Faculty Senate, Tuesday, April 6, 2021, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the March 2, 2021, minutes.

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. Provost Suzanne Austin
   c. Registrar Mary Bergstrom: PS/NS Option for Spring 2021

5. New Business
   a. Provost Austin: Approval of degree candidates for Spring 2021 Commencement
   b. Committee on Nominations and Elections (RoxAnn Stalvey, Chair): Committee slates
      [Please note that Academic Planning, Budget, and By-laws/FAM are the three Senate committees; these require a vote.]
   c. Curriculum Committee (Nenad Radakovic, Chair)
      1) ARTH is updating a course description and proposing alternatives to their Capstone course: https://cofc.curriculog.com/agenda:220/form
      2) CLAS is adding a course to their AB program and expanding the capstone opportunities for AB majors: https://cofc.curriculog.com/agenda:222/form
      3) DANC has created seven new courses and these were approved at the last Senate meeting. Now they are adding these courses and some existing courses to their minor, major, and concentration:
         Part 1: https://cofc.curriculog.com/agenda:212/form (only items 8-10 on this agenda need to be reviewed)
         Part 2: https://cofc.curriculog.com/proposal:3157/form
4) ENSS is adding courses to the minor:
https://cofc.curriculog.com/proposal:3171/form

5) MEDH is adding courses to their minor:
https://cofc.curriculog.com/proposal:3101/form

6) THTR is adding courses to the minor:
https://cofc.curriculog.com/proposal:3189/form

d. Committee on Graduate Education (Sandy Slater, Chair)

1) Business Administration, MBA
Program change: new emphasis – Business Analytics, add courses; rename existing emphasis. https://cofc.curriculog.com/proposal:2991/form

2) Community Planning, Policy, and Design, MA
ARTH 535: course title and description change
https://cofc.curriculog.com/proposal:3186/form

ARTH 565: course title and description change
https://cofc.curriculog.com/proposal:3187/form

3) Data Science and Analytics, MS
Program change: reduce degree hours from 36 to 30, change from summer to fall start, remove required courses, add electives. https://cofc.curriculog.com/proposal:3060/form

4) Performing Arts, MAT
Program change: reduce degree hours from 45 to 42, remove required course, add courses to core course options. https://cofc.curriculog.com/proposal:3167/form

5) Teaching, Learning, and Advocacy, MED

e. Committee on General Education (Richard Lavrich, Chair)

1) Courses Proposed for Humanities Credit:


Courses Proposed for Social Science Credit:


f. Senator Brumby McLeod (School of Business): [Resolution](https://cofc.curriculog.com/proposal:3094/form) condemning the Governor’s Executive Order requiring state employees to return to work in person

g. Committee on Academic Standards, Admissions, and Financial Aid (Prof. Meta Van Sickle, Chair): Motion to endorse changes to [XXF policy](https://cofc.curriculog.com/proposal:3094/form) [Presentation](https://cofc.curriculog.com/proposal:3094/form)

h. Committee on the By-Laws and the Faculty/Administration Manual (Merissa Ferrara, Chair): [Motion](https://cofc.curriculog.com/proposal:3094/form) to endorse a revision to the FAM’s procedures for the Faculty Hearing Committee
6. Constituents’ General Concerns

7. Adjournment
### Nominations to 2021-22 College and Senate Committees

#### Academic Planning
- **Garcia, Christina**  
  Hispanic Studies  
  Assistant Professor
- **Greenberg, Daniel**  
  Psychology  
  Associate Professor
- **Hansen, David**  
  Management and Marketing  
  Associate Professor
- **Mignone, Bob**  
  Mathematics  
  Professor
- **Radakovic, Nenad**  
  Teacher Education  
  Assistant Professor
- **Rogers, Amy**  
  Chemistry and Biochemistry  
  Senior Instructor
- **Spade, Thomas**  
  Accounting and Legal Studies  
  Instructor

#### Academic Standards, Admissions, and Financial Aid
- **Adams, Christina**  
  Accounting and Legal Studies  
  Assistant Professor
- **Boucher, Christophe**  
  History  
  Associate Professor
- **Cherry, Lynn**  
  Communication  
  Associate Professor
- **Deavor, James**  
  Chemistry and Biochemistry  
  Professor
- **Foley, Allison**  
  Sociology and Anthropology  
  Assistant Professor
- **Hunter, Rachel**  
  Mathematics  
  Instructor
- **Kipps, Kayla**  
  Library  
  Librarian I

#### Adjunct Oversight
- **Przeworski, Andrew**  
  Mathematics  
  Associate Professor
- **Scott Copses, Meg**  
  English  
  Senior Instructor
- **Scudese, Frances**  
  Teacher Education  
  Adjunct

#### Assessment of Institutional Effectiveness
- **Duvall, Mike**  
  English  
  Associate Professor
- **Finch, Jannette**  
  Library  
  Librarian III
- **ndunda, mutindi**  
  Teacher Education  
  Associate Professor
- **Saboe, Karrie**  
  Accounting and Legal Studies  
  Instructor
- **Sheppard, Wendy**  
  Mathematics  
  Instructor
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**By-Laws and the Faculty Administration Manual**

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**Curriculum**

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Monday, March 22, 2021
## Faculty Grievance

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<td>Duval, Barbara</td>
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## Faculty Grievance Alternate

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<td>Kyryliuk, Becky</td>
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<td>Malek, Amy</td>
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<td>Mikati, Rana</td>
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## Faculty Hearing

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<td>Callahan, Timothy</td>
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## Faculty Research and Development

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</table>
Jakes, Kelly  Communication  Assistant Professor
Larsen, Michael  Physics and Astronomy  Associate Professor
Rivet, Doug  Political Science  Assistant Professor
Triblehorn, Jeffrey  Biology  Associate Professor
Vassilandonakis, Yiorgos  Music  Associate Professor
White, Kelley  Teacher Education  Associate Professor

Faculty Welfare
Carroll, Thomas  Health and Human Performance  Senior Instructor
Chadwick, Claire  Geology and Environmental Geosciences  Adjunct
Covert, Lisa  History  Associate Professor
Goodier, Bethany  Communication  Associate Professor
Hashemi, Navid  Computer Science  Assistant Professor
Kunkle, Tom  Mathematics  Professor
McLaine, Gretchen  Theater and Dance  Associate Professor
Soyeh, Kenneth  Finance  Assistant Professor
Vinas de Puig, Ricard  Hispanic Studies  Associate Professor

First Year Experience
Appler, Vivian  Theater and Dance  Associate Professor
Forsythe, Jay  Chemistry and Biochemistry  Assistant Professor
Kolak, Amy  Psychology  Associate Professor
Kopfman, Jenifer  Communication  Associate Professor
O'Byrne, William  Teacher Education  Associate Professor
Quesada, Gioconda  Supply Chain and Information Management  Professor
Shanes, Joshua  Jewish Studies  Associate Professor

General Education
Ansari, Suanne  Accounting and Legal Studies  Instructor
Craig, Jacob  English  Assistant Professor
Ferguson, Brigit  Art and Architectural History  Instructor
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**Graduate Education**

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**Honor Board**

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**Honor Board Advisors**

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Resolution of Condemnation
Kelly G. Shaver
Department of Management and Marketing
School of Business
March 17, 2021

Despite the fact that some faculty are by their own choice teaching “in person,” it is important for the Faculty to express its collective outrage over the Governor’s recent Executive Order (Section 5 Paragraph D) forcing state employees to return to the workplace in person. That Executive Order fails on public health grounds, on General Duty grounds, and on moral grounds. Expressing empathy for our staff colleagues is appropriate, but hardly sufficient. There are several reasons that the Faculty Senate should issue a formal vote of Condemnation.

Whereas, the Governor’s decision contradicts current guidelines from both the CDC and the SC OSHA guidance for Workplace Re-Entry (5/14/2020),

Whereas, the Executive Order runs counter to the General Duty Clause of the South Carolina Code of Regulations §71-112A (which reads “Employers shall maintain a place of employment which is free of recognized hazards which may cause death or serious physical harm [emphasis added] to his employees and he shall comply with this regulation and other occupational safety and health rules and regulations promulgated under Chapter 15 of Title 41, Code of Laws, State of South Carolina, 1976, as amended.”),

Whereas, although Charleston County’s level of community transmission was decreasing between 3/7/21 and 3/12/21, according to the CDC Covid Tracker, the danger remains HIGH and the percent positivity is INCREASING,

Whereas, the College’s strategic plan offers as its first Core Value: ““Integrity. We take accountability for our actions and adhere to the highest ethical standards in all our professional obligations and personal responsibilities. We demonstrate respect for self, others and place.” Not to mention “Public Mission: We demonstrate social responsibility in meeting the educational and professional needs of our state, our nation and the world,”

Be it therefore RESOLVED that the Faculty Senate of the College of Charleston formally condemns Paragraph D of Section 5 of Governor McMaster’s Executive Order 2012-12 dated March 5, 2021.
Academic Dishonesty and the Operation of the XXF Transcript Notation Due to Finding of Responsibility for Academic Dishonesty

1. Faculty Input – When a faculty member determines a student has committed academic dishonesty, they will fill out the appropriate Honor Code Report form. The faculty member has the option of designating whether they believe that the offense warrants the XX sanction and grade of F.

