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

Voting items appear in red.

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

2. The March 2, 2021, minutes were approved.

3. Announcements and Information from Speaker of the Faculty Simon Lewis:

   The deadline for completing the Great Colleges to Work For survey is April 9; the deadline for faculty award nominations is April 12; and the deadline for Fall book orders is April 15. The Board of Trustees is meeting at Stono Preserve April 8-9; meetings are public except during executive session.

   Speaker Lewis informed the Senate that changes approved at the Senate meeting on April 7, 2020, to the BS/AB in Physical Education, Teacher Education Concentration, then endorsed by the CHE’s Advisory Committee on Academic Programs on June 9, 2020, were not approved by the SC Department of Education. Provost Austin has authorized the suspension of the aforementioned program changes with the understanding that another proposal will be forthcoming in AY 2021-22 from our Teacher Education Program and the School of Health and Human Performance.

   Speaker Lewis thanked everyone who volunteered for 2021-22 committee service and acknowledged senators whose terms are ending with this meeting: Todd Grantham, Irina Gigova, Adem Ali, Gretchen McLaine, Steve Litvin, Brian Bossak, Brian Lanahan, Annette Watson, Mike Ruscio, John Huddlestun, Sarah Hatteberg, Jen Gerrish, Irina Erman, Carmen Grace, Andy Shedlock, Brandon Lewter, and Fran Scudese. He recognized Scott Peeples upon completion of his third and final year as Secretary of the Faculty.

4. Reports

   a. Speaker Lewis said that his report to the Board of Trustees would focus on three themes: how we as a college have managed to survive the past year; how, amidst the crisis, we have managed to look forward; and our Strategic Plan’s focus on academic distinction. He elaborated on these themes, emphasizing the broad and deep effort across campus to function under very difficult conditions and acknowledging the efforts of instructional faculty as well as staff colleagues in IT, health services, building and equipment maintenance, and others. He stressed the fact that many faculty initiatives this year --- including ad hoc committees on teaching effectiveness, mentoring and advising; on race, equity, and inclusion; and on curbing gun violence --- are explicitly aligned with strategic plan and core values generally. Meanwhile, we have maintained an impressive
array of co- and extra-curricular activities and events. Faculty research has been strong this past year, and we continue to attract large and impressive applicant pools for faculty positions.

b. Provost Suzanne Austin thanked faculty for their work over the “incredible” past year and said that we have shown great resilience during this time. She announced that Professor Kameelah Martin will step into her new role as Dean of the Graduate School on June 1. She congratulated everyone who earned tenure, promotion, sabbatical leave, successful third-year review and post-tenure review this year.

Provost Austin said she has been working with the ad hoc committee on teaching effectiveness, mentoring, and advising to address the effects of the pandemic on the review process; they’re preparing a memo. One accommodation will be to include language about the pandemic’s effects when we solicit reviews from faculty outside the College. She affirmed that our faculty will receive credit for conference presentations, exhibitions, and performances that were accepted but had to be cancelled due to COVID. She stressed the importance of making travel and research funds available to junior faculty in the wake of the pandemic year.

Provost Austin expressed concern about some academic departments’ overly rigid interpretations of what counts as research toward promotion and tenure, specifically publications in rank that grow out of dissertation research. She is working toward providing specific guidance and codifying how to regard such publications for tenure and promotion in the FAM or other relevant documents.

She will soon be appointing a search committee for a faculty director of the planned Center for Excellence in Teaching and Learning, which she hopes will be up and running in the fall.

Senator Irina Erman (German and Russian Studies) asked for further explanation regarding the “overly rigid interpretations” of policy on dissertation-related research, and whether the new guidance on that issue would be a temporary COVID-related measure or something more permanent. Provost Austin replied that it is not just pandemic-related. She has heard that departments count work growing from dissertations in various ways, in some cases discouraging untenured faculty from publishing dissertation-related work. While not advocating the publication of unrevised dissertations, she believes that Assistant Professors revising and expanding dissertation work for publication is widely accepted and encouraged at other institutions. Senator Erman expressed enthusiasm for this initiative.

c. Registrar Mary Bergstrom reported on the PS/NS Option for Spring 2021. She boiled it down to three things faculty need to know. 1) Dates: Grades are due May 3, and students can use the PS/NS option on May 4-5. 2) Link to FAQ’s:
5. New Business

a. Provost Austin: Approval of degree candidates for Spring 2021 Commencement. The candidates were approved by acclamation.

b. Committee on Nominations and Elections (RoxAnn Stalvey, Chair): Professor Stalvey provided an overview of the nomination process and gave some advice to pass along to colleagues regarding committee requests. Presentation

She conducted elections for the two Senate committees that received additional nominations to the N&E slates: Academic Planning and By-Laws/FAM. The results of those votes were as follows: For Academic Planning, Kathleen DeHaan, Daniel Greenberg, David Hansen, Bob Mignone, Nenad Radakovic, Amy Rogers, and Thomas Spade were elected; for By-Laws/FAM, Wendy Cory, Merissa Ferrara, and Josette Pelzer were elected.

Committee Slate (updated April 20)

c. Curriculum Committee (Nenad Radakovic, Chair):

The committee proposals were considered as one motion, which passed by online vote, 46 yes, 0 no.

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)

The committee proposals were considered as one motion, which passed by online vote, 45 yes, 0 no.

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  
Diverse Learners Concentration: add courses.  
https://cofc.curriculog.com/proposal:3191/form

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

The committee proposals were considered as one motion, which passed by online vote, 46 yes, 0 no.
1) Courses Proposed for Humanities Credit:

- CLAS 200 [https://cofc.curriculog.com/proposal:2755/form]
- CLAS 215 [https://cofc.curriculog.com/proposal:3096/form]
- ENGL 241 [https://cofc.curriculog.com/agenda:223/form]
- HISP 250 [https://cofc.curriculog.com/proposal:2888/form]
- HISP 251 [https://cofc.curriculog.com/proposal:2889/form]
- HISP 252 [https://cofc.curriculog.com/proposal:2890/form]
- HIST 228 [https://cofc.curriculog.com/proposal:3148/form]
- HIST 229 [https://cofc.curriculog.com/proposal:3105/form]
- HIST 248 [https://cofc.curriculog.com/proposal:3109/form]
- HIST 249 [https://cofc.curriculog.com/proposal:3111/form]
- HIST 255 [https://cofc.curriculog.com/proposal:3113/form]
- HIST 257 [https://cofc.curriculog.com/proposal:3107/form]
- HIST 302 [https://cofc.curriculog.com/proposal:3144/form]
- HIST 335 [https://cofc.curriculog.com/proposal:3141/form]
- LTRS 170 [https://cofc.curriculog.com/proposal:3053/form]
- SOST 241 [https://cofc.curriculog.com/proposal:3074/form]
- THTR 175 [https://cofc.curriculog.com/proposal:3154/form]
- THTR 177 [https://cofc.curriculog.com/proposal:3156/form]
- WGST 228 [https://cofc.curriculog.com/proposal:3149/form]
- WGST 229 [https://cofc.curriculog.com/proposal:3139/form]
- WGST 255 [https://cofc.curriculog.com/agenda:224/form]

Courses Proposed for Social Science Credit:

- ANTH 111 [https://cofc.curriculog.com/proposal:3094/form]
- SOCY 107 [https://cofc.curriculog.com/proposal:3095/form]

Senator Brumby McLeod (School of Business): Resolution condemning the Governor’s Executive Order requiring state employees to return to work in person

Senator McLeod invited Professor Kelly Shaver (Guest) to speak in favor of the motion. Professor Shaver provided the following statement (submitted in advance): I have three things to say in favor of this resolution. First, governors are granted emergency powers for
the purpose of protecting the residents of their states. I ask you to imagine the public outcry and ridicule that would follow a Governor’s emergency declaration ordering all state employees to travel immediately to Charleston to be here for the Category 5 hurricane about to come ashore on Folly Beach. EO 2021-12 is just that irresponsible. Second, regardless of whether schools are open, it is shockingly callous to order parents back to work whether they have childcare in place or not. Third, it is difficult to imagine a workplace more toxic than one that forces people to their desks by threat of a fine of $100 or thirty days in jail or both. For all of these reasons I urge the Senate to follow one of the six elements of the South Carolina Republican Creed, namely, “I will never cower before any master, save my God.” Do not cower. Vote to condemn the Governor’s illegitimate Executive Order. Professor Shaver added that the resolution was endorsed by his department, Management and Marketing.

Ana Gilpatrick (Guest), representing the Staff Advisory Committee to the President, said that her committee endorses the motion.

Professor Lisa Covert (Guest), representing the C of C chapter of the American Association of University Professors, said that the state AAUP had made a similar statement, which the C of C chapter endorsed.

Senator Hector Qirko (HSS) moved that the word “protest” replace the word “condemnation” in the document’s title and “protests” replace “condemns” in the last sentence of the document. Senator Renée McCauley seconded the motion. Sen. Qirko explained that he supports the resolution but believes “protest” is a more appropriate term, in part because it suggests further action rather than finality. Senator Todd Grantham spoke in favor of the amendment, echoing Senator Qirko’s rationale. Professor Shaver (Guest) spoke against the amendment, saying that he chose the word “condemnation” intentionally.

The motion to replace “condemnation” with “protest” (and “condemns” with “protests”) passed by online vote, 33 yes, 10 no, 4 abstain.

Returning to the main motion, Senator Paul Sanchez suggested several non-substantive corrections, which Speaker Lewis said would be adopted.

Ana Gilpatrick (Guest) expressed the staff’s full support for the amended motion.

**Amended Resolution**

The motion passed by online vote, 41 yes, 3 no, 2 abstain.

**g. Committee on Academic Standards, Admissions, and Financial Aid (Prof. Meta Van Sickle, Chair): Motion to endorse changes to XXF policy** Presentation
Professor Van Sickle provided an overview of the changes (see presentation above).

The motion passed by online vote, 39 yes, 1 no, 4 abstain.

h. Committee on the By-Laws and the Faculty/Administration Manual (Merissa Ferrara, Chair): **Motion** to endorse a revision to the FAM’s procedures for the Faculty Hearing Committee

Senator John Huddlestun (Religious Studies), a former member of the Hearing Committee, said that this language puts more of the onus on the grievant. He added that the FAM is vague regarding what kind of supporting materials a grievant should submit and when. He said that he supports this motion but would like to see more clarification in the FAM.

Professor Larry Krasnoff (Guest, Member of the By-Laws/FAM Committee) said that at the stage of the process where this language applies, the grievant does not need to supply evidence but simply needs to establish that, if evidence were to demonstrate that their claim is true, it would constitute a violation. The bar isn’t raised for the grievant, he said; the language clarifies what is required for a case to proceed.

Prof. Krasnoff reminded the Senate that its vote is advisory; the Provost controls the administrative portion of the FAM. He said that the language establishes a minimal standard to ensure that grievants do not spend time and effort assembling a case that has no chance of success. He added that this language describes the way the committee already tends to operate in practice.

