tr>
<td>Time Frame</td>
<td>Description</td>
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<tr>
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<tr>
<td>30 days</td>
<td>Define project scope / Obtain fee proposal from A/E for feasibility study</td>
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<tr>
<td>30 days</td>
<td>PO execution and delivery to A/E</td>
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<td>75 days</td>
<td>Feasibility study &amp; cost estimate</td>
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<td>75 days</td>
<td>CHE Phase 1 approval</td>
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<td>AiM Capital Request / Establish AiM project record</td>
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<tr>
<td>60 days</td>
<td>A/E selection</td>
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<tr>
<td>30 days</td>
<td>A/E fee proposal, negotiation &amp; contract prep</td>
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<tr>
<td>45 days</td>
<td>CofC OLA contract review</td>
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<tr>
<td>30 days</td>
<td>PO execution and delivery to A/E</td>
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<tr>
<td>90 days</td>
<td>Schematic Design &amp; Cost Estimate</td>
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<tr>
<td>21 days</td>
<td>OSE review</td>
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<tr>
<td>75 days</td>
<td>CHE Phase 2 approval</td>
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<tr>
<td>270 days</td>
<td>Design &amp; cost estimate (assumes 3 BAR reviews)</td>
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<tr>
<td>30 days</td>
<td>OSE review</td>
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<td>35 days</td>
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<td>CofC OLA Review</td>
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<td>PO execution and delivery to General Contractor</td>
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<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.
Faculty Senate, Tuesday, December 3, 2019, 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Items voted on by the Faculty Senate appear in red.

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

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

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

4. Reports

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

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

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

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

   c. Senator Jen Wright (HSS) presented information on behalf of the C of C Food Alliance and Task Force on Student Wellbeing. She encouraged faculty to help increase student awareness of these programs with syllabus inserts and announcements. **PDF**
   She also asked faculty to consider attending a Suicide Prevention training session on January 6-7.

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

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

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

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

5. New Business

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

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

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

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

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

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

The proposal was approved by voice vote.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senator Tom Carroll (EHHP) called the question.

The motion to call the question passed by voice vote.
The motion to approve the proposal passed by voice vote.

6. Constituents’ General Concerns:

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

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

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

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

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

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

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

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

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Details</th>
<th>Location</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</td>
</tr>
<tr>
<td><strong>Pop-Ups</strong></td>
<td>Panera and Einstein's donations</td>
<td>Stern Center</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></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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>W: 5-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 Green Way</td>
</tr>
</tbody>
</table>
### Other Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Farmer’s Market</strong></td>
<td>Low-price produce</td>
<td>George Street</td>
</tr>
<tr>
<td><strong>Cooking Demonstrations</strong></td>
<td>How to cook healthy on a budget</td>
<td>@sustaincofc</td>
</tr>
<tr>
<td><strong>Sustainable Agriculture</strong></td>
<td>Access to free produce from gardens</td>
<td>Residence Hall Kitchens</td>
</tr>
<tr>
<td><strong>Jewish Student Union</strong></td>
<td>Potluck dinner, No religious context</td>
<td>W: 6:30-8 F: 6:30-8</td>
</tr>
<tr>
<td><strong>Catholic Student Association</strong></td>
<td>Potluck dinner, No religious Context</td>
<td>Sun: 6:15-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>134 St. Phillip Street</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
CCT Sessions Over Time

- **2013-2014**: In person 20, texting 0, phone/online chat 0
- **2014-2015**: In person 40, texting 10, phone/online chat 5
- **2015-2016**: In person 100, texting 20, phone/online chat 15
- **2016-2017**: In person 150, texting 30, phone/online chat 20
- **2017-2018**: In person 200, texting 40, phone/online chat 30
- **2018-2019**: In person 300, texting 60, phone/online chat 50
- **2019-Nov. 26**: In person 300, texting 60, phone/online chat 50
PHYSICAL & MENTAL HEALTH RESOURCES

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

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

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

https://sites.google.com/view/selfcare-cofc/home?authuser=1
CAPP handles matters related to the academic well-being of all undergraduate students at CofC. They can assist students with:

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

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

- Click here to make a FAST referral
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
TABLE OF CONTENTS

03 SUPPORT SERVICES
04 SUPPORT SERVICES/INFRASTRUCTURE
05 INFRASTRUCTURE
06 TRAINING & OUTREACH
07 FACULTY DEVELOPMENT & SERVICES
08 INFORMATION SECURITY ASSURANCE & PRIVACY
09 ENTERPRISE APPLICATION MANAGEMENT
10 FINANCIAL REPORT

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.