2. Schedule of Sanctions for Violations of Academic Honesty

   A. Class 1 Violation. The most serious breaches of academic honesty fall into this Class, as well as all second Class 2 offenses. Class 1 violations must be found to involve significant premeditation; conspiracy and/or intent to deceive. See a listing of examples at the end of this policy. Sanction options:
      • XX sanction and grade of F and suspension
      • XX sanction and grade of F and expulsion

   B. Class 2 Violation. This Class includes serious acts that are found to involve deliberate failure to comply with assignment directions; some conspiracy and/or intent to deceive, as well as all second Class 3 offenses. Additionally, factors such as the weight of the assignment, the nature of the deception, and/or student admission of responsibility may be considered during sanctioning. See a listing of examples at the end of this policy. Sanction options shall be negotiated between the Office of the Dean of Students and the faculty member:
      • Online Integrity Seminar
      XX sanction and grade of F
      • XX sanction and grade of F and disciplinary probation and/or other educational sanctions
      • XX sanction and grade of F and some form of suspension

   C. Class 3 Violation. This Class includes violations due to student confusion; ignorance and/or miscommunication or incomplete communication between the faculty member or their designee and the class. See a listing of examples at the end of this policy. The faculty member sets the sanction. Faculty can initiate a Class 3 Report without a prior assessment by an Honor Board or the Office of the Dean of Students.

3. Class 1 and 2 Violations

   A. If the Honor Board or the Office of the Dean of Students or their designee sanctions a student with a XX sanction and grade of F, and this sanction is not appealed by the student, the Office of the Dean of Students will notify the Office of the Registrar to place the XX sanction and grade of F for the applicable
course on the student’s academic record. The XX sanction and grade of F shall be recorded on the student’s transcript with the notation “failure due to academic dishonesty.”

B. Student appeals of the XX sanction and grade of F grade follow the procedure for all other appeals of academic dishonesty sanctions, as outlined in the Student Handbook. If the Appellate Authority (Executive Vice President for Student Affairs) denies the right to another hearing, or another hearing is granted and the decision is to uphold the XX sanction and grade of F, the Office of the Dean of Students will notify the Office of the Registrar to assign the XX sanction and grade of F to the student’s academic record.

C. If grades are due but an academic dishonesty hearing is still in progress, a status indicator of ‘I’ shall be applied to the course until the hearing process is complete.

D. An XX sanction and grade of F shall maintain a quality point value of 0.0. The XX sanction and grade of F shall be treated in the same way as an “F” for the purposes of Grade Point Average and determination of academic standing.

E. The XX sanction and grade of F must stay on the transcript for at least two years from the date the student is found in violation of a Class 1 Violation or Class 2 Violations where the assignment is of significant weight.

F. In cases of a Class 2 Violation where the infraction of academic integrity occurred on an assignment of limited scope or grade weight, such as a homework assignment, low-stakes writing assignment, other formative-type assessments, and/or there is record of an admission of responsibility, the Honor Board or the Office of the Dean of Students or their designee will have the authority to assign a required Online Integrity Seminar. The time required to complete this seminar is between 5 to 10 hours. Students will be afforded the opportunity to complete an Online Integrity Seminar within 30 days from notification by a deadline designated by the Honor Board with the acknowledgement of the faculty member. Faculty will have sole authority over the assessment and grading of the assignment(s) under review. Should a case be reported close to the end of term, the faculty member will assign an Incomplete.

Students are responsible for the fee affiliated with the Online Integrity Seminar. See https://integrityseminar.org/faqs/ for the current rate. The fee does not cover the cost of all required materials. The Office of the Dean of Students will make available an application for need-based assistance and provide alternative payment options for qualifying students.

After receiving notice from the Office of the Dean of Students that the Online Integrity Seminar has been completed satisfactorily, faculty will calculate and assign the final course grade according to their usual practices. If the online seminar is not completed by the designated deadline; the Office of the Dean of Students will direct the Office of the Registrar to attach the XX sanction to the F grade. The XX status indicator and the notation of “academic dishonesty” will remain on the student transcript for a minimum of one year in such cases.
After a period of one year from notification, the student (or alumnus/alumna) may petition the Honor Board for removal of the XX; the grade of F remains. (Information on responsibility for violations of the Honor Code will be maintained in the student’s conduct record per the normal practices of the Office of the Dean of Students.) Procedures for this petition will be the same as those outlined for the petition of removal of the XX status indicator on an F grade.

G. In cases of Class 2 Violations that are high stakes or the student does not complete the Online Integrity Seminar, after two years, a student may petition the Honor Board for removal of the XX sanction; the grade of F remains. The petition must be in written form and provide the reason for removal of the XX sanction. Additionally, the petitioner must appear before the Honor Board to explain the request (appearance may be through electronic means if necessary). If the student petitions and a majority of the Honor Board agree to remove the XX, the Honor Board outlines conditions under which the XX sanction is removed. The conditions may include giving testimony of dishonesty during freshman orientation or other organized Honor Board events, and/or performing specific tasks aimed at increasing the education of the violator and/or campus on the value of academic integrity. When these conditions are met, the XX sanction is removed leaving no past evidence of the XXF. The grade of F remains.

H. If a petition to change an XX sanction and an F grade to an F has been made and denied, another petition may not be made for another year from the date of denial. This stipulation applies after graduation as well.

I. If the student is/has been found responsible for an additional Class 1 violation of academic honesty, either in the past or future, the XX sanction and an F grade remains. For cases where the XX sanction and grade of F was changed to an F and the student is later found responsible for an additional act of academic dishonesty, the XX sanction and an F grade are restored for the course. In these cases, the XX sanction and an F grade remains permanent. The student may not petition for removal of the F in exchange for the XX sanction. (See 2 A for sanctions.)

J. A student who has received an XX sanction and an F grade in a course and needs to pass the course for a requirement may retake the course. If the student passes the course, the requirement is met, but the original course grade will remain as an XX sanction and an F grade. The student can petition for removal of the XX sanction.

4. Class 3 Violations

A. When a faculty member suspects an Honor Code violation is more a result of student confusion, ignorance or miscommunication, they should arrange a conference with the student as soon as possible to discuss the matter.

B. Together, the faculty member and student review all materials.

C. The faculty member designs a response that is discussed with the student, e.g., zero on the assignment, written warning, resubmission of the work, research on relevant topic, etc.
D. The faculty member and student commit the outcome to a form provided by the Office of the Dean of Students.

E. A written record of the educational response with the signatures of both the faculty member and the student is forwarded to the Office of the Dean of Students. The record will remain in the Office of the Dean of Students office.

F. The record of the educational response for this violation will be introduced in subsequent hearings during the sanctioning phase should the same student be found in violation of the Honor Code at a later point in time.

G. The student has the right to contest the allegation and request that the matter be forwarded immediately to the Office of the Dean of Students for adjudication under the procedures outlined in the Student Handbook.

5. Changes to the operation of the XX sanction and an F grade as a sanction option within the Honor System must go through a review process with Academic Affairs and receive approval from the Faculty Committee on Academic Standards and Faculty Senate.

6. Examples of violations for Classes 1-3. The lists below are not meant to be comprehensive but illustrative of the types of acts that generally will be before the Honor Board, the Office of the Dean of Students or their designee, and faculty members.

A. Examples of Class 1 Violations:

All second offences of Class 2 Violations,

- cheating on a test which involves significant premeditation and conspiracy of effort,
- taking a test for someone else, or permitting someone else to take a test or course in one’s place,
- intentional plagiarizing, where the majority of the submitted work was written or created by another,
- obtaining, stealing, or buying all or a significant part of an unadministered exam,
- selling, or giving away all or a significant part of an unadministered test,
- bribing, or attempting to bribe any other person to obtain an unadministered test or any information about the test,
- buying, or otherwise acquiring, another’s course paper and resubmitting it as one’s own work, whether altered or not,
- entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given,
- changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, or other official academic college record which relates to grades, or
- entering a building, office, or computer for the purpose of obtaining an un-administered test.
B. Examples of Class 2 Violations:

All second offenses of Class 3 Violations,
- cheating on an exam which involves some premeditation, copying from another’s test or allowing another student to copy from your test, where some plans were made for such collaboration,
- intentional plagiarizing, where a moderate portion of the submitted work was written or created by another,
- unauthorized reuse of previously graded work,
- intentionally failing to cite information from the correct source,
- intentionally listing sources in a bibliography/work cited page that were not used in the paper,
- copying, or allowing one to copy, homework assignments that are to be submitted for credit, when unauthorized,
- intentionally opening an officially sealed envelope containing an exam, test or other class-related material,
- unauthorized and intentional collaboration on an assignment, or
- unauthorized and intentional use or possession of a study aid.