The motion passed by online vote, 40 yes, 2 no, 4 abstain.

6. Constituents’ General Concerns

Senator Moshe Rhodes (SSM) reported that in September 2020, he heard an advertisement for the College of Charleston on a talk radio program that featured misinformation about COVID-19. Being concerned about the association of the College with such misinformation, he brought the issue to Speaker Lewis, who conveyed the concern to the Office of University Marketing. Sen. Rhodes said that he heard the same ad on a similar program in February 2021. Speaker Lewis, noting that the concern was now on record, said that he would pursue it.

Speaker Lewis suggested using the April 13 time slot, scheduled in the event that this meeting was not completed tonight, for a Strategic Plan forum with President Hsu and Provost Austin. They have expressed interest in holding such a forum. There was no objection, so Speaker Lewis said that he would set it up for 5:00 PM on April 13.

7. The meeting adjourned at 6:43 PM.
## Nominations to 2021-22 College and Senate Committees

### Academic Planning

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### Academic Standards, Admissions, and Financial Aid

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### Adjunct Oversight

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### Assessment of Institutional Effectiveness

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**Budget**

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**By-Laws and the Faculty Administration Manual**

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**Curriculum**

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**Faculty Advisory Committee to the President**

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**Faculty Compensation**

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### Faculty Grievance

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### Faculty Grievance Alternate

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### Faculty Research and Development

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**Honor Board**

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**Honor Board Advisors**
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**Post Tenure Review Alternate**

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**Student Affairs and Athletics**

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

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# Nominations to 2021-22 College and Senate Committees

## Academic Planning

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## Academic Standards, Admissions, and Financial Aid

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## Assessment of Institutional Effectiveness

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**By-Laws and the Faculty Administration Manual**

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Faculty Welfare

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**Graduate Education**

**Honor Board**

**Honor Board Advisors**
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## Student Affairs and Athletics

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<tr>
<td>flynn, susan</td>
<td>Teacher Education</td>
<td>Senior Instructor</td>
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<tr>
<td>Fragile, Chris</td>
<td>Physics and Astronomy</td>
<td>Professor</td>
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<td>Lewter, Brandon</td>
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<td>Milosevic, Ivana</td>
<td>Management and Marketing</td>
<td>Assistant Professor</td>
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<tr>
<td>Morris, David</td>
<td>Sociology and Anthropology</td>
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## Tenure, Promotion, and Third Year Review

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<tr>
<td>Divine, Susan</td>
<td>Hispanic Studies</td>
<td>Associate Professor</td>
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<td>Gonzalez, Marvin</td>
<td>Supply Chain and Information Management</td>
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<td>Lanahan, Brian</td>
<td>Teacher Education</td>
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<td>Teklu, Alem</td>
<td>Physics and Astronomy</td>
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<td>Vander Zee, Anton</td>
<td>English</td>
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## Tenure, Promotion, and Third Year Review Alternate

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<tr>
<td>Jestice, Phyllis</td>
<td>History</td>
<td>Professor</td>
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<tr>
<td>Jin, Renling</td>
<td>Mathematics</td>
<td>Professor</td>
</tr>
<tr>
<td>Kollath-Cattano, Christy</td>
<td>Health and Human Performance</td>
<td>Associate Professor</td>
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<tr>
<td>Ragusa, Jordan</td>
<td>Political Science</td>
<td>Associate Professor</td>
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<tr>
<td>strand, allan</td>
<td>Biology</td>
<td>Professor</td>
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Tuesday, April 20, 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.
Resolution of Protest  
Kelly G. Shaver  
Department of Management and Marketing  
School of Business  
April 6, 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 protest.

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Be it therefore RESOLVED that the Faculty Senate of the College of Charleston formally protests Paragraph D of Section 5 of Governor McMaster’s Executive Order 2012-12, dated March 5, 2021.
Academic Dishonesty and the Operation of the X XF 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 of 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 on Hearings Granted by the Faculty Hearing Committee**

**Motion**

The faculty senate recommends that the Faculty/Administration Manual’s procedures for the Faculty Hearing Committee be amended as follows:

“The assigned hearing panel will meet within seven working days after receipt of the Notice of Grievance by the Chair in order to determine whether the grievance has been properly and timely filed, and whether the nature of the grievance is within the jurisdiction of the Hearing Committee, and whether the facts alleged by the grievant, if accepted as true, would support a judgment of the violation alleged by the grievant. If the hearing panel decides that the grievance should be heard, it shall set a date for the hearing, which must be held within twenty working days of the panel meeting. The panel shall also decide, taking into account the preferences expressed, whether the hearing will be open or closed.” (FAM X, I, 3, p. 149)

**Rationale**

The current FAM language makes clear that once the committee receives a notice of grievance, they must consider two things: (1) whether the grievant has followed all the proper procedures (FAM X, I, 2, p. 149); and (2) whether what the grievant is alleging is one of the types of conduct the committee is explicitly entitled to consider (FAX X, I, 1, pp. 148-149). The clear message is that if these two conditions are met, the committee ought to grant the grievant a hearing.

The Hearing Committee, however, sometimes receives cases that are properly and timely filed, and that allege a violation of one of the explicitly listed types, but also clearly have no chance of succeeding on the merits. Typically, that is because even if all the facts alleged by the grievant were true, the relevant action does not constitute a violation of the alleged type (e.g., a violation of academic freedom or non-discrimination). But because the grievant alleges that the action is such a violation, some committee members take themselves to be obligated to grant a hearing. On this view, the language above mandates that the committee hear any properly and timely grievance that alleges any one of the designated types of violations, no matter how implausible that allegation is on its face.

Alternately, the committee sometimes grants hearings in which it proscribes various kinds of arguments, thereby exercising judgment about which allegations have chances of success. (It is fairly common for grievants to be maximal about the types of violations they allege.) In these cases, the committee is making judgments that go beyond the two explicit provisions in the FAM. In practice, then, the committee is already operating with a third standard, a standard for a plausible case.
The proposed language writes a version of this standard into the FAM. It has been reviewed and endorsed by the By-Laws and Faculty Hearing Committees, and it is based on a advice from the College’s counsel, Angela Mulholland. The language is modeled on Rule 12(b)(6) of the federal code of civil procedure, which allows a defendant to move for a dismissal on the grounds that a plaintiff’s allegations, even if accepted as true, do not constitute a violation of law. If a court finds that the allegations even might constitute a violation, the court is bound to reject the motion to dismiss. In practice, Rule 12(b)(6) motions to dismiss often or even typically fail. It is unlikely, therefore, that the insertion of this language will prevent the Faculty Hearing Committee will prevent any potentially worthy grievances from being heard. What it will prevent are hearings where the grievant has no real chance of success, hearings which are bound to be time-consuming and frustrating for the grievants along with everyone else involved.

Because this passage belongs to the administrative portion of the FAM, this motion is only to recommend that the administration insert these proposed changes.
Faculty Senate, Tuesday, March 2, 2021, 5:00 PM
Via Zoom

Voting items appear in red.

1. The meeting was called to order at 5:01.

2. The February 2, 2021, minutes were approved by unanimous consent.

3. Announcements and Information: Speaker of the Faculty Simon Lewis reminded faculty that EXCEL Award nominations have been extended to March 3. Mid-term grades are due March 8 at noon. Final grades are due May 3, followed by a 32-hour period during which students may convert one grade to PS/NS.

Speaker Lewis noted that this agenda’s Curriculum Committee proposals were being grouped into one motion. The proposals had been circulated and available for comment on OAKS over the past week. But senators can still extract any single proposal from the group for discussion and a separate vote if there are questions or concerns.

Next year’s meetings will take place on the first available Tuesday of each month, with the exception of the first meeting, which is scheduled for August 31 to avoid conflict with Rosh Hashanah.

4. Reports

   a. Speaker Lewis cited the sobering infection and mortality numbers one year into the pandemic, urging the College community not to become complacent.

   Over 200 faculty members have volunteered for next year’s committee service, an indication of the overall health of shared governance. Speaker Lewis noted that the Senate will be voting to form a committee on curbing gun violence tonight, and there are two other ad hoc committees at work on the REI (Race Equity and Inclusion) proposal and on the evaluation of teaching effectiveness, mentoring, and advising. Additionally, Provost Austin will begin meeting regularly with the President of the College AAUP chapter.

   He concluded by noting that we should not underestimate the achievement of our continuing to function, and function effectively, during the current crisis. He expressed hope that the campus will be COVID-free by semester’s end.

   b. President Andrew Hsu began his report by addressing the COVID pandemic. The College saw a spike in cases in mid-January, but as a campus, we managed it well. He expressed hope that vaccine distribution will ramp up soon and that in a couple of months we’ll be in much better shape. Vaccine appointments will be available on March 8 for individuals in
South Carolina’s Group 1B, and college employees are included in that group. We are still hoping to have an on-campus site for vaccines in coordination with MUSC.

Turning to the College’s financial health, President Hsu reported that we are experiencing a record number of applications. As of March 1, completed applications are up 33% compared to last year, 66% compared to 2019. We expect to surpass 19,000 applications this year. Our admissions team is working hard to bring this next class to our campus; tours for admitted students are fully booked. We also saw a very good fall-to-spring retention rate: 94.7%, which is the highest it has been in several years. Moreover, the College did this in an environment where state comprehensive universities saw an overall 16% decline in fall-to-spring retention. He thanked faculty and staff for their hard work, which resulted in this notable improvement in student retention. While there is reason for concern about overall declining numbers of college-age students, the College is prepared to navigate the future financially.

President Hsu and Provost Austin then presented a proposal to restructure the current school of Education, Health, and Human Performance as part of the implementation of the strategic plan. This proposal involves creating a School of Education, building on the success of our Teacher Education program; temporarily housing Health and Human Performance in the School of Sciences and Mathematics; then growing Health and Human Performance so that it can become a separate School of Health Sciences.

Professor Dan Greenberg (guest), speaking as Chair of the Academic Planning Committee, reported that, overall, the committee’s view of this proposal was positive, although it is in the early stages and there are details to be worked out. In the committee’s opinion, boosting the School of Education is a wonderful idea, and, regarding the potential creation of another school, health sciences is a growing area. Some challenges involve the logistics of collaborating with MUSC on a School of Health Sciences and the eventual cost of another dean and school-level administration.

Senator Brian Lanahan (Teacher Education) said that the response to this idea from Teacher Education has been positive, but he noted that the department will need more faculty in order to expand. Provost Austin acknowledged that hiring would need to be addressed.

Prof. Greenberg added that Academic Planning had also discussed the risk that some programs could get siloed within their schools, especially with the RCM budget model. Provost Austin responded that we can have these conversations and build into the budget model the incentives and algorithms to accommodate the new structure.

Professor Fran Scudese (Adjunct Representative) described her experiences working with the Teacher Education program, emphasizing how impressed she has been with the faculty and administration and encouraging the development of a doctoral program.
Senator Andy Shedlock (Biology) asked what would happen if housing Health and Human Performance in the School of Sciences and Mathematics didn’t work out, and he expressed concern that SSM was being asked to “carry some weight” so that another school could grow. President Hsu responded that at this point, we can’t afford to establish Health Sciences as a new school; he expects the transition period to be brief but could not say exactly how long it will take for Health Sciences to grow enough to become its own school.