CURRENTLY THERE IS A 2:1 COMPUTER TO EMPLOYEE RATIO.

INFRASTRUCTURE

DIGITAL SIGNAGE

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

NUMBER OF DIGITAL DISPLAYS PER LOCATION

DIGITAL SIGNAGE DISPLAY AT LIBERTY FRESH FOODS THAT DISPLAYS MENU ITEMS AND NUTRITION INFORMATION.
AUDIO VISUAL SYSTEMS WITHIN CAMPUS LEARNING SPACES

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

74 COMPLETE 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.

TLTCO 2019 HAD AN ALL-TIME HIGH NUMBER OF PARTICIPANTS: 133

SINCE 2012, OVER 300 FACULTY HAVE COMPLETED THE DE READINESS COURSE.

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

SERVICES

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

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

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

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

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

SECURE SHARE

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

SECURING THE HUMAN

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

Share large files easily and securely! secureshare.cofc.edu

SECURE SHARE USERS:

1,128

FILES SENT VIA SECURE SHARE:

8,367

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

ACCOUNT SECURITY

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

MULTI-FACTOR AUTHENTICATION

Number of MFA enabled accounts that have been compromised: ZERO

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

OFFICE 365 ACCESS

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

OFFICE 365 ACCOUNTS

Now Available for All Students!

Access at:
portal.office.com

Sign in with your username in email format and password.

966
ACTIVE COFC 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>
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<tr>
<td>FY17</td>
<td>$643,395</td>
</tr>
<tr>
<td>FY18</td>
<td>$554,488</td>
</tr>
<tr>
<td>FY19</td>
<td>$607,631</td>
</tr>
</tbody>
</table>

HISTORICAL LOTTERY FUND APPROPRIATIONS
FINANCIAL REPORT FY 2019

FY19 IT FUNDED PROJECTS HIGHLIGHTS

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

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

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

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

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

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

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

Sincerely,

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

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

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

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

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

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

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

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:
   The number of mumps cases on campus has reached 18, with a maximum of 7 individuals infected at any one time (as of 11/5). State law allows students to petition not to provide proof of vaccination. Instructors should know that if they have not been contacted by the College, then no students in their classes are known to be infected.

   Searches are underway for the next Provost and Deans of HSS and SSM. Please consider nominating qualified candidates for these positions.

   The controversy surrounding the search and hiring of the University of South Carolina President has prompted responses from a number of Faculty Speakers across the state, prompting more communication among faculty leaders and the potential for more formal organization across South Carolina faculty organizations.

   The AAUP designated the previous week “Equity Week” to highlight inequities resulting from over-reliance on adjunct positions. Prof. Julia Eichelberger was recognized as AAUP Champion Professor for her work on the creation of C of C’s Adjunct Oversight Committee and a list of best practices for adjunct employment at SC institutions. Speaker Lewis expressed hope that the Strategic Plan will address issues concerning conditions of adjunct employment and the College’s reliance on adjunct labor.

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

Regarding enrollment management, he described a new multi-year partnership with EAB, a company that specializes in recruitment and guarantees a 10% increase in enrollment. That contract begins in December. Meanwhile, the enrollment management team has already streamlined the application process, signed on with the “common app,” and increased the number of recruitment visits to high schools. We are already seeing results, and President Hsu is cautiously optimistic regarding next academic year’s enrollments. Non-SC-resident applications are up 17%, and in-state applications are up 60%. The goal is to have 2300 students in the next entering class, with increased diversity, a stronger student profile, and a lower admission rate.