C. Examples of Class 2 Violations involving low-stakes assignments

- unauthorized collaboration on homework,
- unauthorized use on an online tool to complete a low-stakes quiz or assignment,
- plagiarism in a reading response paper,
- plagiarism in a discussion thread or blog, or
- unauthorized collaboration on a pre-lab quiz

D. Examples of Class 3 Violations:

- record of same offense made on other similar assignments and no feedback provided by the instructor prior to allegation,
- reusing and/or building upon coursework already submitted for another class without permission of the professor,
- unintentionally failing to cite information from the correct source,
- unintentional violation of the class rules on collaboration, or
- unintentional possession of a study aid.
XXF Policy Change Proposal
Need:

• The current policy needs three changes:
  • Clarity about what happens when a student has more than one offense
  • Addition of a sanction option in cases where a “low stakes” offense has occurred.
  • Clarifying the meaning of XXF
Clarity of what happens upon a repeat offense

- **Progressive movement between the Classes**
- A second Class 2 violation becomes a Class 1
- A second Class 3 violation becomes a Class 2

- Currently all second violations of any class are placed in Class 1
Adding a new sanction for a subset of violations

- **Carving out a subset within Class 2 offenses for violations linked to “low stakes” assignments.** A new sanction is proposed for such cases:
  - A mandatory online integrity seminar in lieu of the XXF
  - Why add this option:
    - Faculty are assigning more low-stakes, developmental assignments
    - “Keep It Small, Keep It Frequent” James Lang, *Small Teaching* (2016)
    - An admission of guilt should factor into the sanctioning
    - Take advantage of the opportunities to educate vs punish
Clarifying what an XXF means

Clarifying that the XXF sanction is not a grade but a status indicator (XX) plus a grade (F)
Reviewed and supported by:

- Mark Del Mastro and Mary Bergstrom
- Deans
- FCAS committee

- Three committee members completed the Integrity Seminar and noted both its usefulness and effect
- Effect studies about the Integrity Seminar were reviewed
Motion: The senate endorses the following change to the Undergraduate Catalog:

Current Language regarding Final Exams under “Academic Regulations”:
Examinations must be taken at the time scheduled except when:
1. Two or more exams are scheduled simultaneously.
2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

Add the following sentence to #2: Students are required to complete the Final Exam Change Request Form and submit it to the course Instructor.
[Note: A hyperlink to the form will be embedded in that sentence.]  

Rationale:

This fall the Office of the Provost and Academic Affairs received a faculty inquiry related to the College of Charleston’s final exam policy as currently found in the Academic Regulations section of our catalog: https://catalog.cofc.edu/content.php?catoid=17&navoid=801#final-examinations. Specifically, it was noted that the final exam policy as listed in the 2014-15 catalog was the following:
Examinations must be taken at the time scheduled except when (go to the Registrar’s Office Calendars website for final exam schedules): 1. Two or more exams are scheduled simultaneously. 2. The student has three or more examinations within a 24-hour period. 3. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

However, this is what is found in our current 2020-21 undergraduate catalog:
Examinations must be taken at the time scheduled except when:
1. Two or more exams are scheduled simultaneously.
2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

After some investigation, it was discovered that the removal of the 2nd point from the 2014-15 catalog was not the result of a Faculty Senate committee recommendation, nor was it ever approved by Faculty Senate. Consequently, and to correct this oversight, I kindly ask your committee to review the current final exam policy as found in the 2020-21 undergraduate catalog to determine what recommendation your committee might wish to make to ensure that all details of our final exam policy, as should be the case for all academic regulations found in the catalog, are approved by Faculty Senate.
Faculty Senate, Tuesday, March 2, 2021, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the February 2, 2021, minutes.

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. President Andrew Hsu

5. New Business
   a. Curriculum Committee (Nenad Radakovic, Chair)
      1. FMST is adding 3 existing courses to their minor:
         https://cofc.curriculog.com/proposal:3049/form
      2. HISP is making changes to the Spanish Teacher Ed program in line with those that we passed last meeting for the Spanish major:
         https://cofc.curriculog.com/proposal:3163/form
      3. SHSS is creating a new course SHSS 110 (Seminar in the Humanities and Social Science):
         https://cofc.curriculog.com/proposal:3025/form
      4. URST wants to add SOCY 323 to their core requirements:
         https://cofc.curriculog.com/proposal:3127/form
      5. HONS is proposing a reduction in the require hours in the Honors program from 25 hours to 22 hours:
         https://cofc.curriculog.com/proposal:3079/form
6. PBHL is creating a new course and adding courses to their program:


7. SOST is creating a new course (which is crosslisted in ENGL) and adding it to the SOST minor and ENGL major:

https://cofc.curriculog.com/agenda:205/form

8. FREN is changing several courses, deactivating courses, and adding and removing courses to their various programs:

https://cofc.curriculog.com/agenda:191/form

9. INST is updating the minor, adding existing courses to the minor:

https://cofc.curriculog.com/proposal:2997/form

10. INTL is adding existing courses to the Europe Concentration.

https://cofc.curriculog.com/proposal:3162/form

11. CLAS is proposing a new course and adding it to its program:

https://cofc.curriculog.com/agenda:196/form

12. RUST is creating a new course and adding it to their minor:

https://cofc.curriculog.com/agenda:203/form

13. GLAT is eorganizing and clarifying the requirement for successful completion of a professional training program for the Global Logistics and Transportation concentration in the Bachelor of Science in Business Administration (BSBA) degree:

https://cofc.curriculog.com/proposal:2752/form

14. PPLW is updating their concentration so students take the PPLW capstone:

https://cofc.curriculog.com/proposal:3150/form

15. POLI is creating a new course and adding it to their B.A. and B.Ed. POS (PLEASE NOTE THAT THERE ARE TWO LINKS):

https://cofc.curriculog.com/agenda:202/form

16. MUSC wants to rename one of the elective areas and add an elective into that area:

https://cofc.curriculog.com/proposal:3160/form

17. ENGL is updating titles and/or descriptions of several courses, adding and/or removing courses from their EWRP concentration and minor:

https://cofc.curriculog.com/agenda:210/form

18. CHEM is creating four new courses:

https://cofc.curriculog.com/agenda:211/form

19. DANC is creating seven new courses.

https://cofc.curriculog.com/agenda:212/form

20. THTR is changing a course and creating new courses (PLEASE NOTE THAT THERE ARE TWO LINKS)

https://cofc.curriculog.com/agenda:213/form

https://cofc.curriculog.com/proposal:3153/form

21. AAST is updating a course description and adding an existing (GRST) course to their minor and major:

https://cofc.curriculog.com/agenda:214/form

22. HIST is creating seven new courses (some crosslisted with WGST):

https://cofc.curriculog.com/agenda:216/form

23. WGST is creating new courses (some crosslisted with HIST) and adding new and existing courses to their program:

https://cofc.curriculog.com/agenda:217/form

24. ANTH is proposing new courses and course change, adding new courses to their major, and also updating the Cultural Studies Certificate - adding/deleting courses in certificate:
b. Committee on Graduate Education (Sandy Slater, Chair)

1. INFM - 530 - Business Analytics Fundamentals for Competitive Advantage
   https://cofc.curriculog.com/proposal:2742/form

2. NFM - 532 - Business Analytics Applications for Competitive Advantage
   https://cofc.curriculog.com/proposal:2749/form

c. Committee on Academic Standards, Admissions, and Financial Aid (Prof. Meta Van Sickle, Chair): Motion to endorse Undergraduate Catalog change (clarification of Final Exam policy) Presentation

d. Committee on Nominations and Elections (Prof. RoxAnn Stalvey, Chair): Approval of ad hoc committee on curbing gun violence

1. Jennifer Baker, Prof., PHIL
2. Dr. Kathleen Béres Rogers, Assoc. Prof., ENGL
3. Richard Bodek, Prof., HIST
4. Paige Bressler, Asst. Prof., SOB
5. Angela Crespo Cozart, Assoc. Prof., HEHP
6. Marcello Forconi, Assoc. Prof., SSM
7. Sarah Maness, Asst. Prof., Public Health and HP
8. Jonathan Neufeld, Assoc. Prof., PHIL
9. Jordan Ragusa, Assoc. Prof., POLS
10. Katie Trejo Tello, Asst. Prof. HEHP

6. Constituents’ General Concerns

7. Adjournment
Motion: The senate endorses the following change to the Undergraduate Catalog:

Current Language regarding Final Exams under “Academic Regulations”:

Examinations must be taken at the time scheduled except when:
1. Two or more exams are scheduled simultaneously.
2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

**Add the following sentence to #2:** Students are required to complete the Final Exam Change Request Form and submit it to the course Instructor.
[Note: A hyperlink to the form will be embedded in that sentence.]