Other faculty members expressed concerns about moving Health and Human Performance to SSM. Senator Ashley Pagnotta (Physics and Astronomy) questioned the logic of a temporary move and asked when faculty would be consulted. Professor Melissa Hughes (guest, Biology) asked what effects the move would have on other SSM departments. President Hsu said that faculty would be consulted soon. He and Provost Austin gave assurances that the budgets of other SSM departments would not be affected and suggested that the school would benefit from closer collaboration with Health and Human Performance. SSM Dean Sebastian Van Delden expressed his support for the plan, saying that he did not foresee adverse effects for SSM programs. He also said that he would be discussing it the next day with SSM department chairs.

Senator Tom Ivey (Mathematics) asked about the implications of the move for the Public Health program, specifically in regard to hiring new faculty with terminal degrees in Public Health. President Hsu responded that he believes faculty lines should “follow students”; Provost Austin added that she expects an upsurge in interest in Public Health following the pandemic. Later, Senator Tom Carroll (EHHP) noted that Public Health is an interdisciplinary program and that faculty who teach in it have terminal degrees. He, Provost Austin, and Senator Bob Mignone (SSM) all pointed to the Public Health program seeking national accreditation as assurance that faculty will be properly credentialed.

Senator Paul Young (SSM) asked if faculty would be able to receive travel funding for conferences this coming summer; President Hsu replied that operations should be back to normal in the Fall, but he hadn’t thought yet about summer conference travel.

Returning to the restructuring of EHHP, Professor Jacob Steere-Williams (Guest) asked what kinds of conversations are taking place about how the humanities can be part of programs like Public Health. Provost Austin said that this is the kind of question we should be asking, adding that there is also potential for collaboration with the School of the Arts. She said these conversations can be facilitated in departments, schools, senate, strategic planning. President Hsu added we should be integrating our professional programs more with our traditional liberal arts programs. HSS Dean Gibbs Knotts highlighted medical humanities and HSS’s long tradition of working with colleagues in EHHP. LCWA Dean Tim Johnson pointed to the need for language and culture study in relation to public health as well and supported the contention that the expansion of health programs is positive for every school.
Senator Shedlock and Provost Austin noted, in regard to developing programs in health, that undergraduate research has become an important attraction for prospective students and something the College is known for.

5. New Business

a. Curriculum Committee (Nenad Radakovic, Chair): As noted in Speaker Lewis’s announcements, these proposals were bundled and voted on as one motion. In response to a question posted earlier by Senator Tom Carroll (EHHP) in regard to proposal #22, Senator Sandy Slater (History) and AVP for the Academic Experience Lynne Ford affirmed that Special Topics courses must be approved for General Education certification each time the course is offered.

The motion to approve all 25 proposals passed by online vote (38 yes, 0 no, 1 abstain).

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

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

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

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

https://cofc.curriculog.com/agenda:218/form

25. SOCY is creating a new course and adding it to its programs (BS, minor, teacher-ed):

https://cofc.curriculog.com/agenda:219/form
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

Both proposals passed by online vote.

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

Associate Provost Mark Del Mastro clarified that this motion is actually to approve and not merely to endorse the change.

Prof. Van Sickle discussed the need for the new language. Having discovered that one of the reasons students could change an exam time had been removed from the policy, the Provost asked the Academic Standards Committee to review the catalog language. The proposed language, which now includes a hyperlink to a form that students can use to request a change of exam time, is the result of that review.

Senator Paul Young (SSM) asked how the sentence in question was removed from the policy, since the presentation indicates that it wasn’t removed by the Faculty Senate. Registrar Mary Bergstrom responded that it was a decision made at a previous time by an administrator --- not the Registrar --- based on circumstances at the time.

Senator Andy Shedlock (Biology) asked if the form for requesting a rescheduling of an exam requires documentation, to which Registrar Bergstrom replied that it was a standard form and that criteria concerning documentation is left up to academic departments.

Senator Hector Qirko (SSM) asked if students could still reschedule an exam if they have three exams within 24 hours, to which Prof. Van Sickle replied that they would use this form in that case. Senator Tom Ivey (Mathematics) asked how a student could have two exams scheduled at the same time; Registrar Bergstrom replied that it’s rare but that it can happen.

The motion to approve this change in the Undergraduate Catalog passed by online vote (31 yes, 2 no, 3 abstain).
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

The committee slate was approved by online vote (36 yes, 1 no).

6. Constituents’ General Concerns

Senator Renée McCauley (Computer Science) asked for an update on the Graduate School Dean’s search, and Provost Austin reported that she is meeting with the finalists.

Senator Sandy Slater (History) asked what can be done to encourage, or possibly require, faculty to include gender pronoun preferences in their Zoom signatures. Provost Austin said she would rather not try to make it a policy but that she was interested to hear faculty views on the subject. Senator Ashley Pagnotta (Physics and Astronomy) said that she would not favor making it policy because it could force people to “out” themselves, but she added that she was strongly in favor of faculty displaying their preferred pronouns, particularly as a model for students. Speaker Lewis suggested bringing up the issue at department meetings.

CIO and Senior VP of IT Mark Staples reported on a major upgrade to Banner software and indicated that videos demonstrating the new features were forthcoming. Professor Liz Jurisich (Guest) urged that the upgrade include a waitlist function for course registration. Mr. Staples said that it was not his call to make but that Prof. Jurisich makes a compelling case. He added that the upgrade includes a replacement of “My Charleston.” Responding to a question from Sen. Tom Ivey (Mathematics), Mr. Staples said that faculty should delete Zoom recordings they don’t need and download others if necessary. He also said that IT is working on migrating Zoom recordings to a less expensive storage platform.

7. The meeting adjourned at 6:58.
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.
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:

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• 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

Voting results appear in red.

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

2. The January 12, 2021, minutes were approved by unanimous consent.

3. Announcements and Information

Speaker Lewis reminded faculty that the deadline for attendance verification is noon on Feb. 3. A Strategic Plan forum is scheduled for Feb. 5 at 1:00; it will be recorded. Next Friday, Feb. 12, is the SURF Grant application deadline. Diversity EDU training is ongoing; we are hoping for 100% participation by May 15, and we are currently at about 30%.

4. Reports

a. Speaker of the Faculty Simon Lewis thanked the Information Technology Division for all their work in providing technical support and materials for teaching during the pandemic. He raised the questions, how and when will we be able to go back to face-to-face teaching, and what kind of shape will the College be in when we do? The success of this year’s CofC Day and the application figures for the fall suggest that we’ll be in good shape financially, but COVID-related variables—specifically our ability to limit the spread of the virus and the timetable for vaccinations—-are less certain. Speaker Lewis noted that we have about 100 days remaining in the semester, and we need to be vigilant about COVID protocols, including calling out people on campus who are noncompliant.

b. President Andrew Hsu thanked faculty for bringing creative energy and positivity into the classroom. He reported that we saw a spike of positive COVID cases last week, along with reports of large off-campus parties. He said that the College is doing everything we can to try to curb that reckless behavior, including joint patrols with C of C Public Safety and Charleston Police, and having Student Affairs follow up on violations. He acknowledged that there is a lot of anxiety among faculty and staff, but he said that there is reason for optimism and hope. While we saw an alarming number of cases a little over a week ago --- over 127 --- today the number is down to 76. He reported that even when we reached the peak in cases, we were using only about half the allotted isolation beds. We had set aside over 100 spaces for students in quarantine; our high-water mark was 60, and we’re now down to 30.

President Hsu recognized the tremendous amount of work by our Student Affairs team and other units across campus, and he added that senior leadership members and many faculty members volunteered to deliver meals to isolated students. He stressed that the administration is trying to provide as much flexibility as possible for faculty during this
time. He is encouraged by the declining case numbers but said that we will pivot at a moment’s notice if necessary.

Turning to the Strategic Plan, President Hsu noted that the implementation phase actually started last summer, and we’re already seeing progress in areas such as student retention. The College formally launched the implementation phase on C of C Day. By implementing this ten-year plan, he said, the College will strive to become a national university redefining liberal arts education through innovation. President Hsu encouraged everyone to participate in this Friday’s Strategic Plan forum on implementation. Despite the pandemic, he said, this is an exciting time at the College. He added that rather than just talking about the College having great potential, now is the time to realize that potential by working collaboratively toward a shared vision. The College’s fundraising on C of C Day was highly successful, with over 1700 unique donors in one day. That sends a strong message that the College is moving in the right direction.

In response to questions Speaker Lewis had given him earlier, President Hsu said that at this point, the plan is to be back to normal classroom teaching in the fall. Also, MUSC wants to set up a vaccination site on our campus when those vaccinations are available, and if the logistics are not in place when our faculty and staff are eligible, we can still get the vaccine at MUSC.

Senator Ashley Pagnotta (Physics and Astronomy) expressed a concern about students in RITA (Rita Liddy Hollings Science Center) hanging out to eat in the building and remaining unmasked longer than one would like. EVP for Student Affairs Alicia Caudill responded that they are allowed to remove their masks to eat, whether they’re in the cafeteria or in another building, but they must be actively eating and remain six feet apart. She said to report any concerning behavior of that type to Student Affairs.

Professor Lisa Covert (Guest) asked if there will be an effort to take stock of what teaching methods have been effective during the pandemic, so that we can make some updates in policy and practice if we can’t completely go back to normal next fall. She also asked what other measures are being taken in case the fall semester isn’t “normal.” President Hsu responded that he thinks some practices from this past year will survive, even assuming we do go back to normal in the fall. For example, we will probably offer more hybrid courses. Provost Suzanne Austin added that she hopes to establish the Center for Teaching and Learning by the end of this semester and believes that there will be many lessons learned from this experience in terms of teaching.

Senator Irina Gigova (HSS) said that she is teaching in-person this semester partly because of the demands for more in-person classes from students and parents, yet students in her classes generally opt to attend via zoom and often keep their cameras off. With that in mind, she asked what the administration was hearing this semester from parents about our delivery modes. President Hsu and Provost Austin both reported that they are hearing far fewer complaints. Provost Austin added that many students have fallen into bad habits
during the pandemic, and that it will be easier to get control over those issues when the College is fully back on campus.

Professor Jacob Steere-Williams (Guest) reported that he asked his students earlier in the day what one thing they would like President Hsu to do; they replied, enforce the mask ordinance. He also reported seeing the throng of unmasked revelers on King St. last weekend. His question: are we implementing new strategies for enforcement? President Hsu replied that he walks across campus several times a day, and students on campus seem to be compliant with mask wearing; but he also hears from students that they want the College to be more forceful about enforcement. EVP for Business Affairs John Loonan added that the College has Allied Security staff roving around campus from 3:00 until 8:00 PM four days a week, asking unmasked students to put their masks on. That seems to be working, he said.