President Hsu then walked through information on a series of slides outlining the strategic planning process and summarizing survey results. Among the themes that came up repeatedly in our recent information gathering: in regard to academics, the desire to maintain our liberal arts identity, to be best in our class (Masters-Level Regional University), to expand graduate programs, and to update the curriculum. In terms of student success, respondents expressed a desire to create a more inclusive, supportive community. Workplace priorities included diversity, compensation, and benefits. Financial stability and transparency (in budgeting and other decision-making) were also clear priorities of faculty and staff. [Note: More information can be found on the Strategic Plan site: http://www.cofc.edu/strategicplan/index.php. Complete information from all surveys will be made available (on My Charleston) in December.]

Prof. Jon Hakkila (Associate Dean of the Graduate School, Guest) asked if the EAB management system could be used for graduate students. CIO Mark Staples and AVP Lynne Ford replied, saying that the system is designed primarily for undergraduates but that they would look into it.

Senator Richard Nunan (Philosophy) asked for information about the state’s response to the proposed PhD in Mathematics with Computation. Interim Provost Fran Welch replied that proposal ran into some political difficulties in Columbia and that there was not much more specific information she could share at this time.

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
Senator Irina Gigova (HSS) asked if there were prerequisites for the required Geology courses; she was concerned about the availability of the minor to a broad range of students. Prof. Przeworski and Prof. Tim Callahan (Chair of Geology) replied that there are prerequisites for GEOL 402: GEOL 103+Lab and any of the general education mathematics courses (101, 104, 111, or 120).

Sen. Nunan asked for clarification regarding new lines associated with the proposal, noting that it refers to possibly adding new lines to meet student demand. He wanted more information about the cost of creating the minor. Prof. Tim Callahan (Chair of Geology) replied that he was not requesting any new lines to support the minor at this time.

Sen. Chris Starr asked where the program would be housed or administered. Prof. Callahan replied that it would be housed in Geology, at least for now.

Senators Elain Worzala (School of Business) and Andrew Shedlock (Biology) both advocated for the minor, citing student interest and the program’s interdisciplinarity.

Prof. Nunan stated that he has nothing against the minor itself but that it’s a bad idea to pass minors when there has been no serious effort to estimate the cost.

SSM Interim Dean Sebastian van Delden responded that there are no new costs associated with the minor because it is built on existing courses. He added that if it attracts a large number of new students, it might require more resources.

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

Prof. Kattwinkel explained that in 2012, a committee chaired by Prof. Joe Kelly had submitted recommendations. Associate Provost Conseula Francis was working with those proposals, but following her death, the proposal languished. The current proposal is to form a new ad hoc committee to take up the issue, perhaps updating the 2012 proposals.

Sen. Nunan asked if the committee would be given a charge to incorporate diversity into the curriculum in a particular way, or would they be able to propose any kind of curricular change. Prof. Kattwinkel replied that the General Education Committee did not want to narrow the possibilities; the proposal might not be within General Education.

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

Sen. Starr observed that in some places the Philosophy was very broad, but in other places quite specific. He suggested deleting the “C or better” requirement from the philosophy for that reason. Registrar Mary Bergstrom said that she and the committee had considered the issue Sen. Starr raised, but that the “C-or-better” was included in the philosophy because it is non-negotiable for us.

The motion was approved by voice vote.

2. Motion to Award DANTES Subject Standardized Tests (DSST) Credit PDF
Prof. Boyle said that the intention of this proposal is to make the College more veteran-friendly; DANTES is similar in nature to the CLEP exam but it is typically taken by veterans.

Prof. Brian Lanahan (Teacher Education, Guest) asked if departments would evaluate the credits associated with this exam as they do for the CLEP exam. Registrar Bergstrom affirmed that departments would have the authority to determine course equivalencies, as they do for CLEP.

The motion was approved by voice vote.

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

Prof. Boyle said that the intention of this proposal is to make the College more transfer-friendly to students coming from 2-year institutions.

Senator Paul Young (SSM) asked if there was a particular reason for 66 to be the number of credit hours. Registrar Bergstrom replied that Associates Degree recipients come in with more hours than they used to. The Registrar’s Office would be glad to accept a higher number than 66 if the Senate wanted to raise it.