Rationale:

This fall the Office of the Provost and Academic Affairs received a faculty inquiry related to the College of Charleston's final exam policy as currently found in the Academic Regulations section of our catalog: [https://catalog.cofc.edu/content.php?catoid=17&navoid=801#final-examinations](https://catalog.cofc.edu/content.php?catoid=17&navoid=801#final-examinations). Specifically, it was noted that the final exam policy as listed in the 2014-15 catalog was the following:

*Examinations must be taken at the time scheduled except when (go to the Registrar's Office Calendars website for final exam schedules):* 1. Two or more exams are scheduled simultaneously. 2. The student has three or more examinations within a 24-hour period. 3. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

However, this is what is found in our current 2020-21 undergraduate catalog:

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After some investigation, it was discovered that the removal of the 2nd point from the 2014-15 catalog was not the result of a Faculty Senate committee recommendation, nor was it ever approved by Faculty Senate. Consequently, and to correct this oversight, I kindly ask your committee to review the current final exam policy as found in the 2020-21 undergraduate catalog to determine what recommendation your committee might wish to make to ensure that all details of our final exam policy, as should be the case for all academic regulations found in the catalog, are approved by Faculty Senate.
PROVOST AUSTIN’S REQUEST TO REVIEW THE CURRENT CATALOG STATEMENT ON FINAL EXAM POLICY
This fall the Office of the Provost and Academic Affairs received a faculty inquiry related to the College of Charleston's final exam policy as currently found in the Academic Regulations section of our catalog: https://catalog.cofc.edu/content.php?catoid=17&navoid=801#final-examinations. Specifically, it was noted that the final exam policy as listed in the 2014-15 catalog was the following:

Examinations must be taken at the time scheduled except when (go to the Registrar’s Office Calendars website for final exam schedules): 1. Two or more exams are scheduled simultaneously. 2. The student has three or more examinations within a 24-hour period. 3. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).
Final Exam Policy from 2020-2021

• However, this is what is found in our current 2020-21 undergraduate catalog:

• Examinations must be taken at the time scheduled except when:

• 1. Two or more exams are scheduled simultaneously.

• 2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).
After some investigation, it was discovered that the removal of the 2nd point from the 2014-15 catalog was not the result of a Faculty Senate committee recommendation, nor was it ever approved by Faculty Senate. Consequently, and to correct this oversight, I kindly ask your committee to review the current final exam policy as found in the 2020-21 undergraduate catalog to determine what recommendation your committee might wish to make to ensure that all details of our final exam policy, as should be the case for all academic regulations found in the catalog, are approved by Faculty Senate.
Examinations must be taken at the time scheduled except when:

1. Two or more exams are scheduled simultaneously.

2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

Students are required to complete the Final Exam Change Request Form and submit it to the course Instructor. The form is available at: https://academicaffairs.cofc.edu/documents/final-exam-change-request-form.pdf.

This sentence will not appear in the catalog. Hyperlinks are not included in policy statement they are embedded.
Catalog Appearance

- Examinations must be taken at the time scheduled except when:
  - 1. Two or more exams are scheduled simultaneously.
  - 2. Legitimate and documentable extenuating circumstances prevent the student from completing the examination at the scheduled time (e.g., burial services for an immediate family member).

Students are required to complete the Final Exam Change Request Form and submit it to the course Instructor.
Faculty Senate, Tuesday, February 2, 2021, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the January 12, 2021, minutes.

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. President Andrew Hsu

5. New Business
   a. Curriculum Committee (Nenad Radakovic, Chair)
      1) EDSP: Program and Course Change:
         https://cofc.curriculog.com/agenda:178/form
      2) TEDU: Program change:
         https://cofc.curriculog.com/agenda:181/form
      3) CHEM: Pre-requisite change:
         https://cofc.curriculog.com/proposal:2893/form
      4) CITA/DATA: Program change:
         https://cofc.curriculog.com/agenda:183/form
      5) PSYC: Course change:
         https://cofc.curriculog.com/proposal:2870/form
      6) CLAS: Minor change:
         https://cofc.curriculog.com/proposal:2903/form
7) EXSC: Program and course change:
https://cofc.curriculog.com/agenda:185/form

8) JWST: Minor, major, and course change:
https://cofc.curriculog.com/agenda:188/form

9) WGST: Course change:
https://cofc.curriculog.com/proposal:3021/form

10) MATH: Course number change:
https://cofc.curriculog.com/agenda:189/form

11) ENGL: Minor, major, concentrations, and course change:
https://cofc.curriculog.com/agenda:184/form

12) HISP: New courses, course, and program change:

13) FREN: Pre-requisite changes:
https://cofc.curriculog.com/agenda:186/form

14) ARTM: New course and course changes:
https://cofc.curriculog.com/agenda:179/form

15) BIOL: course changes:
https://cofc.curriculog.com/agenda:180/form

16) COMM: major, minor, and course changes:
https://cofc.curriculog.com/agenda:182/form

17) MGMT/MKTG: new minor, major, and course change:
https://cofc.curriculog.com/agenda:177/form
b. Committee on Graduate Education (Sandy Slater, Chair)

1) Arts and Cultural Management Certificate

ARCM 570: course change

https://cofc.curriculog.com/proposal:2977/form

ARCM 571: course change

https://cofc.curriculog.com/proposal:2984/form

ARCM 572: course change

https://cofc.curriculog.com/proposal:2983/form

ARCM 573: course change

https://cofc.curriculog.com/proposal:2981/form

ARCM 574: course change

https://cofc.curriculog.com/proposal:2982/form

2) Computer and Information Sciences, MS

CSIS 698: course change


CSIS 699: course change

https://cofc.curriculog.com/proposal:2806/form

Program change: reduce required hours in each emphasis area from 12 to 9, increase required elective hours from 9 to 12

https://cofc.curriculog.com/proposal:2796/form

3) Creative Writing, MFA

ENGL 569: new course – Special Topics in Creative Writing
ENGL 708: new course – MFA Thesis

Program change: add new courses, update required and elective courses for Studio emphasis

4) Data Science and Analytics, MS
   DATA 510: course change
   DATA 534: course change

5) Mathematical Sciences, MS
   MATH 561: course change

6) Science and Math for Teachers, MED
   SMFT 514: course change
   SMFT 523: course change
   SMFT 524: course change
   SMFT 529: new course - Coastal and Marine Science for Educators
SMFT 535: new course - Topics in Ecology and Conservation Biology

SMFT 537: course change

SMFT 538: course change

SMFT 540: course change

SMFT 570: new course – Introduction to Environmental and Sustainability Education

SMFT 611: course change

SMFT 618: course change

SMFT 639: course change

SMFT 645: course change

SMFT 697: course change

SMFT 698: course change
Program change: change program name to *Science and Math Education*, reduce degree hours from 32 to 30, update required and elective courses, add new courses, reduce all 4-hour courses to 3 hours, replace word “teachers” with “educators” in course titles

https://cofc.curriculog.com/proposal:2847/form

- Senator Todd Grantham (HSS): Motion to adopt a *statement of commitment* to curbing gun-violence

6. Constituents’ General Concerns

7. Adjournment
**Motion to adopt a statement of commitment to curbing gun-violence, introduced by Senator Todd Grantham (Philosophy)**

**Purpose:** This motion seeks to align the College of Charleston with the Medical University of South Carolina (MUSC) in committing publicly to combating the epidemic levels of gun violence in our community.

**Action:**

The Faculty Senate adopts the following statement of commitment:

Given its mission to represent the views, needs, and interests of faculty in CofC's educational, research, and service programs, the Faculty Senate affirms that gun violence is a public health problem of the highest priority. As professors in a public university committed to developing ethically centered, intellectually versatile and globally fluent citizens who create innovative solutions to social, economic and environmental challenges, the Faculty Senate is committed to contributing to curb this epidemic through education, research, and outreach to our wider community.

In order to fulfill this commitment, the Senate charges the Speaker to establish an ad hoc committee that will work with willing CofC faculty, with partners at MUSC and other public health organizations, and with partners in the wider community.

**Rationale:**

While COVID-19 has struck our community with obvious force, a less obvious epidemic has been ravaging our community for many years: gun violence. According to the Centers for Disease Control and Prevention (CDC) “Firearm violence is a serious public health problem in the United States that impacts the health and safety of Americans. Important gaps remain in our knowledge about the problem and ways to prevent it. Addressing these gaps is an important step toward keeping individuals, families, schools, and communities safe from firearm violence and its consequence” ([https://www.cdc.gov/violenceprevention/firearms/index.html](https://www.cdc.gov/violenceprevention/firearms/index.html)).

South Carolina is one of the deadliest states in the nation: According to the Center for American Progress, SC ranked 12th in the nation for gun deaths per 100,000 people between 2008 and 2017, while the Gun Violence Archive (GVA) recorded 2,900 deaths since 2014, well over a death every single day. (The GVA records a total of 5,305 injuries caused by guns in the same period.)

The human cost of this epidemic is not limited to the people killed and injured; the families and loved ones of the immediate victims are also traumatized by the experience and frequently suffer economic consequences on top of psychological trauma. Even perpetrators, and certainly their families and loved ones, can be seen as victims of a violent gun-culture, too, as incarceration shuts down their chances of living productive lives.
While gun-violence mostly happens on the periphery of our vision – which perhaps accounts for our apparent tolerance of these rates – the College of Charleston has been cruelly touched by it in recent years. In 2015, Cynthia Hurd, a librarian at the College, was one of the nine victims of the mass shooting at Mother Emanuel Church, and just this last summer, Tom DiLorenzo, husband of our newly appointed Provost Dr. Suzanne Austin, was murdered just blocks away from campus. CofC ‘s Public Safety Chief Chip Searson “perceive[s] gun violence as one of the top threats to our community and notes that “Presently, homicides and aggravated assaults are on the increase in the City of Charleston.” Chief Searson would welcome initiatives on the College’s part that address what he sees as a “mountain that law enforcement has been trying to conquer for decades.”

While the College is not in the same position as MUSC in being dedicated to public health our new strategic plan commits us to working with our students to create innovative solutions to social economic and environmental challenges, and as a public university dedicated to the full human development of all the state’s citizens, we should do whatever we can to mitigate this deadly scourge.