Professor Elizabeth Jurisich (Guest) discussed the difficulty of teaching students simultaneously in the classroom and on zoom, specifically having to rely on the document camera rather than a chalk/white board. While recognizing the difficulty and expense of providing new classroom technology, she wishes that we had equipment better suited for simultaneous in-person and zoom instruction. Senator Ashley Pagnotta (Physics and Astronomy) supported Prof. Jurisich’s comments with further examples. CIO Mark Staples responded that IT adjusted the placement of classroom cameras over the holidays to make them more effective at capturing activity at the front of the room. He said that their strategy had been to make all classrooms equal in terms of equipment for online delivery, spreading the cost of upgrades evenly across about 350 rooms. But he added that they are now considering providing some classrooms with greater capabilities for video and audio to accommodate classes that need specific functionalities. He also mentioned that purchasing iPads for everyone to use in the classroom would have been extraordinarily expensive, but iPads do work well.

5. New Business

a. Curriculum Committee (Nenad Radakovic, Chair)

1) EDSP: Program and Course Change:

https://cofc.curriculog.com/agenda:178/form

This item was withdrawn from the agenda.

2) TEDU: Program change:

https://cofc.curriculog.com/agenda:181/form
Approved by online vote.

3) CHEM: Pre-requisite change:

https://cofc.curriculog.com/proposal:2893/form

Approved by online vote.

4) CITA/DATA: Program change:

https://cofc.curriculog.com/agenda:183/form

Approved by online vote.

5) PSYC: Course change:

https://cofc.curriculog.com/proposal:2870/form

Approved by online vote.

6) CLAS: Minor change:

https://cofc.curriculog.com/proposal:2903/form

Approved by online vote.

7) EXSC: Program and course change:

https://cofc.curriculog.com/agenda:185/form

Senator Ashley Pagnotta (Physics and Astronomy) said that, contrary to language in the proposal, the concerns of the Department of Physics and Astronomy, which were spelled out in a letter from the department chair, were not addressed. The concerns included the removal of certain courses, including PHYS 101/L, from the list of required courses; specifically, the department stressed the importance of students gaining a thorough background in forces and torques, given that every motion the human body makes involves forces and torques. This objection was later reiterated by Physics and Astronomy Chair Narayanan Kuthirummal (NK).

Professor Kate Pfile, Director of the Exercise Science Program, responded that she met with the department and provided the program’s rationale for the change. After the meeting, she received a letter with some concerns addressed to the Curriculum Committee, and she responded to the committee, though not directly to the department. She said that biomechanics is a subdiscipline of exercise science, like
sports psychology or sports medicine; that is why they removed EXSC 440: Biomechanics from the list of core courses and made it an elective. She said her program is trying to meet the needs of their students while providing a basic foundation of knowledge and skills of exercise science. The program includes other required classes with lecture and applied activities that involve concepts including torque and equilibrium; students may elect to take courses that further emphasize these concepts.

Professor Kuthirummal (NK) noted that, according to the program document supporting the proposed change, most EXCS majors will still take PHYS 101/L as a prerequisite for graduate and professional programs. He asked why, then, they would remove it as a requirement, and asked if it would make the program less rigorous. Prof. Pfile responded that it is not about rigor but about giving students more options, since students have various interests within exercise science and various future plans. With fewer required hours for the major, students can pursue minors and courses that will complement the major and prepare them for specific graduate programs and careers.

The proposal was approved by online vote, 32-21, with 7 abstaining.

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

9) WGST: Course change:
https://cofc.curriculog.com/proposal:3021/form
Approved by online vote.

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

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

12) HISP: New courses, course, and program change:
13) FREN: Pre-requisite changes:


Approved by online vote.

14) ARTM: New course and course changes:

https://cofc.curriculog.com/agenda:186/form

Approved by online vote.

15) BIOL: course changes:

https://cofc.curriculog.com/agenda:180/form

Approved by online vote.

16) COMM: major, minor, and course changes:

https://cofc.curriculog.com/agenda:182/form

Approved by online vote.

Senator Tom Ivey (Mathematics) said that the proposal to remove MATH 104 or 250 as a prerequisite for COMM 301 mischaracterizes MATH 250. Specifically, MATH 250 does teach students to use a statistical software package and therefore would be an appropriate prerequisite for COMM 301. Professor Namjin Lee (Communication) replied that the instructors in his department believe that they can handle teaching the data analysis skills necessary for COMM 301. They don’t deny that the math courses are helpful, but they believe the prerequisite is too burdensome for students and often delays their progress toward the degree.

Senator Bob Mignone (SSM) said that while he is not opposed to the proposal, he believes that having MATH 104 as a prerequisite encourages students, most of whom take MATH 104 as their general education requirement anyway, to take it earlier in their careers, specifically before taking COMM 301 --- which is advantageous. Prof. Lee said that his department would continue to advise students to take MATH 104 even when it is no longer a prerequisite.

The proposal was approved by online vote, 29-13, with 5 abstaining.
17) MGMT/MKTG: new minor, major, and course change:

https://cofc.curriculog.com/agenda:177/form

Approved by online vote.

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

Approved by online vote.

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

Approved by online vote.

3) Creative Writing, MFA

ENGL 569: new course – Special Topics in Creative Writing

https://cofc.curriculog.com/proposal:2911/form

ENGL 708: new course – MFA Thesis

https://cofc.curriculog.com/proposal:2685/form

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

https://cofc.curriculog.com/proposal:2689/form

Approved by online vote.

4) Data Science and Analytics, MS

DATA 510: course change

https://cofc.curriculog.com/proposal:2963/form

DATA 534: course change

https://cofc.curriculog.com/proposal:2964/form

Approved by online vote.

5) Mathematical Sciences, MS

MATH 561: course change

https://cofc.curriculog.com/proposal:2941/form

Approved by online vote.
6) Science and Math for Teachers, MED

SMFT 514: course change

https://cofc.curriculog.com/proposal:2851/form

SMFT 523: course change

https://cofc.curriculog.com/proposal:2853/form

SMFT 524: course change

https://cofc.curriculog.com/proposal:2854/form

SMFT 529: new course - Coastal and Marine Science for Educators

https://cofc.curriculog.com/proposal:2855/form

SMFT 535: new course - Topics in Ecology and Conservation Biology

https://cofc.curriculog.com/proposal:2856/form

SMFT 537: course change

https://cofc.curriculog.com/proposal:2857/form

SMFT 538: course change

https://cofc.curriculog.com/proposal:2858/form

SMFT 540: course change

https://cofc.curriculog.com/proposal:2859/form

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

https://cofc.curriculog.com/proposal:2863/form

SMFT 611: course change

https://cofc.curriculog.com/proposal:2849/form
SMFT 618: course change
https://cofc.curriculog.com/proposal:2850/form

SMFT 639: course change
https://cofc.curriculog.com/proposal:2861/form

SMFT 645: course change
https://cofc.curriculog.com/proposal:2862/form

SMFT 697: course change
https://cofc.curriculog.com/proposal:2958/form

SMFT 698: course change
https://cofc.curriculog.com/proposal:2880/form

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

Approved by online vote.

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

The motion was approved by online vote, 41-3, with 3 abstaining.

6. Constituents’ General Concerns

Senator Ashley Pagnotta (Physics and Astronomy) asked if faculty have permission to continue teaching online, beyond this week, without requesting accommodation. Associate Provost Mark Del Mastro replied that he could not speak for the Provost on that question.

Citing a change in the language on DHEC’s webpage, Senator Tom Ivey (Mathematics) asked for clarification on whether we will be included in phase 1B of vaccine distribution. No one present could directly answer Senator Ivey’s question.
Referring to a recent email from Provost Austin and John Morris, Vice President for Facilities Management, Professor Gorka Sancho (Guest) asked what effect moving the Office of Sustainability to Facilities Management would have on student internships associated with sustainability. Associate Provost Deanna Caveny pointed out that the Sustainability Literacy Institute (our QEP) will remain within Academic Affairs. Otherwise, there was no one present who could directly answer Professor Sancho’s question.

7. The meeting adjourned at 6:53.
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).

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

Voting results are in red.

Agenda

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

2. The December 8, 2020, minutes were approved by unanimous consent.

3. Announcements and Information

   Speaker of the Faculty Simon Lewis welcomed new senators and the new faculty secretariat, Zainab Hussein. In response to a question, he said that the Senate will probably have to wait until fall to ratify votes taken via zoom polls.

4. Reports

   a. Speaker of the Faculty Simon Lewis reminded everyone of the danger we face as the number of COVID-19 cases and positivity rates spike. He implored everyone not only to be personally vigilant but also to call out people you see on campus who are not complying with protocols.

   Regarding the “health of the body politic,” Speaker Lewis cited a recent AAUP statement, posted by our chapter AAUP President Lisa Covert, denouncing the attack on the U. S. Capitol. He suggested that the College could make a public statement that no one who aided the insurrection on January 6 is welcome at our university.

   Finally, noting that diversity, equity, and inclusion are high on our priority list in the strategic plan, Speaker Lewis promoted the Diversity EDU program. Our goal is to have 100% of faculty complete the course by the end of the semester.

   b. Provost Suzanne Austin reported that grades overall were higher in the Fall 2020 semester than they had been for three previous semesters, a good sign for our adjustment to teaching through the pandemic.

   She reminded faculty that students are allowed to designate one course “PS/NS” after grades have been posted -- this semester only. This policy is separate from the permanent “Pass/No Pass” designations. (See the Registrar web page for further explanation.)

   Provost Austin addressed faculty concerns about in-person teaching at the start of the semester: faculty may teach online for two weeks without requesting accommodation; her office is monitoring the situation and may decide to extend that two-week period.
Otherwise, if faculty want to move a hybrid class to synchronous-online mode, they should request an accommodation.

Some faculty members have expressed concern that they might be penalized for choosing to teach online during the pandemic. That is emphatically not the case, she said.

Regarding vaccines, the College is on a preferred-partners list with MUSC for vaccinations, and when we have more information, we will share it with faculty and staff.

Provost Austin has asked the deans to read the AAUP survey on the effects of the pandemic for faculty and to start a conversation and review process. She wants schools and departments to create maximum flexibility for the next few cycles of tenure and promotion review. Part of what we have to talk about, she said, is how we rebalance or reweight the mix of research-scholarly-creative activity, teaching, and service. She acknowledged the adverse effects the pandemic has had on research and scholarly activity, and the substantial increase in teaching effort. She asserted that this is a pivotal moment in higher education.

She congratulated Edward Hart as the new Dean of the School of the Arts, and she reported that the Graduate School Dean search committee is proceeding with nominations and applications.

Provost Austin concluded by recognizing colleagues who retired last year and lamented the fact that we were not able to celebrate their careers in person. Their names are posted on the College Today site; she encouraged faculty to reach out and thank them for their many years of service and dedication to the College.

c. VP of University Marketing & Enrollment Planning Amy Takayama-Perez reported that the current entering class is the largest we’ve had in a spring semester. There is some decline in new transfers, as expected. CFO John Loonan reported to senior leadership that we have come in at budget, which is good news, but we need to hold on to the enrollment that we have.