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

Prof. Boyle explained the current process and how the Committee on Academic Standards, Admissions, and Financial Aid evaluates requests for permission to complete coursework elsewhere. The main reason for the current policy limiting the number of credits students can earn at other institutions in their senior year is that the College does not want students completing their majors at other institutions; but she pointed out that most of the requests the committee receives are for general education courses rather than courses in the major. The task force decided on 12 hours (up from 7) as the maximum number of hours students can complete elsewhere (with their major department chair’s permission) because it is the equivalent of a semester’s coursework. Students would still be required to petition the Committee on Academic Standards, Admissions, and Financial Aid for permission to complete between 13 and 18 hours elsewhere during their senior year.

Sen. Starr asked where students typically go to complete credits during their senior year. Registrar Bergstrom replied that they most often go to accredited institutions in their hometowns. Prof. Boyle added that these students don’t typically complete
their degrees while they’re “at home.” And the committee does not consider requests when the justification is financial savings for the student.

Senator Bob Mignone (SSM) asked if it would matter if the students requesting permission were in fact taking courses in their major. Prof. Boyle replied that they would need their major department chair’s approval, so that would be up to the department chair.

Prof. Hakkila expressed concern about students taking required courses at other local institutions because they were easier. Prof. Boyle replied that the committee denies requests to take courses (during their senior year) at other local institutions when the same or equivalent course can be taken here.

Senator Steve Litvin (Hospitality and Tourism Management) asked how this proposed change jibes with our concerns about revenue, since we lose money when students take courses elsewhere. Sen. David Desplaces (School of Business) asked for clarification about the approval process.

AVP Lynne Ford clarified that students who submit these requests are not usually requesting to take courses to fulfill major requirements. She added that while we do want revenue, we also want student-friendly policies and consistency. She reiterated that department chairs retain control in allowing courses to transfer in.

Senator Andrew Shedlock (Biology) asked if distance education courses could help solve these kinds of problems. Prof. Boyle responded that the committee looks at other possible ways students can attain the credits they need when, for instance, they have to return home for family reasons. If a course that a student needs is available through C of C online, the committee does not approve taking it elsewhere.

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. A current graduate student is currently involved in a controversy over the intellectual property rights of his thesis research.

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.
“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: Adopt the following Transfer Credit Philosophy to advance the success of transfer students at the College of Charleston.
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.”
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.
4. Motion to Amend the Senior Residency Policy and Petition Process by which senior students request permission to complete coursework elsewhere

**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.
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 wants 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 in to 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)

Votes taken by the Faculty Senate appear in red.

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

2. Announcements and Information: Speaker of the Faculty Simon Lewis announced that a new Faculty Secretariat should be hired before the November meeting and thanked Michelle McGrew (Provost’s Office) for helping out at the first two meetings. He welcomed new Senators Kristin Krantzman, Andy Shedlock, and Michaela Ruppert Smith.

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

4. Reports

   a. Speaker 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.

   The Academic Planning Committee is exploring possible adjustments to future Fall Semester schedules to account for the likelihood of storm-related closures.

   Speaker Lewis also acknowledged the ongoing work of the Student Success and Retention Committee and the Committee on Engagement.

   He highlighted a number of recent student and faculty accomplishments, and thanked faculty who mentor and write letters on behalf of students pursuing nationally competitive awards such as Rhodes and Fulbright. He will be featuring faculty accomplishments in his report to the Board of Trustees.

   October 25 marks the inauguration of President Hsu and the groundbreaking for the International African American Museum.

   November will mark the kickoff of the College’s 250th anniversary; the First-Year Experience has issued a call for courses related to the anniversary and the theme of “History. Made. Here.” The deadline is October 30.

   The Speaker expressed concern over the recent “stickering” of the campus by a white supremacist/neo-Nazi group. He encouraged faculty to engage students with the College Reads book Rising Out of Hatred, citing the role college classmates had in shifting Derek Black away from white supremacy and white nationalism.