MUSC’s statement: Given its mission to represent the views, needs, and interests of faculty in MUSC’s educational, research, and service programs, the Faculty Senate affirms that gun violence is a public health problem of the highest priority. As health professionals in an academic medical center, we face the consequences of gun violence daily, and the Faculty Senate is committed to active partnership with community initiatives to curb this epidemic through education, research, mental health treatment, victim support and advocacy.
Faculty Senate, Tuesday, January 12, 2021, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the December 8, 2020, minutes.

3. Announcements and Information

4. Reports

   a. Speaker of the Faculty Simon Lewis

   b. Provost Suzanne Austin

   c. VP of University Marketing & Enrollment Planning Amy Takayama-Perez

5. New Business

   a. Curriculum Committee (Nenad Radakovic, Chair)

      1. ASTR: Minor change:

         https://cofc.curriculog.com/proposal:2841/form

      2. GEOL: Program change:

         https://cofc.curriculog.com/agenda:175/form

      3. HONS: Program and course change:

         https://cofc.curriculog.com/agenda:176/form

      4. ARTS: Program change:

         https://cofc.curriculog.com/proposal:2776/form

      5. TEDU: Course changes:

         https://cofc.curriculog.com/proposal:2873/form
6. INFM: Program change:

https://cofc.curriculog.com/proposal:2808/form

b. General Education Committee (Richard Lavrich, Chair)

1. German Studies Batch 1

GRMN 424 (Removal)
GRMN 460 (Removal)
GRST 223 (Humanities)
GRST 122 (Humanities)
LTGR 250 (Removal)
LTGR 270 (Removal)

https://cofc.curriculog.com/agenda:165/form

2. German Studies Batch 2

GRST 271 (Foreign Language Alternative)
GRST 221 (Humanities)


3. German Studies Batch 3

GRST 122 (Foreign Language Alternative)
GRST 200 (Foreign Language Alternative)
GRST 231 (Foreign Language Alternative)
GRST 200 (Humanities)
GRST 221 (Foreign Language Alternative)
GRST 222 (Humanities)
GRST 222 (Foreign Language Alternative)
GRST 231 (Humanities)
GRST 270 (Humanities)
GRST 270 (Foreign Language Alternative)
GRST 271 (Humanities)
GRST 371 (Humanities)
GRST 371 (Foreign Language Alternative)


4. JWST 201 (Humanities) https://cofc.curriculog.com/proposal:2638/form
6. Constituents’ General Concerns

7. Adjournment
Faculty Senate, Tuesday, December 8, 2020, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the November 10, 2020, minutes.

3. Announcements and Information

4. Reports

   a. Speaker of the Faculty Simon Lewis

   b. Provost Suzanne Austin

   c. Chief Diversity Officer Renard Harris: Diversity EDU Presentation

5. New Business

   a. Approval of degree candidates (December)

   b. Curriculum Committee (Nenad Radakovic, Chair)

      1) PSYC: Course change:

         https://cofc.curriculog.com/proposal:2699/form

      2) GLAT: Program change:

         https://cofc.curriculog.com/proposal:2649/form

      3) REAL: Program and course change

         https://cofc.curriculog.com/agenda:171/form

      4) CPLT: Deactivating minor and two courses:

         https://cofc.curriculog.com/agenda:170/form

      5) FINC: Course changes:
c. Senator Jonathan Neufeld (Philosophy): Motion to reconstitute REI (Race, Equity, and Inclusion) Committee in order to bring a formal proposal for the REI curriculum requirement through Curriculog and the Faculty Curriculum Committee.

d. Committee on the By-Laws and Faculty-Administration Manual (Merissa Ferrara, Chair): Motion to delete from the By-Laws item c (implementation) under Section 3.B.20 (Advisory Committee on First-Year Experience). Revision

e. Senator Chris Warnick (HSS): Motion to form an ad hoc Committee on Teaching Effectiveness and Mentoring to serve through Fall 2022, with the following charge:

   ● Identify and implement more effective approaches for gathering formative and summative student feedback that better informs teaching effectiveness and promotes students’ metacognitive engagement with their own learning;

   ● Develop guidelines for faculty end-of-course self-reflection that draw on formative and summative feedback from students and that can be used to demonstrate growth in annual reviews and major reviews;

   ● Incorporate a fourth evaluation category into the Faculty Administration Manual that rewards and incentivizes outstanding faculty advising and mentoring;

   ● Create an effective professional development infrastructure to support these project goals.

   Rationale and Proposed Timeline

f. Committee on Academic Standards, Admissions, and Financial Aid (Meta Van Sickle, Chair): Proposal to revise the policy on XXF Transcript Notation (Academic Dishonesty) Presentation / Proposed Revision

6. Constituents’ General Concerns

7. Adjournment
DIVERSITY EDU
FACULTY / STAFF
ACCESS DIVERSITY EDU

- Cougar ED
- Cofcmyabsorb.com
- My Courses
- Faculty and Staff: Personal Skills for a Diverse Campus
• CofC’s Commitment and what it means to you
• Defining Diversity
• Engaging Comfortable with Difference
• Examining Assumptions
• Searching for Similarities
• Anticipating Impact
• Microaggressions and their impact
• Skills for senders of microaggressions
• Skills for recipients of microaggressions
• Skills for bystanders to microaggressions
• **Module 1 Engagement with Diversity**
  - *defining diversity
  - *addressing diversity resistance
  - *engaging comfortably with difference
  - *managing assumptions
  - *searching for similarities

• **Module 2 Communication for Inclusion**
  - *anticipating impact
  - *keeping up with evolving identity terms
  - *the value and variability of self-identification
  - *micro-aggressions and their impact

• **Module 3 The Influence of Unconscious Bias**
  - *recognize how unconscious bias influence choices and decisions
  - *myths and stereotypes about people of color, women, people with disabilities, and people with minority sexual orientations and gender identities
• FACULTY MODULE

• 180 Minutes (approximately)
• 3 Modules
• Resources (for additional materials)
• Closed Caption (Navigation Bar)
• Pause
• Resume
• Table of Contents
• Interaction
COMMITMENT TO COMPLETING THE MODULE
Committee and other invited guests with expertise in a discipline, department, or program relevant to a particular course proposal.

(4) The Committee shall forward all recommendations to the Faculty Senate.

(5) In consultation with the Faculty Secretariat, the Committee shall maintain an archive of all materials submitted to it.

(6) Requirements for a public process of course proposal review shall not interfere with the right of the Committee to enter into executive session.

d. Appeals: No changes in the General Education Program shall be presented to the Faculty Senate without the Committee’s action. Any decision of the Committee on General Education can be appealed to the Faculty Senate.

e. Effective on the date on which this committee is established, no change to the General Education Program shall be approved without consideration by this committee.

20. Advisory Committee on First-Year Experience

a. Composition: Seven regular faculty members, at least three of whom shall be teaching in the First-Year Experience program (i.e., teaching either a First-Year Seminar or a Learning Communities Course) during the relevant academic year or have taught in the First-Year Experience program during the preceding academic year. Preferably, each academic school should be represented on the committee. The committee shall have one voting student member selected by the Student Government Association. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost), the Assistant Vice President for New Student Programs (or other administrator designated by the Provost), the Dean of Students, and the Director of the First-Year Experience program are ex officio, non-voting members.

b. Duties:

(1) In consultation with the relevant administrators, to support and advise the First-Year Experience program on all matters relevant to the program, including program development, budget requests, and other issues germane to program support;

(2) In consultation with the Director of the First-Year Experience program, to review and assess the First-Year Experience
program and to make non-binding recommendations for revisions to the program;

(3) To request and review proposals for First-Year Experience courses (sections of FYSM 101 and Learning Communities); and

(4) To assist the Director of the First-Year Experience program in recruiting students for First-Year Experience courses and to recruit and plan the training for new First-Year Experience faculty and peer facilitators for Learning Communities.

e. **Implementation:** The Advisory Committee on the First-Year Experience shall be constituted only if the Provost and the Speaker of the Faculty certify in a written notice addressed to the members of the Faculty Senate that a coordinated, comprehensive, and unified First-Year Experience program has received the necessary approvals and shall be implemented in a timely fashion. Such written notice shall be supplied no later than August 15, 2009, or the ratification for which Art. VI, Section 1 provides shall be null and void and this committee description shall be removed from the Faculty By-Laws.

21. Adjunct Oversight Committee

a. **Composition:** Five faculty members, including one each from the Faculty Welfare Committee and the Faculty Compensation Committee, together with three elected faculty members, two of whom are regular faculty, and one of whom is an adjunct faculty member (as described in Article V, section 1.B). In addition, an *ex-officio* non-voting sixth member will be designated by the Provost.

b. **Duties:**

(1) Receive and analyze reports: from the Office of Institutional Research on the number of adjuncts employed by the College, the number of credit hours delivered by adjunct faculty, adjunct faculty members’ rank and status (part-time or full-time), and adjunct faculty compensation; and from the Provost’s office on College policies for adjunct faculty.