Fall 2021 is looking good, she said. We’ve had over 45,000 views of a surprise zoom-party Early Decision video. Applications are up by 30% from last fall, reflecting an increase of 7% among South Carolina residents and 49 % among non-residents. The Common App is helping considerably, as we are breaking records on applications. We are up 9% on deposits, though it is early in cycle; we are down by about 2% on transfer applications.

We went test-optional this year, as did most colleges. About 50% of applicants overall are applying without standardized test scores; the figure for students of color is 55%. She believes going test-optional should help us with applications.
Our admissions events are all virtual for now. Suzette Stille will be working with representatives in your departments on calling lists for accepted students; this outreach really makes a difference.

Her office is engaged in long-term planning, specifically a five-year strategic plan for enrollment. She said that we are asking what the student body of the future will look like, and with that in mind, we are considering changes to our financial aid model, placing more emphasis on need-based aid. We hope that kind of change will help us enroll more students of color.

Overall, the news on enrollment is good, and she thanked the faculty for their help with recruitment and retention of students.

5. New Business

   a. **Curriculum Committee** (Nenad Radakovic, Chair)

      1. ASTR: Minor change:

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

         Approved by online vote.

      2. GEOL: Program change:

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

         Approved by online vote.

      3. HONS: Program and course change:

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

         Approved by online vote.

      4. ARTS: Program change:

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

         Approved by online vote.

      5. TEDU: Course changes:
Approved by online vote.

6. INFM: Program change:

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

Approved by online vote.

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

Approved by online vote.

2. German Studies Batch 2

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


Approved by online vote.

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)
c. Speaker Lewis asked to suspend the rules in order to add a motion to approve the membership of the ad hoc Committee on Teaching Effectiveness and Mentoring. There was no objection to the suspension of the rules.

The committee proposed by the Committee on Nominations and Elections consists of the following faculty members:

- Chris Warnick (English)
- Chris Korey (Biology)
- Marcello Forconi (Chemistry and Biochemistry)
- Kris de Welde (WGS)
- Joey van Arnhem (Library)
- Gretchen McLaine (Theatre and Dance)
- Brian Bossak (Health and Human Performance)
- Brigit Ferguson (Art History)
- Vince Benigni (Communication)
- Lynne Ford – ex-officio

The membership of the committee was approved by online vote.

6. Constituents’ General Concerns

Senator Scott Harris (School of Sciences and Mathematics) asked if the College has established an internal list for the order in which faculty and staff will get the vaccine. Provost Austin replied that she had not heard any conversation about order of priority within the College. She added that we want everyone who wants a vaccine to get vaccinated as early as possible.

7. The meeting adjourned at 6:04 PM.
Faculty Senate, Tuesday, December 8, 2020, 5:00 PM
Via Zoom

Voting results are in red.

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

2. The November 10, 2020, minutes were approved by unanimous consent.

3. Announcements and Information

Speaker of the Faculty Simon Lewis noted that, technically, senate meetings continue to be out of order because the by-laws do not contain a provision for meeting and voting online. Having tried a few times to arrange a brief, in-person Senate meeting to approve a change to the by-laws that would validate votes taken online, Speaker Lewis said that he may try one more time, the Friday before spring semester starts Jan 8. Otherwise, we may have to wait until we’re back in person in the fall of 2021 to ratify the votes taken at online meetings during the pandemic.

He reminded faculty that grades are due by 5 pm Wednesday 12/16; the deadline for sustainability literacy course proposals has been extended until 12/21.

4. Reports

a. Speaker of the Faculty Simon Lewis thanked everyone for their dedication in getting through a difficult semester, with special acknowledgment to those whose family obligations made things even tougher. He noted that there had been occasions when false rumors threatened to sour the atmosphere, but he has perceived the general mood on the virtual campus to be positive. The College has continued to offer not only the basics of instruction and mentoring but also a variety of co- and extra-curricular offerings for students. Despite the fact that spring semester will be much the same in terms of COVID protocols, he hopes now that we have a clearer sense of the crisis having an end, as the days begin to get longer, our spirits will rise.

b. Provost Suzanne Austin echoed Speaker Lewis’s thanks to everyone for their hard work throughout the semester. She expressed concern for our students, saying she worries that some of them have fallen into habits that we don’t want to encourage. She wants us to think of the spring semester as a transition to a new normal.

Academic Affairs, schools, and departments are making coordinated efforts to “close the gap” on spring registrations. Many students and parents may still be waiting, though, to make a decision on spring enrollment. Ultimately, she believes most of our students will be back in the spring. Meanwhile, projections for fall 2021 enrollment are strong, with
applications up 6% for residents, 50% for nonresidents from a year ago. Virtual admissions events have been well-attended.

With thanks to Mark Del Mastro and others who served on a subcommittee, Provost Austin reported that there will be some guidance coming out in the next couple of days about attendance policies for the spring. The new language will reflect our effort to make spring 2020 a transitional one.

Following up on the memo sent jointly by herself and Speaker Lewis, Provost Austin reported that while the PS/NS (pass/fail) option was not renewed for the fall semester, in spring 2021 students will have the option to select one course as PS/NS.

The School of the Arts’ Dean search is underway. Professor Mary Beth Heston is chairing the committee. With Godfrey Gibbison’s departure, Provost Austin will launch an internal search for Dean of the Graduate School, with the committee to be chaired by EHHP Dean Fran Welch. Provost Austin said she would like to have someone in place by March 1. She has asked HSS Dean Gibbs Knotts to serve as Interim Dean until then.

The Provost’s Office is working on a faculty survey as part of regular evaluation of deans. Faculty were last surveyed about deans’ performance in 2017, so there is precedent. Provost Austin said that she would like the process to include deans preparing written responses to major themes that emerge from the survey results, followed by school-wide meetings to discuss those themes. This process would generate plans to address issues raised in the surveys.

“Shells” for courses in OAKS will be ready within days. She would like faculty to post a syllabus (in some form, possibly a draft or basic syllabus) one week before the beginning of classes.

c. Chief Diversity Officer Renard Harris gave a Presentation on the Diversity EDU program. The self-paced program takes about three hours to complete (divided into three modules). He said the goal is universal participation among faculty and staff, but he is not sure how to “enforce” compliance. He would like input from faculty on how to do that.

Senator Irina Gigova (HSS) noted that adjunct faculty are already overburdened, and she asked if it would be possible to pay them to complete the program. Dr. Harris responded that they had not considered that. Senator Gigova asked if departments might be able to pay adjuncts out of their own funds, and Dr. Harris replied that he assumes that would be up to deans and chairs.

Senator Ashley Pagnotta (Physics and Astronomy) asked if it is possible to get statistics on compliance by department, in which case it might be possible to create competition among departments. Dr. Harris said he is sure that’s possible.
Senator Fran Scudese (Adjunct Rep, Teacher Education) reported that she has completed the program and found it informative and valuable.

5. New Business

a. Approval of degree candidates (December): approved by unanimous consent.

b. Curriculum Committee (Nenad Radakovic, Chair)

1) PSYC: Course change:


2) GLAT: Program change:


3) REAL: Program and course change

https://cofc.curriculog.com/agenda:171/form  Approved by online vote.

4) CPLT: Deactivating minor and two courses:


5) FINC: Course changes:


c. Senator Jonathan Neufeld (Philosophy): Motion to reconstitute the ad hoc 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. The motion was seconded by Senator Merissa Ferrara (Communication). The members of the committee are as follows:

Anthony Greene (African American Studies) and Morgan Koerner (German), co-chairs; Julia McReynolds-Perez (Sociology), research subcommittee chair; Charissa Owens (Office of Institutional Diversity), Kristen Monet Graham (ICAN Curriculum Chair), Ghazi Abuhakema (Asian and Arabic Studies), Kristi Brian (Women’s and Gender Studies), Nenad Radakovic (Teacher Education), Jason Vance (Biology), Chris Korey (Biology), Lanie Affonso (Honors College), James Malm (Finance), David Hansen (Entrepreneurship), Judy Millesen (Public Administration), Meg Goettsches (African Studies), Mark Del Mastro (Associate Provost), and Mary Bergstrom (Registrar).
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

Senator Ferrara explained that this is essentially a “housekeeping” change; the provision being deleted is obsolete. The motion passed by online vote.

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

Senator Warnick reviewed the rationale and goals (see attachment). The motion was seconded by Senator Gretchen McLaine (Theatre and Dance).

Citing the second goal, which includes “self-reflection” and demonstrating growth in performance reviews, Senator Irina Gigova (HSS) expressed concern about creating more work for faculty. She asked whether that item was just something for the committee to consider or something they must endorse.

Senator Warnick replied that it’s something that other schools have done, but he can see how it could become busywork. He said it would be up to the committee to decide on the exact guidelines, but the group making this proposal wants there to be follow-up on evaluations.

Senator Gigova asked if faculty will be able to weigh in on these discussions with the committee --- for instance, through a survey.
Senator Warnick replied that the committee would do focus-group surveys with students and faculty and have conversations with department chairs and the tenure and promotion committee. He said this effort should be ground up, not top-down.

Senator Jessica Streit (Art and Architectural History) said she worries about mandatory “reflection,” especially when it is part of tenure-and-promotion process. It can easily become performative, she said. She is also concerned about the prospect of another merit category for tenure and promotion. While she and her department are wary about adding those requirements, they are in favor of revising the evaluations provided by students to try to mitigate bias against women and people of color. Senator Warnick responded that his group imagined that the “reflection piece” would not be an add-on but, rather, something to support faculty. Senator Streit said that in her experience with faculty reviews, “optional” usually becomes mandatory in practice.

Associate Provost Deanna Caveny reminded the Senate that the administrative portion of the Faculty-Administration Manual, which includes evaluation policies, is controlled by the Provost. The Provost’s Office has, in the past, sought feedback from relevant faculty committees, chairs and deans. But essentially for items in the administrative section in the manual, the Provost would have the final say.

Senator Ashley Pagnotta (Physics and Astronomy) asked, if a fourth pillar of evaluation (advising and mentoring) were to be added, will we get more pages for our tenure-and-promotion narrative? Senator Warnick replied that that would be determined by Academic Affairs. Associate Provost Caveny added that some of these measures would affect departments differently from one another, so her office would work with departments accordingly.

Professor Vince Benigni (Guest, Communication) suggested that we put the burden for supplying advising data on advisees rather than on faculty. He added that the College does not place enough importance on service as it is, and perhaps service and mentoring could be combined rather than creating a fourth “prong” of evaluation. Senator Warnick said that advising “shows up” in reviews under both teaching and service, so he hopes the committee would work on clarifying that.

Senator Brian Bossak (Heath and Human Performance) said that he sees this as a complicated question; there are benefits of this initiative, but he shares concerns expressed by others about where such well-intentioned proposals might lead.