   Finally, Speaker Lewis acknowledged the sad loss of Professors Charles Beam and Ben Cox, and read tributes to them from colleagues.
5. New Business

a. Curriculum Committee (Andrew Przeworski, Chair)
   PSYCH 410 -- Prerequisite Change: addition of “instructor permission” to the list of prerequisites. 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 from five to seven regular faculty members. (See below for full text.)

   Professor Jon Hakkila (Guest, Associate Dean of the Graduate School) spoke in favor of the motion, saying that it would provide perspectives from more constituencies and make it easier to get a quorum for the committee’s meetings.

   The motion passed by voice vote.

6. Constituents’ General Concerns: There were none.

7. The meeting adjourned at 5:26.

Appendix: Motion from the Committee on the By-Laws and the Faculty/Administration Manual:

**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 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 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.
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.

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.

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-requisite 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.]

```markdown
<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method and Performance Expected:</td>
</tr>
<tr>
<td>How does this course align with the student learning outcomes articulated for the program(s)</td>
</tr>
</tbody>
</table>
```
### D. COURSE CHANGE(S) INFORMATION

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>PSYC</th>
<th>Course Number*</th>
<th>410</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>*</td>
<td>Special Topics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong>*</td>
<td>(1-4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Schedule Type</strong>*</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description</strong>*</td>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong>*</td>
<td>PSYC 103; PSYC 211 and PSYC 220 (or PSYC 250 in lieu of PSYC 211 and PSYC 220); instructor permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite(s):</strong>*</td>
<td>(If none, leave blank)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite(s)</strong> or <strong>Prerequisite(s):</strong>*</td>
<td>(If none, leave blank)</td>
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</tr>
<tr>
<td><strong>Course Frequency:</strong>*</td>
<td>Occasional</td>
<td></td>
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<tr>
<td><strong>Repeatable:</strong></td>
<td>For up to 6 credit hours.</td>
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<tr>
<td><strong>Cross-listing:</strong></td>
<td></td>
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</tbody>
</table>

**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: 8/30/2019 3:52 PM  
Changes: No  
Comments: No |

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

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| Faculty Senate  
Scott Peeples * | Required for Approval: 100% required  
Work: edit, comment  
Agenda: Yes  
* 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

Curriculog 8/30/2019 3:52 pm Reply
Mark Del Mastro has approved this proposal on Office of the Provost Review.

Curriculog 8/30/2019 10:25 am Reply
Mary C. Bergstrom
Approved, RO.

Curriculog 8/30/2019 10:25 am Reply
Mary C. Bergstrom has approved this proposal on Office of the Registrar Technical Review.

Curriculog 8/22/2019 6:14 am Reply
Mark Del Mastro has approved this proposal on Office of the Provost Review.

Curriculog 8/21/2019 9:43 am Reply
Gibbs Knotts has approved this proposal on Academic Dean.

Curriculog 8/17/2019 8:47 am Reply
Dan Greenberg has approved this proposal on Department Chair/Program Director.

Curriculog 8/16/2019 8:32 am Reply
Franklin Czwazka has force approved this proposal.

Curriculog 8/15/2019 11:29 am Reply
Dan Greenberg has approved this proposal on Originator.

Curriculog 8/15/2019 11:22 am Reply
Dan Greenberg has launched this proposal.

Signatures for PSYC - 410 - Special Topics II
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.
Items on which the Faculty Senate voted appear in red.

1. Speaker Simon Lewis called the meeting to order at 5:00. He thanked George Pothering (Parliamentarian), Scott Peeples (Faculty Secretary), and Michelle McGrew (Provost’s Office), who is helping out in the temporary absence of a Faculty Secretariat.

2. The April 2/9, 2019 Minutes were approved by voice vote.

3. Senator Irina Gigova (HSS) was elected Speaker Pro Tempore by voice vote.

4. Reports

   a. Speaker Lewis used his report to introduce President Hsu. He expressed his appreciation to the Board of Trustees for including and listening to faculty in the process of selecting the new president and for hiring someone with a strong academic background. He recognized Board Member Steve Swanson and Vice Chair Demetria Clemons, who were in attendance.