(2) Solicit additional information on adjunct practices in use in schools, departments, and programs. To obtain this information, the committee may analyze published documents (*e.g.*, department websites or handbooks), interview deans and chairs, conduct surveys of adjunct faculty, and/or do additional research.

(3) Receive and response to information from the Provost’s office and/or senior leadership regarding future plans for the College
In 2013, a group of faculty and Associate Provosts formed a working group that participated in a pre-conference workshop at the AAC&U annual conference. That experience and additional discussions led to a proposal for a Center for Academic Innovation and Faculty Engagement (CAiFE) to cultivate an institutional climate that values, rewards, sustains and renews excellence in teaching, learning, scholarship, and campus leadership. The Center’s initiatives would facilitate innovation and creativity in all aspects of an academic life. Overall progress towards a Center has not yet come to fruition, however groups of faculty continue to meet to discuss how best to implement certain aspects of that original plan. One area that has generated consistent energy focuses on the development of a better approach to supporting and evaluating teaching effectiveness. Since early 2019, a group of faculty from across departments and schools has met informally to discuss experiences with and concerns about current evaluation practices (including but not limited to course-instructor evaluations) and to share methods other institutions use to evaluate teaching effectiveness. We believe our current approaches could be improved substantially by exploring promising practices as established in the literature and through review of other institutional revision processes. With the approval of our new strategic plan, we believe now is an optimal time to begin a college-wide effort to build on current practices used to evaluate teaching effectiveness at the College. This effort aligns with all three of the new pillars and resonates with our cross-cutting commitment to fostering a culture of innovation that encourages and enables innovation and continuous improvement in how faculty, staff and students teach, learn and lead.

**Current Evaluation System**

We see several concerns as deserving attention. Our current evaluation system relies on a standardized instrument that is administered once at the end of a course. The current instrument does not provide formative feedback about teaching throughout the term, which would enable the instructor to respond productively to student concerns, but rather catalogs after the fact how the student experienced the course. In addition, a large body of work has shown that this type of evaluation, without attention to bias, can have differential impacts on women faculty and faculty of color as well as on those who teach “controversial” or “non-traditional” courses (such as those in area, identity-focused, and cultural studies), and as compared to white and male faculty and those teaching uncontroversial and/or more traditional courses. Peer reviews of classroom teaching are used in some but not all departments and they use a variety of approaches, often occurring only just before a faculty member undergoes a significant review (e.g., third-year, T&P). Finally, our current tenure and promotion process does not fully capture other aspects of faculty-student interactions, such as advising and mentoring, that the College holds up as essential parts of the education we provide.

**Other Models**

Several institutions have created more formative systems and with attention to concerns around bias, such as University of Oregon, the University of Southern California, and Elon University. Their approaches can serve as starting points for discussion and models that can be adapted and tested on our campus.
Ad-hoc Committee on Teaching Effectiveness and Mentoring 2020-2022

Project Goals

- Identify and implement more effective approaches for gathering formative and summative student feedback that better informs teaching effectiveness and promotes students’ metacognitive engagement with their own learning
- Develop guidelines for faculty end-of-course self-reflection that draw on formative and summative feedback from students and that can be used to demonstrate growth in annual reviews and major reviews
- Incorporate a fourth evaluation category into the Faculty Administration Manual that rewards and incentivizes outstanding faculty advising and mentoring
- Create an effective professional development infrastructure to support these project goals

Project Timeline

- Fall 2020
  - Create Senate-sponsored Ad Hoc Committee on Teaching Effectiveness and Mentoring
- Spring 2021
  - Invite all chairs and program directors for discussion of the process and project goals
  - Organize Focus Groups to gather student and faculty input
  - Collect student feedback methods currently used by faculty across campus
  - Document current advising/mentoring/coaching practices
  - Announce opportunities for participation in fall 2021 pilot
- Summer 2021
  - Analyze student and faculty focus group data
  - Develop pilot student feedback material
  - Develop faculty self-reflection parameters and potential models
  - Develop forms of evidence for effective advising/coaching/mentoring
  - Recruit faculty to participate in the fall 2021 pilot
  - Plan fall 2021 faculty development on self-reflection and learning from student feedback
- Fall 2021
  - Pilot new feedback model in selected classes across all schools
  - Offer professional development on faculty self-reflection and learning from student feedback
- Spring 2022
  - Continued pilot of student and faculty feedback model
  - Ad-hoc committee and participating faculty analyze pilot data
  - Pilot implementation of faculty self-reflections and revised instruments in annual reviews
- Fall 2022
  - Revised language for FAM proposed to Senate and all the required approval steps
XXF Policy Change Proposal
Need:

- The current policy needs three changes:
  - Clarity about what happens when a student has more than one offense
  - Addition of a sanction option in cases where a “low stakes” offense has occurred.
  - Clarifying the meaning of XXF
Clarity of what happens upon a repeat offense

- **Progressive movement between the Classes**
- A second Class 2 violation becomes a Class 1
- A second Class 3 violation becomes a Class 2

- Currently all second violations of any class are placed in Class 1
Adding a new sanction for a subset of violations

- Carving out a subset within Class 2 offenses for violations linked to “low stakes” assignments. A new sanction is proposed for such cases:
  - A mandatory online integrity seminar in lieu of the XXF
  - Why add this option:
    - Faculty are assigning more low-stakes, developmental assignments
    - “Keep It Small, Keep It Frequent” James Lang, *Small Teaching* (2016)
    - An admission of guilt should factor into the sanctioning
    - Take advantage of the opportunities to educate vs punish
     

Clarifying what an XXF means

Clarifying that the XXF sanction is not a grade but a status indicator (XX) plus a grade (F)
Reviewed and supported by:

- Mark Del Mastro and Mary Bergstrom
- Deans
- FCAS committee

- Three committee members completed the Integrity Seminar and noted both its usefulness and effect
- Effect studies about the Integrity Seminar were reviewed
Academic Dishonesty and the Operation of the XXF - Transcript Notation Due to Finding of Responsibility for Academic Dishonesty

1. **Faculty input** – When a faculty member determines a student has committed academic dishonesty, they will fill out the appropriate Honor Code Report form. The faculty member has the option of designating whether they believe that the offense warrants the status indicator and grade of XXF.

2. **Schedule of Sanctions for Violations of Academic Honesty**

   A. **Class 1.** The most serious breaches of academic honesty fall into this category, as well as all second Class 2 offenses. Class 1 violations must be found to involve significant premeditation; conspiracy and/or intent to deceive. See listing of examples at the end of this policy. Sanction options:

   - XXF and suspension
   - XXF and expulsion

   B. **Class 2.** This Class includes serious acts that are found to involve deliberate failure to comply with assignment directions; some conspiracy and/or intent to deceive, as well as all second Class 3 offenses. Additionally, factors such as the weight of the assignment, the nature of the deception, and/or student admission of responsibility may be considered. See listing of examples at the end of this policy. Sanction options:

   - Online Integrity Seminar
   - XXF
   - XXF and disciplinary probation and/or other educational sanctions
   - XXF and some form of suspension

   C. **Class 3.** This class includes violations due to student confusion; ignorance and or miscommunication or incomplete communication between the faculty member or his/her designee and the class. See listing of examples at the end of this policy. The faculty member sets the sanction. Faculty can also initiate a Class 3 Report without a prior assessment by an Honor Board or the Office of the Dean of Students.
3. **Class 1 and 2 Violations**

A. If the Honor Board or the dean of students or their designee sanctions a student with a status indicator and grade of XXF, and this sanction is not appealed by the student, the dean of students and the faculty member notify the Registrar to place a grade of XXF for the applicable course on the student’s academic record. The grade XXF shall be recorded on the student’s transcript with the notation “failure due to academic dishonesty.”

B. Student appeals of the XXF grade follow the procedure for all other appeals of academic dishonesty sanctions, as outlined in the *Student Handbook*. If the Appellate Authority denies the right to another hearing, or another hearing is granted and the decision is to uphold the XXF grade sanction, the dean of students and the faculty member notify the Registrar to assign the XXF grade to the student’s academic record.

C. If grades are due but an academic dishonesty hearing is still in progress, a grade of ‘I’ shall be applied to the course until the hearing process is complete.

D. An XXF grade shall maintain a quality point value of 0.0. The grade “XXF” shall be treated in the same way as an “F” for the purposes of Grade Point Average, course repeatability, and determination of academic standing.

E. The XXF must stay on the transcript for at least two years from the date student is found in violation of a Class 1 Violation or Class 2 Violations where the assignment is of significant weight.

F. In cases of a Class 2 violation, the Honor Board or the dean of students or their designee will have the authority to assign a required online integrity seminar where the infraction of academic integrity occurred on an assignment of limited scope or grade weight, such as a homework assignment, low-stakes writing assignment, other formative-type assessments, and/or there is record of an admission of responsibility. The time required to complete this seminar is between 5 to 10 hours. Students will be afforded the opportunity to complete an online integrity seminar within 30 days from notification by a deadline designated by the Honor Board with the acknowledgement of the faculty member. Faculty will have sole authority over the assessment and grading of the assignment(s) under review. Should a case be reported close to the end of term, the faculty member will assign an Incomplete.