Senator Warnick expressed hope that this proposal will spark discussion about course-instructor evaluations, but he also hopes that we can gather information about perceptions of teaching. The proposers want this committee to help us as an institution define what effective teaching is.
The proposal passed by online vote (26 yes, 14 no, 4 abstain).

f. Committee on Academic Standards, Admissions, and Financial Aid (Meta Van Sickle, Chair): Proposal to revise the policy on X XF Transcript Notation (Academic Dishonesty)
   Presentation / Proposed Revision The proposal was withdrawn by the committee.

6. Constituents’ General Concerns

Senator Tom Carroll (EHHP) asked how members of the ad hoc REI Committee were chosen. Speaker Lewis replied that he and several others put the committee together in October 2019. Senator Carroll asked if there were a way for others to get involved in those conversations. Speaker Lewis said that the idea was to have representation across schools on the committee so that they could solicit input from across campus before a curricular proposal comes back to the Senate.

Senator Ashley Pagnotta (Physics and Astronomy) asked how the ad hoc Teaching Effectiveness and Mentoring would be chosen. Speaker Lewis replied that the selection would go through the Committee on Nominations and Elections, who will try to get as wide a range of faculty as possible.

Speaker Lewis thanked Katy Flynn, who is leaving the College after serving as Faculty Secretariat and Administrative Assistant in the Provost’s Office for the past year. He also acknowledged Dean Valerie Morris, Dean Jeri Cabot, Dean Godfrey Gibbison, Professor Elaine Worzala, and Professor Chris Starr, all of whom are retiring or leaving the College this December.

7. The meeting adjourned at 6:18.
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
COMMITTMENT 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 uncontroverisal 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 r 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

Voting results are in red.

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

2. The October 6, 2020, minutes were approved by unanimous consent.

3. Announcements and Information:

   Speaker Simon Lewis reminded faculty that book orders for the spring semester are overdue. He asked everyone to be assiduous with advising, especially since a strong spring enrollment is critical. The deadline for QEP course proposals (theme: Sustainable Cities and Communities) is November 15. Faculty can report incidents of students recording zoom class sessions to COVID-19@cofc.edu or to Dean of Students Jeri Cabot (cabotj@cofc.edu). The Student Government Association is voting tonight on a resolution calling for a Pass/Fail option this semester; the issue also came up in the previous week’s meeting of the Faculty Advisory Committee to the President. Speaker Lewis conducted a poll on senators’ availability for a brief in-person meeting on Reading Day (December 7), which indicated that a quorum is possible for that date. A doodle poll will follow.

4. Reports

   a. Speaker Lewis thanked everyone for their diligence this semester, keeping up with extra- and co-curricular events as well as academic courses. He recognized the particular challenges faced by faculty with school-age children. Speaker Lewis expressed optimism for a return to normalcy with the fall 2021 semester. With that in mind, he encouraged faculty members to familiarize themselves with the strategic plan and continue to work toward its implementation.

   b. President Andrew Hsu thanked everyone for their efforts and noted that, against all odds, we’ve accomplished a lot this fall. He noted recent faculty and student accomplishments and recognized the creation of the Critical Conversations series. Recent accolades in national media include US News and World Report including the College among its top ten regional universities in the South; within that designation, we were ranked a top five college for veterans, top five in undergraduate teaching, and top five in public universities. We were recognized for the first time as a top-value school and a top three innovative university. The Honors College was named one of the top forty honors programs in the country by Inside Honors.

   President Hsu reported that we are moving forward with the strategic plan, which was approved by the Board of Trustees in May. The plan has three pillars: Student Experience & Success, Academic Distinction, and Employee Experience & Success.
EVP for Student Affairs Alicia Caudill is championing efforts associated with the first pillar, focusing first on student retention. Provost Suzanne Austin is championing efforts related to the second pillar, focusing on developing and strengthening academic programs that lead to national distinction. EVP for Business Affairs John Loonan is championing the third pillar, with the goal of making the College a great place to work.

President Hsu added that working groups for accomplishing these goals would be formed within the next few weeks, with a public rollout scheduled for early spring semester.

In response to a question from Senator Henry Xie (Management and Marketing), President Hsu said that faculty and staff will be high on the priority list for vaccines when they become available, though not as high as frontline healthcare workers. Bridget McLernon Sykes added that the College has a very good relationship with DHEC, and she asked faculty about the availability of cold storage for vaccines. Senator Andy Shedlock (Biology) and Professor Gorka Sancho (Guest, Biology) responded that the Biology Department has minus-80-degree-celsius freezers.

Professor Giovanna De Luca (Guest, French, Francophone, and Italian Studies) expressed concern about retaining students. She said that the students she has talked with are tired and seem to be considering taking next semester off. She asked what we as faculty can do to help. President Hsu responded that we can help mainly by providing students with a meaningful educational experience. He added that he believes our students are faring better than many of their peers at other institutions, and that while he is concerned about retention, he is cautiously optimistic that most students will return in the spring. He said we are also seeing many students who skipped the fall semester returning for the spring semester.

Senator Ashley Pagnotta (Physics and Astronomy) asked if it is possible for the College to lower the number of hours required for students to count as full time (for the purpose of financial aid and scholarships) to help students who are struggling? President Hsu replied that the rules are strict for federal aid and state scholarships, but we will try to find ways to lighten the load for students.

c. EVP of Business Affairs John Loonan gave a report. A few points of emphasis: Business Affairs is committed to transparency and cooperation with all stakeholders; the budget is balanced, for now, but a decline in spring enrollment could have a serious negative impact; and a transition to RCM (responsibility-centered management) is coming, but it will be implemented carefully and adjusted as we go.

Speaker Lewis read a question from a guest, asking for the cost of administrative positions relative to faculty positions and how that has changed over the past ten years. Mr. Loonan replied that they would be looking into all faculty and staff cost structures. He added that
there had been a disturbing rumor that administrators had received raises this year, when in fact senior staff voluntarily took five-day furloughs.

Senator Paul Young (School of Sciences and Mathematics) asked about the future of revenue sharing (with academic departments) from summer courses, specifically whether that revenue sharing, which was suspended this year, would be restored. Mr. Loonan responded that he could not answer that specific question, but it is the kind of thing that RCM will address. He added that not everyone is going to like the RCM model, but that it will be implemented and adjusted with input from everyone involved.

d. Student Health Services Director Bridget McLernon Sykes gave a report.

In response to a question about the equivalence in effectiveness between mask-wearing and a vaccine, Ms. McLernon Sykes said that vaccine-level effectiveness of masks presumes that everyone is masked and maintains six-foot distancing.

Senator Irina Gigova (School of Humanities and Social Sciences) asked about testing plans for the spring semester, and Ms. McLernon Sykes replied that the plan is to test every residential student when they return the first week, as well as off-campus students who are coming to class in person. She added that it is easier to mandate testing for on-campus residential students than others, and that we are hoping to provide testing every week as we’re doing now.

Senator Thomas Ivey (Mathematics) commented that, especially on weekends, he has observed that the general public walks through campus without masks. He asked if the latest positivity rate of 7.5% was consistent throughout the fall semester. Ms. McLernon Sykes replied that 7.5 is a “jump,” but also that the samples on which the rates are based have been limited. Sen Ivey asked where to send students if they say that they feel sick; the answer is to have them call Student Health Services. If the situation occurs after hours, Student Health Services has a link on its web page to MUSC 24-hour care.

Senator Henry Xie (Management and Marketing) said that he has heard that many students avoid getting tested; he asked how confident we should be about the numbers being reported. Ms. McLernon Sykes replied that she is confident that we are reporting what we know, but she shares the concern about students’ reluctance to get tested. She asked faculty to help by encouraging students to get tested and to get tested themselves.

5. New Business

a. The Curriculum Committee (Nenad Radakovic, Chair) made the following proposals:

1) AAST: Program change:
b. The Committee on Graduate Education (Prof. Sandy Slater, Chair) made the following proposal:

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

The proposal (which included all three course changes) passed by online vote.
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

Professor Van Sickle introduced the motion, noting that the Duolingo test is as efficacious as other language tests, but cheaper. Accepting it will help international students, who often can’t afford other tests; thus, it has the potential to increase our pool of students. She added that the Provost’s Office supports this motion.

Senator Chris Starr (School of Sciences and Mathematics) said that he supports the motion but noted that biases can find their way into artificial intelligence algorithms, which Duolingo relies on. Prof. Van Sickle said that the company sends video of the tests, which are reviewed here.

The motion passed by online vote.

6. Constituents’ General Concerns

Senator Tom Carroll (School of Education, Health, and Human Performance) conveyed concerns from colleagues about very low student attendance in face-to-face class sessions. He said that we may be doing students a disservice by not holding them accountable for attendance this semester. Senator Ashley Pagnotta (Physics and Astronomy) added that the attendance problem is widespread among faculty she has talked to. She reported that Professor Chris Korey (Biology) has compiled a 20-page document with data from faculty on attendance in face-to-face sessions of hybrid classes, which supports what many faculty members have reported anecdotally. In general, she said, given the options of coming to class or “zooming in” (or watching a recording of class), students tend to choose not to attend in person.

Associate Provost Mark Del Mastro asked faculty to email him with their observations and suggestions regarding this issue.

A few others in attendance testified to the problem of poor student attendance this semester.

Senator Merissa Ferrara (Communication) asked if we are going to implement a pass-fail model this semester, as we did in spring. Associate Provost Del Mastro replied that the pass-fail discussion is ongoing and that a decision has not yet been made.

7. The meeting adjourned at 6:50 PM.
CofC
Budget Finance and Facilities

Faculty Senate Update

11-10-2020

• Agenda/Topics for Discussion:
  – Final 2020 Results
  – Current FY 21 Budget and Challenges
    • $8.7M Deficit
    • Additional $3.5M Enrollment Decline
    • Budget Balancing
    • Auxiliaries Challenges
    • Enrollment
  – The Future
    • New Strategic Plan
    • New Budget Model
    • New Challenges and Opportunities
FY 2020 RESULTS
### College of Charleston

Business Affairs

Fiscal Year 2020 Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Education &amp; General</th>
<th>Campus Services</th>
<th>Athletics Auxiliary</th>
<th>Health Services</th>
<th>Designated</th>
<th>Total</th>
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<td>$12,904,415</td>
<td>$1,574,217</td>
<td>$1,693,988</td>
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<td>Grants and Contracts</td>
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<td>Excess SIB Fees</td>
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<td>Services &amp; Sales</td>
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<td>2,803,873</td>
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<td><strong>Total Revenue</strong></td>
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<td>$1,584,050</td>
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<td>Abatements and Scholarships</td>
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<td>28,011,887</td>
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<td>893,746</td>
<td>86,306</td>
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<td>Travel</td>
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<td>1,443,433</td>
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<td>3,407,807</td>
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<td>10,292,598</td>
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<td>Equipment</td>
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<td>46,855</td>
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<td>19,810</td>
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<td><strong>Total Expenses</strong></td>
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<td>$16,570,404</td>
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<td>Net Capital Projects</td>
<td>$975,125</td>
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<td>(1,540,016)</td>
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<td>Debt Service</td>
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<td>-</td>
<td>-</td>
<td>(5,502,550)</td>
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<td><strong>Total Capital Transfers</strong></td>
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<td>-</td>
<td>(6,506,696)</td>
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<tr>
<td><strong>Net Income/(Loss)</strong></td>
<td>$10,546,613</td>
<td>$1,913,116</td>
<td>$(662,116)</td>
<td>$85,889</td>
<td>$(102,281)</td>
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</tbody>
</table>