   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 should think of ourselves as the College of Solutions. And as we examine our present condition and plan for the future, we should assess our performance not only in economic terms but also in terms of environmental impact and cultural/social impact, the “triple bottom line” of sustainability.

   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 need remediation when they get to college, and they expect more specific career preparation than previous generations.

   President Hsu provided a wealth of data while discussing recent trends in acceptance rates, retention, SAT’s, graduation rates, tuition, and expenses. We are accepting a higher percentage of applicants (currently hovering around 80%) than we were in the 2000s, and that negatively affects our reputation and rankings. At the same time, our yield rate has declined steadily. He concluded that the current trend of declining enrollment coupled with increasing expenses and tuition 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. Our future, he said, depends largely on the decisions made during this strategic planning process.

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.

Senator Irina Gigova (HSS) asked how we approach this strategic plan in light of current financial constraints. President Hsu responded that we need to think about the short, mid, and long terms. Enrollment and student success are crucial in the short term. If we do a good job of stabilizing enrollment, then we can look at our resources and see where we can invest in our future. If we decide to reduce enrollment we have to reduce expenditure; if we want to increase spending we have to increase enrollment.

Robert Lucas (Guest, Building and Equipment Maintenance) said that other South Carolina schools have “left us in the dust” when it comes to facilities. He pointed out that facilities make an impression on prospective students, citing the recent creation of a transfer center, which led to more transfer applications.

Senator Richard Nunan (Philosophy) expressed concern about following the Elon model of pursuing a D/PU (Doctoral/Professional) Carnegie classification. Every time an institution chooses to invest in programs outside its core, it takes away resources from the core, and he is not sure how much revenue we can generate by adding professional programs. He also said that accrediting agencies for certain programs have “hijacked” higher education by stipulating that major programs include a large number of credit hours, squeezing general education.

President Hsu replied that if we did follow Elon’s model, we would have to choose doctoral programs carefully. Elon changed their classification with a law school as opposed to PhD programs. He said that new programs can be a win-win; for instance, the new undergraduate engineering program will not divert resources from core disciplines because it will bring in students we would not otherwise get. Departments that offer general education courses will benefit from having more students overall.

Senator Andrew Shedlock (Biology) asked President Hsu to follow up on the idea that students who are enrolling at R1 schools are students we’re losing. Is it possible that these are students we would not attract anyway?
President Hsu replied that he doesn’t have a detailed analysis of who those students are, but we do share a lot of applicants with the University of South Carolina. Ten or twenty years ago, a student accepted to both schools would have been more likely to come to the College; now they’re more likely to go to USC.

Professor Roxanne Stalvey (Guest, Computer Science) asked about the growth of administration in recent years, and mentioned that one strategy USC has employed is to award some kind of scholarship to almost every student who is accepted, even if the dollar amount is small.

President Hsu said that he hasn’t yet looked at the change in size of administration, but that in higher education generally, unfunded federal and state mandates (for services and reporting) have contributed to administrative expansion.

Senator Jen Wright (HSS) asked what are the major barriers to options 2 (excelling at the M1 level) and 3 (pursuing D/PU or R2 status).

President Hsu replied that excelling at M1 has no immediate obstacles except that we face a great deal of competition, and that our current reputation makes it difficult to compete. The obstacles to achieving D/PU or R2 status include the state approval process, state politics, lack of resources, and internal resistance.

Senator Brian Lanahan (Guest, Teacher Education) added that previous presidential searches have contributed to our image problem.

In response to a question from Christine Finnan (Guest, Sociology and Anthropology), President Hsu said that we have a good strategy for stabilizing enrollments in the short term, adding students to existing programs as opposed to counting on new programs. We expect to see a slight uptick in enrollment and quality of students.

President Hsu, Speaker Lewis, and Interim Provost Fran Welch encouraged faculty and staff to participate in the strategic planning process. They provided information about upcoming sessions and pointed to the Strategic Plan page on the Office of the President’s website.

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. The details of their report can be found in this 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_pilot_final_rpt.pdf
Thank You

Contact us at:
andersons@cofc.edu
shaverk@cofc.edu