After receiving notice that the online seminar has been completed satisfactorily, faculty will calculate and assign the final course grade according to their usual practices. If the online seminar is not completed by the designated deadline; the Office of the Dean of Students will direct the Registrar to attach the XXF designation plus grade. The XX designator and the notation of “academic dishonesty” will remain on the student transcript for minimum of one year in such cases.

After a period of one year from notification, the student (or alumnus/alumna) may petition the Honor Board for removal of the XX and notation, the F remains. (Information on responsibility for violations of the Honor Code will be maintained in the student’s conduct record per the normal practices of the Office of the Dean of Students.) Procedures for the petition will be the same as those outlined for the petition of removal of the XXF grade.
Students are responsible for the fee affiliated with the online integrity seminar. See [https://integrityseminar.org/faqs/] for the current rate. The fee does not cover the cost of all required materials. The Office of the Dean of Students will make available an application for need-based assistance and provide alternative payment options for qualifying students.

G. After two years, a student may petition the Honor Board to exchange the XXF for an F. The petition must be in written form and provide the reason for removal of the XXF. Additionally, the petitioner must appear before the Honor Board to explain the request (appearance may be through electronic means if necessary). If the student petitions and a majority of the Honor Board agree to remove the XXF, the Honor Board outlines conditions under which the XXF is removed. The conditions may include giving testimony of dishonesty during freshman orientation or other organized Honor Board events, and/or performing specific tasks aimed at increasing the education of the violator and/or campus on the value of academic integrity. When these conditions are met, the XXF is removed entirely from the transcript, leaving no past evidence of the XXF. A grade of F is recorded in its place.

H. If a petition to change an XXF grade to an F has been made and denied, another petition may not be made for another year from the date of denial. This stipulation applies after graduation as well.

I. If the student is/has been found responsible of an additional violation of academic honesty, the XXF remains permanent. The student may not petition for an F in exchange for the XXF in these cases.

J. A student who has received an XXF in a course and needs to pass the course for a requirement may retake the course. If the student passes the course, the requirement is met, but the original course grade will remain as an XXF unless the XX is removed by an accepted petition for removal.

4. Class 3 Violations
A. When a faculty member suspects an Honor Code violation is more of a result of student confusion, ignorance or miscommunication, they should arrange a conference with the student as soon as possible to discuss the matter.

B. Together, the faculty member and student review all materials.
C. The faculty member designs a response that is discussed with the student, e.g., zero on the assignment, written warning, resubmission of the work, research on relevant topic, etc.

D. The faculty member and student commit the outcome to a form provided by the Dean of Students.

E. A written record of the educational response with the signatures of both the faculty member and the student is forwarded to the Dean of Students. The record will remain in the Dean of Students office.

F. The record of the educational response for this violation will be introduced in subsequent hearings during the sanctioning phase should the same student be found in violation of the Honor Code at a later point in time.

G. The student has the right to contest the allegation and request that the matter be forwarded immediately to the Dean of Students for adjudication under the procedures outlined in the Student Handbook.

5. Changes to the operation of the XXF grade as a sanction option within the Honor System must go through the Faculty Committee on Academic Standards and the Faculty Senate.

6. Examples of violations for Classes 1-3. The lists below are not meant to be comprehensive but illustrative of the types of acts that generally will be before the Honor Board and faculty members.

A. Examples of Class 1 violations:
   All second offences of Class 2 violations, cheating on a test which involves significant premeditation and conspiracy of effort, taking a test for someone else, or permitting someone else to take a test or course in one’s place, intentional plagiarizing, where the majority of the submitted work was written or created by another, obtaining, stealing, or buying all or a significant part of an unadministered exam, selling, or giving away all or a significant part of an unadministered test, bribing, or attempting to bribe any other person to obtain an unadministered test or any information about the test, buying, or otherwise acquiring, another’s course paper and resubmitting it as one’s own work, whether altered or not entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given, changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, on a “Change of Grade” form, or other official academic college record which relates to grades, and entering a building, office, or computer for the purpose of obtaining an un-administered test.
B. Examples of Class 2 violations:

All second offenses of Class 3 violations

cheating on an exam which involves some premeditation,
copying from another’s test or allowing another student to copy from your test, where some plans were made for such collaboration,
intentional plagiarizing, where a moderate portion of the submitted work was written or created by another,
unauthorized reuse of previously graded work,
intentionally failing to cite information from the correct source,
intentionally listing sources in a bibliography/work cited page that were not used in the paper,
copying, or allowing one to copy, homework assignments that are to be submitted for credit, when unauthorized,
intentionally opening an officially sealed envelope containing an exam, test or other class-related material,
unauthorized and intentional collaboration on an assignment, and
unauthorized and intentional use or possession of a study aid.

C. Examples of Class 2 violations of involving low-stakes assignments

Unauthorized collaboration on homework

Unauthorized use on an online tool to complete a low-stakes quiz/assignment

Plagiarism in a reading response paper

Plagiarism in a discussion thread or blog

Unauthorized collaboration on a pre-lab quiz

D. Examples of Class 3 violations:

record of same offense made on other similar assignments and no feedback provided by the faculty member prior to allegation,
reusing and/or building upon coursework already submitted for another class without permission of the professor,
unintentionally failing to cite information from the correct source,
unintentional violation of the class rules on collaboration, and
unintentional possession of a study aid.
Faculty Senate, Tuesday, November 10, 2020, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the October 6, 2020, minutes.

3. Announcements and Information

4. Reports

   a. Speaker of the Faculty Simon Lewis

   b. President Andrew Hsu

   c. EVP of Business Affairs John Loonan

   d. Student Health Services Director Bridget McLernon Sykes

5. New Business

   a. Curriculum Committee (Nenad Radakovic, Chair)

      1) AAST: Program change:

         https://cofc.curriculog.com/agenda:166/form

      2) GRMN: Program change, deactivating minor and courses:

         https://cofc.curriculog.com/agenda:167/form

      3) SOCY: Teacher Education BS program change

         https://cofc.curriculog.com/proposal:2798/form

      4) LING: course change:

         https://cofc.curriculog.com/proposal:2722/form

   b. Committee on Graduate Education (Prof. Sandy Slater, Chair)

      1) Creative Writing, MFA
i) ENGL 564: course description change

https://cofc.curriculog.com/proposal:2686/form

ii) ENGL 565: course description change

https://cofc.curriculog.com/proposal:2687/form

iii) ENGL 706: course description change

https://cofc.curriculog.com/proposal:2683/form

c. Committee on Academic Standards, Admissions, and Financial Aid (Prof. Meta Van Sickle, Chair): Proposal to add the Duolingo English Test to the College’s list of approved English proficiency tests. PDF

6. Constituents’ General Concerns

7. Adjournment
Introduction: This is a proposal to add Duolingo English Test (DET) to the list of approved English proficiency exams accepted by College of Charleston undergraduate and graduate international admissions. The DET is a largescale, computer adaptive online test of English language proficiency that can be delivered anywhere and at any time. The test is used by over 2,000 institutions globally to make admissions decisions at the undergraduate and/or graduate level. A total score, representing English language ability, is reported to test takers and their designated institutions. The total score includes four subscores.

Rationale: The mission of the DET is to lower barriers to education via access and affordability. This directly aligns with the College’s mission, and these two factors are paramount in light of COVID-19’s negative impact on international education. With decreased international mobility in conjunction with the increased competition for international enrollment, we must ensure international students have adequate virtual testing options to provide proof of English proficiency to enable them to matriculate to the College. The more accessible and affordable testing options we are able to offer international students, the greater the transformation and global impact of our campus and community. (See Article A: Comparison of College of Charleston’s current list of approved English proficiency tests.)

A majority of our peer institutions in South Carolina accept DET, in addition to institutions nation-wide with similar TOEFL/IELTS score requirements. (See Article B: CofC peer institutions’ English proficiency test comparisons.)

Members of both undergraduate and graduate international admission offices, along with the Center for International Education, have taken the DET for themselves and are satisfied with its security and integrity.

About the test: The DET is designed to assess the entire spectrum of English language ability from basic to very proficient by measuring reading, writing, speaking, and listening skills. Scores are reported out of 160 in 5-point increments. These levels correspond to the Common European Framework of Reference (CEFR). Each test taker's proficiency is reported as an overall score on a scale from 10 – 160 alongside four subscores that represent integrated modalities. These are Literacy (reading and writing), Conversation (speaking and listening), Comprehension (reading and listening), and Production (speaking and writing).

The proficiency score is calculated by a computer adaptive engine, while the entire test session is certified by a human proctor supported by Artificial Intelligence to verify the test taker’s identity and detect instances of rule breaking. The results, including video interview and writing sample, are available within 48 hours of the test session. (see Article C: DET Overview.)

Proposal: Add the DET to the College’s list of approved English proficiency tests at both the undergraduate and graduate level. The proposed minimum DET score is 105, which directly aligns with score comparisons to our minimum TOEFL and IELTS scores. A minimum DET score of 105 is also in alignment with our peer institutions as evident in Article B.
Proposal to add Duolingo English Test to International Admission

September 21, 2020

Article A: Comparison of College of Charleston’s current list of approved English proficiency tests.