### Fund Balance

| Fiscal Year 2019 Fund Balance  | $1,676,268          | $40,574,219     | $212,086              | $905,218        | $5,600,056 |
| Change in Fund Balance         | 10,546,613          | $1,913,116      | $(662,116)            | $85,889         | $(102,281) |
| Fiscal Year 2020 Fund Balance  | $12,223,881         | $42,487,335     | $(650,030)            | $992,107        | $5,507,775 |

College of Charleston | Budget Finance and Facilities
Fiscal Year 2020
Audit Update

• No findings on Financial Statement audit
• CAFR due to Comptroller General October 1st
• Single Audit of Federal Awards
  – Currently working on
  – Delay in updated audit procedures for CARES Act
  – Estimated completion was October 29
• NCAA engagement – November
• Audit firm presentation – January meeting
## College of Charleston 2020-2021 Budget Development (Recurring)

### Current Year Budget Challenge

**11-10-2020**

<table>
<thead>
<tr>
<th>Sources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CollgeOther Fees/State Appropriations/Existing Recurring Deficit:</td>
<td></td>
</tr>
<tr>
<td>CR Fiscal Year 2021 Budget Shortfall</td>
<td>$(9,672,390)</td>
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<tr>
<td>Enrolment Change Impact for Permanent Fiscal Year 2021</td>
<td>$(3,500,000)</td>
</tr>
<tr>
<td><strong>Total Adjusted Revenue</strong></td>
<td><strong>$(12,172,390)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Deficit Initiatives:</strong></td>
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</tr>
<tr>
<td>Temporary and Adjunct 10% Salary Reduction (including Fringe)</td>
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<td>Voluntary Separation Agreement Salary Reduction (including Fringe)</td>
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<tr>
<td>Elimination of Positions Vacated Prior (including Fringe)</td>
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<tr>
<td>Operating Budget Reduction (15% of Recurring Budget)</td>
<td>$3,073,700</td>
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<tr>
<td>Reallocate Portion of Recurring Institutional Reserve</td>
<td>$1,860,875</td>
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<tr>
<td>Reallocate Portion of Recurring Enrollment Reserve</td>
<td>$135,000</td>
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<tr>
<td>Unfunded Salaries</td>
<td><strong>$12,807,250</strong></td>
</tr>
</tbody>
</table>

**Inflationary Required Spending/Annualizations:**
- Financial Aid (Abatement Amount) | $414,250 |
- **Total Adjusted Expenses** | **$12,172,390** |
- **Remaining Budget Surplus/(Deficit)** | $0 |

*Assumes 100% elimination of FSP positions*
Subsequent to the approval of the Back on the Bricks plan, the College decided to delay face to face instruction by 3 weeks.

<table>
<thead>
<tr>
<th>Department</th>
<th>B2B (65% capacity)</th>
<th>3 Week Delay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>(7,300,000)</td>
<td>(2,200,000)</td>
<td>(9,500,000)</td>
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<tr>
<td>Dining</td>
<td>(2,700,000)</td>
<td>(2,700,000)</td>
<td>(5,400,000)</td>
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<tr>
<td>Parking</td>
<td>(700,000)</td>
<td>(300,000)</td>
<td>(1,000,000)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>(10,700,000)</strong></td>
<td><strong>(5,200,000)</strong></td>
<td><strong>(15,900,000)</strong></td>
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</table>
Fiscal Year 2021
Auxiliary Budgets

- Net operating deficit in 4/5 auxiliary operations
- Debt coverage ratio not met
- Impacts bond refunding
- Impacts capital projects
  - McAlister Renovation
  - Craig Mechanical Repairs
  - 15/17 St. Philip sprinklers
  - Wentworth Garage Structural Repairs
  - College Lodge Renovation
  - Berry Residence Hall Renovation

### Projected Auxiliary Results

<table>
<thead>
<tr>
<th></th>
<th>Housing</th>
<th>Food Svcs</th>
<th>Parking</th>
<th>Bookstore</th>
<th>Vending</th>
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<tr>
<td>Revenue</td>
<td>$14,193,296</td>
<td>$8,069,797</td>
<td>$1,729,195</td>
<td>$550,000</td>
<td>$69,500</td>
<td>$24,611,788</td>
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<tr>
<td>Expenses</td>
<td>$(11,577,503)</td>
<td>$(9,196,221)</td>
<td>$(1,684,684)</td>
<td>$(777,705)</td>
<td>$(64,500)</td>
<td>$(23,300,613)</td>
</tr>
<tr>
<td>Net Revenue</td>
<td>$2,615,793</td>
<td>$(1,126,424)</td>
<td>$44,511</td>
<td>$(227,705)</td>
<td>$5,000</td>
<td>$1,311,175</td>
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<tr>
<td>Debt Service</td>
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<td>$(660,738)</td>
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<td></td>
<td></td>
<td>$(5,508,257)</td>
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<tr>
<td>Net Surplus/Deficit</td>
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<td>$(1,126,424)</td>
<td>$(616,227)</td>
<td>$(227,705)</td>
<td>$5,000</td>
<td>$(4,197,082)</td>
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<table>
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<tr>
<th></th>
<th>Beg Fund Balance</th>
<th>Ending Fund Balance</th>
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<tbody>
<tr>
<td></td>
<td>$29,320,535</td>
<td>$27,088,809</td>
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<td></td>
<td>$4,492,433</td>
<td>$3,366,009</td>
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<td>$5,670,477</td>
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<tr>
<td></td>
<td>$2,342,957</td>
<td>$2,115,252</td>
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<tr>
<td></td>
<td>$585,035</td>
<td>$590,035</td>
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<td></td>
<td>$42,411,437</td>
<td>$38,214,355</td>
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<table>
<thead>
<tr>
<th></th>
<th>Housing Capital Projects</th>
<th>Projected Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(18,000,000)</td>
<td>$(9,088,809)</td>
</tr>
</tbody>
</table>
Enrollment and Staff Cost Analysis

- Another metric to consider when reviewing overall campus cost components is the Staff to Student Ratio
- Chart shows the campus student population from FY2003 through FY2020. Both the student headcount and the total student FTE count have dropped since 2003 and there has been a steady decline since the peak around 2012.
Enrollment and Staff Cost Analysis

- Staff to student ratio shows the relationship to overall staff to enrollment
- Going forward, the goal is to improve the ratio over time and in relation to the overall enrollment
Enrollment and Staff Cost Analysis

- Faculty to student ratio shows the relationship to overall staff to enrollment
- Goal is to improve the ratio over time and in relation to the overall enrollment
BUDGET STATUS UPDATE

1ST QUARTER FY21
<table>
<thead>
<tr>
<th>Sources</th>
<th>Fiscal Year 2021 Budget</th>
<th>Fiscal Year 2021 1st Qtr Actuals</th>
<th>Fiscal Year 2021 % Actual to Budget</th>
<th>Fiscal Year 2020 % 1st Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$170,338,953</td>
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<td>51%</td>
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<td>Total Sources</td>
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<tr>
<td>Uses</td>
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<tr>
<td>Compensation &amp; Fringe</td>
<td>$133,055,496</td>
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<td>20%</td>
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<td>Student Abatements &amp; Scholarships</td>
<td>27,360,307</td>
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<td>50%</td>
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<tr>
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<td>Unallocated Contingency</td>
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<td>28%</td>
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<tr>
<td>Net Revenue</td>
<td></td>
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<td>$40,014,088</td>
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<tr>
<td>Reserves</td>
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<tr>
<td>Institutional Carryforwards</td>
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<td>COVID-19</td>
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<td>Marketing &amp; Admissions</td>
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<td>VSP Payouts</td>
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<td>Total Reserves</td>
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<td>Campus Services</td>
<td>Fiscal Year 2021 Budget</td>
<td>Fiscal Year 2021 1st Qtr Actuals</td>
<td>Fiscal Year 2021 % Actual to Budget</td>
<td>Fiscal Year 2020 % 1st Quarter</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
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<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sales and Services</td>
<td>$ 24,611,788</td>
<td>$ 11,326,948</td>
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<td>57%</td>
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<tr>
<td><strong>Total Sources</strong></td>
<td>$ 24,611,788</td>
<td>$ 11,326,948</td>
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<td>57%</td>
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<tr>
<td><strong>Uses</strong></td>
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<tr>
<td>Compensation &amp; Fringe</td>
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<td>$ 1,035,932</td>
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<td>23%</td>
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<td>19%</td>
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<td>15%</td>
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<td>59%</td>
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<td>24,000</td>
<td>1,995</td>
<td>8%</td>
<td>5%</td>
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<tr>
<td>Fixed Charges</td>
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<td>1,895,094</td>
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<td>55%</td>
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<td><strong>Transfers</strong></td>
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<tr>
<td>Fund Balance Used</td>
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<td>Transfers Out - Capital Project</td>
<td>(18,000,000)</td>
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<td>-</td>
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<tr>
<td>Transfers Out - Debt Service</td>
<td>(5,508,257)</td>
<td>(1,157,579)</td>
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<td><strong>Net Transfers</strong></td>
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<td>$ (1,157,579)</td>
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<tr>
<td>Athletics Auxiliary</td>
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<td>Fiscal Year 2021 1st Qtr Actuals</td>
<td>Fiscal Year 2021 % Actual to Budget</td>
<td>Fiscal Year 2020 % 1st Quarter</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
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<td>-----------------------------------</td>
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</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
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<tr>
<td>Tuition &amp; Fees</td>
<td>$12,953,944</td>
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<td>50%</td>
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<tr>
<td>Compensation &amp; Fringe</td>
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<td>Student Abatements &amp; Scholarships</td>
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<td>Supplies</td>
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<td>22%</td>
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<tr>
<td>Travel</td>
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<td>58%</td>
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<tr>
<td><strong>Total Uses</strong></td>
<td>$15,853,944</td>
<td>$4,473,734</td>
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<td>33%</td>
</tr>
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<td><strong>Net Revenue</strong></td>
<td>$0</td>
<td>$2,093,084</td>
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</table>
Impact of Enrollment Decrease

- Based on a decrease of 100 undergraduate students for Spring Semester
- Current In-state/Out-of-State mix = 60%/40%, respectively