<table>
<thead>
<tr>
<th>Test name</th>
<th>Cost per test</th>
<th>Virtual option?</th>
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<tbody>
<tr>
<td>TOEFL</td>
<td>$185</td>
<td>Yes</td>
</tr>
<tr>
<td>IELTS</td>
<td>$215-$250</td>
<td>No</td>
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<tr>
<td>iTEP</td>
<td>$129</td>
<td>Yes</td>
</tr>
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<td>SAT (Undergraduate)</td>
<td>$68 + $12 per score additional report order</td>
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</tr>
<tr>
<td>ACT (Undergraduate)</td>
<td>$70 + $13 per additional score report order</td>
<td>No</td>
</tr>
<tr>
<td>Proposed: Duolingo</td>
<td>$49</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Article B: CofC peer institutions’ English proficiency test comparisons. (hyperlink)

Article C: DET Overview
An international candidate can take the Duolingo English Test online anywhere, anytime—no traveling to a test center or appointment needed. They can take the test from any computer with an internet connection, a webcam, and microphone. The results are certified within 48 hours of test session completion, and they are immediately available to send to an unlimited number of institutions for no additional cost.

The test is divided into three sections:

1. **Introduction and onboarding ~5 minutes**
   - Orient the test taker to the test format and rules
   - Test the computer’s camera, speakers, and microphone
   - Verify test taker’s identity with a government issued photo ID

2. **Computer adaptive test ~45 Minutes**
   - Evaluate reading, writing, speaking, and listening skills
   - Test item difficulty adapts based on performance

3. **Video and writing sample ~10 Minutes**
   - Test takers are shown two questions, from a pool of hundreds, and given 30 seconds to choose which to answer.
   - Video interview questions allow for 1 - 3 minutes responses and writing sample questions allow for 3 - 5 minutes responses.
   - Test takers can review their responses to the video interview and writing prompts before sharing with institutions.
   - Video and writing samples can be reviewed alongside the scores on the institutional results dashboard or within the CRM
Faculty Senate, Tuesday, October 6, 2020, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the September 1, 2020, minutes.

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. Provost Suzanne Austin
   c. Godfrey Gibbison, Interim Dean of the Graduate School
      1) Temporary waiver/option on standardized test scores for graduate admissions
      2) Proposal for common practices/requirements for bachelor-to-master’s combined programs

5. New Business
   a. Election of Speaker Pro Tempore
   b. Committee on By-Laws and the Faculty-Administration Manual (Merissa Ferrara, Chair):
      By-Laws revision regarding electronic meetings  [PDF]
   c. Curriculum Committee (Nenad Radakovic, Chair)
      1) SOST: Program change
         [https://cofc.curriculog.com/proposal:2645/form]
      2) GEOL: new major in Environmental Geosciences and two new courses:
         [https://cofc.curriculog.com/agenda:163/form]
   d. Senator Jonathan Neufeld (Philosophy) on behalf of the ad hoc Committee on the Creation of a Race, Equity, and Inclusion Requirement:
Resolved: The Senate supports pursuing the proposal for the addition of a two-course Race, Equity, and Inclusion requirement to the undergraduate graduation requirements at the College of Charleston, and charges the Speaker to move the proposal to an appropriate standing committee for further consideration and implementation.

REI Report

Note: The senate discussion of the committee’s report at the April 2020 meeting can be found in the April minutes.

6. Constituents’ General Concerns

7. Adjournment
FACULTY ORGANIZATION AND BY-LAWS
Proposed changes to allow for electronic meetings. All sections not relevant have been removed for brevity.

Preamble

These by-laws and all amendments shall constitute the rules and regulations governing the conduct and procedures of the faculty of the College of Charleston in the performance of its duties. They establish the Faculty Senate as the primary legislative body of the faculty.

Article II. College Faculty Meetings

Section 1. Ordinary Faculty Meetings

H. Whenever the Speaker of the Faculty determines that exceptional circumstances exist that would prevent the full faculty from meeting in-person, the Speaker may designate that an extraordinary meeting of the faculty will be an electronic (virtual) meeting in which participation will be carried out remotely and in which the verification of a quorum will occur electronically. (Rev. May 2009, Sept. 2020)

Article IV. Faculty Senate

Section 4. Meetings of the Faculty Senate

N. Whenever the Speaker of the Faculty determines that exceptional circumstances exist that would prevent the Faculty Senate from meeting in-person, the Speaker may designate that a regular or special meeting of the Senate will be an electronic (virtual) meeting in which participation will be carried out remotely and in which the verification of a quorum will occur electronically. (Rev. Sept. 2020)

Article V. Committees [Section 1]

H. Meetings of committees shall be called by the Chairs of the committees or by 50% of the members of the committees. Whenever the committee chair determines that exceptional circumstances exist that would prevent the committee from meeting in-person, the chair, or a simple majority of the committee membership, may designate that a meeting of the committee will be an electronic (virtual) meeting in which participation will be carried out remotely and in which the verification of a quorum will occur electronically. (Rev. Sept., 2020)
ARTICLE VI. Meetings Held Electronically.

Except as otherwise provided in these bylaws, meetings of the Faculty, the Faculty Senate, or a committee that are to be conducted electronically through the use of an Internet meeting service will support anonymous voting and will support visible displays identifying those participating, identifying those seeking recognition to speak, showing (or permitting the retrieval of) the text of pending motions, and showing the results of votes. These electronic meetings shall be subject to all rules adopted by these bylaws or standing rules to govern them, which may include any reasonable limitations on, and requirements for the members’ participation. Any such rules incorporated into these bylaws or standing rules shall supersede any conflicting rules in the parliamentary authority, but may not otherwise conflict with or alter any rule or decision of the Faculty, Faculty Senate, or their committees. An anonymous vote conducted through the designated Internet meeting service shall be deemed a ballot vote, fulfilling any requirement in the bylaws or rules that a vote be conducted by ballot.

Article VII. Amending Procedures

Section 1. Senate Option for Amendment Introduction

Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. Unless made initially by the Committee on the By-Laws and the Faculty/Administration Manual, the motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion originating elsewhere and any amendments at the next Senate meeting. Motions made by the Committee on the By-Laws and the Faculty/Administration Manual can be considered at the Senate meeting at which they are introduced. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007; April 2013)

Section 2. Extraordinary Meeting Option for Amendment Introduction

Motions for amendment or repeal of these by-laws may be made in writing at any extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present. (Rev. May 2009)
STANDING RULES OF THE FACULTY OF THE COLLEGE OF CHARLESTON

6. Meetings of the College faculty and Faculty Senate shall be held in a place conducive to full and free debate.

7. Conduct of Electronic Meetings

If the Speaker has determined that meetings of the Faculty or the Faculty Senate are to be conducted electronically, the faculty Secretary shall distribute at least one week prior to the first such meeting a set of guidelines clarifying how the parliamentary authority will apply to the conduct of electronic meetings. Nothing in those guidelines may conflict with anything else in these by-laws or other standing rules.

8. Media coverage of College faculty and Faculty Senate meetings shall adhere to the following guidelines:

a. Attendance at College faculty and Faculty Senate meetings will be first cleared through the Office of Marketing and Communications.

b. The media will set up equipment prior to the faculty or Faculty Senate meeting.

c. The media will be restricted to a set location determined by the Speaker of the Faculty and the Office of Marketing and Communications.

d. Camera lights will not be allowed during the proceedings.

9. Smoking cigarettes, cigars and pipes is prohibited at all official working sessions of the faculty to include College faculty, Faculty Senate, department, school and committee meetings.
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.
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. 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.

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 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

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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**


Farrell, Jessica (2008). History, Memory, and Slavery at the College of Charleston, 1785-1810. *Chrestomathy: Annual Review of Undergraduate Research, School of Humanities and Social Sciences, School of Languages, Cultures, and World Affairs, College of Charleston*


**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
Faculty Senate, Tuesday, September 1, 2020, 5:00 PM
Via Zoom

Agenda

1. Call to Order

2. Approval of the April 7-14, 2020, minutes.

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. President Andrew Hsu
   c. Provost Suzanne Austin

5. New Business
   a. Speaker Lewis: Resolution thanking Dean Fran Welch PDF
   b. Committee on Academic Standards, Admissions, and Financial Aid (Meta Van Sickle, Chair): Course Alternative Math Policy PDF

6. Constituents’ General Concerns

7. Adjournment
College of Charleston Faculty Senate Resolution of Appreciation

Whereas, prior to her appointment as Interim Provost, Dr. Frances Welch had already served the College of Charleston with distinction since her arrival at the College in 1992;

Whereas she had already shown herself to be a gifted leader through her deanship of the School of Health and Human Performance between 2001 and 2019;

Whereas, as Interim Provost and Executive Vice-President for Academic Affairs for 2019-2020, Dr. Welch’s intimate knowledge of the College of Charleston and our region provided essential stability and continuity under a new president;

Whereas 2019-2020 posed a unique combination of challenges, from hurricane disruption, through an outbreak of mumps, to the COVID-19 pandemic and public protests;

Whereas Dr. Welch strengthened shared governance at the College of Charleston by working closely with faculty and others on campus to address these challenges;

**Be it resolved** that the Faculty Senate of the College of Charleston expresses its deep appreciation for the calmness, good grace and efficiency with which Dr. Welch led the Division of Academic Affairs through a literally and metaphorically tempestuous year.
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.