<table>
<thead>
<tr>
<th>E&amp;G Tuition/Fee</th>
<th>Per Sem.</th>
<th>Resident</th>
<th>Non-Resident</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>4,459</td>
<td>(267,540)</td>
<td>(178,360)</td>
<td>(445,900)</td>
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<tr>
<td>Out of State Differential</td>
<td>10,165</td>
<td>(0)</td>
<td>(406,600)</td>
<td>(406,600)</td>
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<tr>
<td>Security Fee</td>
<td>50</td>
<td>(3,000)</td>
<td>(2,000)</td>
<td>(5,000)</td>
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<tr>
<td>Ecollective</td>
<td>10</td>
<td>(600)</td>
<td>(400)</td>
<td>(1,000)</td>
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<tr>
<td><strong>Total E&amp;G</strong></td>
<td></td>
<td>(271,140)</td>
<td>(587,360)</td>
<td>(858,500)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non E&amp;G Fee</th>
<th>Per Sem.</th>
<th>Resident</th>
<th>Non-Resident</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Improvement</td>
<td>906</td>
<td>(54,360)</td>
<td>(36,240)</td>
<td>(90,600)</td>
</tr>
<tr>
<td>Athletics</td>
<td>664</td>
<td>(39,840)</td>
<td>(25,560)</td>
<td>(65,400)</td>
</tr>
<tr>
<td>Health Services</td>
<td>85</td>
<td>(3,100)</td>
<td>(3,400)</td>
<td>(8,500)</td>
</tr>
<tr>
<td>Student Activities</td>
<td>85</td>
<td>(3,100)</td>
<td>(3,400)</td>
<td>(8,500)</td>
</tr>
<tr>
<td><strong>Total Non E&amp;G</strong></td>
<td></td>
<td>(104,400)</td>
<td>(69,600)</td>
<td>(174,000)</td>
</tr>
</tbody>
</table>

**Total CofC Enterprise** 

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(375,540)</td>
<td>(655,960)</td>
<td>(1,032,500)</td>
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</tr>
</tbody>
</table>
**Impact of Remote Option**  
(Spring 2021)

**Assumptions**

- 100% online
- Base Tuition remains the same
- **Scenario #1:** All fees (including nonresident differential) are 50% of the stated amount.
- **Scenario #2:** All fees (including nonresident differential) are waived completely.

---

### Table

<table>
<thead>
<tr>
<th>Scenario #1</th>
<th>Scenario #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E&amp;G</strong></td>
<td></td>
</tr>
<tr>
<td>Base Tuition</td>
<td>$ -</td>
</tr>
<tr>
<td>Out of State Diff</td>
<td>$17,858,264</td>
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<tr>
<td>ECOLlective</td>
<td>$44,753</td>
</tr>
<tr>
<td>Security</td>
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<tr>
<td><strong>Total E&amp;G</strong></td>
<td>$18,126,784</td>
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<tr>
<td><strong>Non E&amp;G</strong></td>
<td></td>
</tr>
<tr>
<td>Capital Improvement</td>
<td>$4,054,653</td>
</tr>
<tr>
<td>Athletics</td>
<td>$2,971,621</td>
</tr>
<tr>
<td>Health Services</td>
<td>$380,403</td>
</tr>
<tr>
<td>Student Activities</td>
<td>$380,403</td>
</tr>
<tr>
<td><strong>Total Non E&amp;G</strong></td>
<td>$7,787,080</td>
</tr>
<tr>
<td><strong>Total College of Charleston</strong></td>
<td>$25,913,864</td>
</tr>
</tbody>
</table>
Non-Sufficient Funds Function

- Implemented system budget-checking *New!*
- Divisions/schools now have the ability to enter inter/intra departmental budget transfers in the system *New!*
- More accurate realignment of department budgets
- Better control over spending
- Reduced number of central budget adjustments
Forward Looking Initiatives

- Three Year Budgets Process December 2020
- Responsibility Centered Management (RCM)
- Full Year Budget and Financial Reporting Timeline
- Enrollment Management Impact on Revenues and Retention (Abatements and Scholarships)
- Staff to Student Ratio Analysis
- Equipment Lifecycle Planning

The above initiatives are among many that position us to execute the new strategic plan...
College of Charleston Strategic Plan

• **Strategic Plan Pillars:**
  – Student Experience and Success
  – Academic Distinction
  – Employee Experience and Success
College of Charleston Strategic Plan

• Employee Experience and Success:
  – **Address** compensation, salary compression, and cost of living
  – **Recruit**, retain, and promote more women and underrepresented populations into faculty, staff, and management positions
  – **Invest** in faculty and staff learning and development to foster professional growth, leadership, and lifelong learning
  – **Recognize** and encourage efficiencies and innovations in programs, processes and procedures
  – **Create** a sense of purpose and belonging for all
Thank you...

Out of 467 (to date) positives, during investigation it has been determined that almost every case has endorsed nearly full compliance with social distancing of 6 feet and mask wearing in the classroom.
**Mask Compliance**…

Out of about 1500 people observed throughout October, mask compliance outside, on-campus ranged from 54% outside the CVS to 88% outside of McAllister and Stern Center.

There is an officer in Public Safety whose job is to walk campus and enforce proper mask usage and social distancing.

Please help by asking students to wear their masks when you are walking around campus.
Importance of mask wearing and social distancing in classrooms...

- If all wearing a mask and keeping 6 feet of distance, per CDC guidance, none in the vicinity are considered a close contact and thus are not thought to be at high risk for contracting COVID-19

- Mask wearing + social distancing = similar to vaccine in preventing the spread of COVID
"I might even go so far as to say that this face mask is more guaranteed to protect me against COVID than when I take a COVID vaccine, because it may be 70%. And if I don't get an immune response, the vaccine is not going to protect me," Redfield said. "This face mask will."

-Dr. Robert Redfield CDC Director 9/16/2020
Please encourage your students to get tested.

If you come to campus, strongly consider getting tested yourself.
Upcoming testing events...

- **MUSC** Testing on November 17 and 23, December 1 and 2, from 11am to 4pm *(Deep nasal swab)*
- **DHEC** will be at the Charleston School of Law on November 19th from 9am - 4pm *(Lower nasal swab)*
- Hoping to have more DHEC testing on campus going forward
- On-campus students will be required to test if they are in campus housing after Thanksgiving. If they do not, they will need to leave campus.
What to do if a student tells you they have tested positive (staff / faculty can also report this way)...

Self-report through the EverBridge App

Or Here…
Common misconceptions that persist…

• **Students can return to class after they have had a negative test result.**
  – If someone is in quarantine after being in close contact with a positive case, they must complete a 14-day quarantine from their last date of exposure to the positive case.
  – If the positive case is a roommate or someone from whom they are not socially distancing, the person must include in their quarantine time that person’s 10-day isolation before they start their own 14-day quarantine. This means they will be in quarantine 24 days or more.

• **Students do not need to complete a 14-day quarantine if they get a negative test result after exposure to a positive case.**
  – People who are in quarantine due to a close contact with a positive case, should not seek testing until 7 days have passed since their last exposure to the positive case. A negative result does not shorten a 14-day quarantine.
Traveling at the end of the semester or for Thanksgiving break...
Back on the Bricks

The College of Charleston Plan for Spring 2021

Due to the fluid nature of the COVID-19 pandemic, this website will be updated regularly as the College adjusts to evolving conditions and to updated guidance from local, state and federal authorities, which may include Centers for Disease Control and Prevention (CDC), the South Carolina Department of Health and Environmental Control (SCDHEC) and others.

Latest Developments
Frequently Asked Questions

The most common questions and answers about changes and impacts of the Coronavirus and the College's return to campus plan.

- Tuition and Financial Aid
- Academics
- Residence Halls and Dining
- Campus Life
- Employee Information
- Faculty
- COVID-19 Testing
- Everbridge
- COVID-19 Dashboard
- Fall Departure
- Health and Wellness
- Cougar Pledge
- Health, Wellness and COVID-19
- Academics and Classrooms
- Campus Life and Activities
- Contacts and Resources
- Videos, Signage and Graphics
- Virtual Town Halls

VISIT VIRTUAL VISITOR CENTER
APPLY TO THE COLLEGE
Fall Departure

What do I need to do to prepare for leaving for Thanksgiving Break?

If I am in quarantine or isolation can I go home for Thanksgiving Break?

Will there be testing on campus before Thanksgiving?

If I test negative does that mean I don’t have the coronavirus?

What should I do on my travel day?

When I reach my destination, what should I do?

Do I need to take a COVID-19 test when I return to on-campus housing after Thanksgiving break?

When and how can I pay my Spring 2021 tuition and fees before leaving for Thanksgiving Break?
Questions...?
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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>$185</td>
<td>Yes</td>
</tr>
<tr>
<td>IELTS</td>
<td>$215-$250</td>
<td>No</td>
</tr>
<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>
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</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
   - Tests the computer’s camera, speakers, and microphone
   - Verifies test taker’s identity with a government issued-photo ID

2. **Computer adaptive test ~45 Minutes**
   - Evaluates 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

Voting results are in red.

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

2. The September 1, 2020, minutes were approved by unanimous consent.

3. Announcements and Information

   Speaker of the Faculty Simon Lewis reminded senators that Faculty Research and Development Grant proposals (for Round One, Jan. 1, 2021-May 15, 2021) are due Friday Oct. 16 at 5pm. Applications should be sent to committee chair Professor Michael Larsen.

   Mid-term grades are due Oct. 20.

4. Reports

   a. Speaker Lewis thanked everyone for working to make students’ experiences as normal as possible, especially employees with school-age and pre-school children to care for during the pandemic. He also noted that we have a long haul ahead of us this semester and will likely be working under similar conditions in the spring. He believes that underlying conditions at C of C are good and that enrollments will increase once the COVID crisis passes.

   Speaker Lewis highlighted two agenda items, which he sees as very much in line with the strategic plan: the Environmental Geosciences major proposal and the Race, Equity, and Inclusion (REI) proposal. He reminded senators that the latter proposal is to endorse the report in principle; the specific curricular changes will be scrutinized by multiple faculty committees before returning to the senate.

   b. Provost Suzanne Austin echoed Simon’s thanks and acknowledged the challenges everyone on in the college community has faced this semester. She believes that things have gone as well as we could have expected so far and that the three-week period of remote learning in August and September was helpful in that regard.

   Regarding budget reductions, she said that the 1.5% cut was spread equally to all units on campus. Both she and Chief Financial Officer John Loonan come from institutions where there was a commitment to transparency, and they want to share information and educate the community about the financial situation we find ourselves in. If we change the budget model, she said, we will all be in it together and there will be opportunity for everyone to weigh in.
She and others in senior leadership are increasingly concerned about spring enrollment. If there is a significant decline in enrollments, we may need further budget reductions. The Board of Trustees for the past several months has required a balanced budget, but it won’t be balanced if enrollment declines sharply in the spring.

She pointed out that faculty can apply for two one-year modifications to the tenure clock, and Academic Affairs has added pandemic-related issues to the justifications for such modifications. This policy also covers senior instructors.

Looking ahead to the REI proposal, Provost Austin encouraged those working on the curricular changes to allow faculty colleagues with discipline-specific expertise to deliver REI courses in the way they see fit, so as not to make it more complicated than it needs to be.

Prof. Henry Xie (Guest, Management and Marketing) asked for clarification about the distribution of the budget cuts. Provost Austin reiterated that the 1.5% reduction was applied to all units: the dollar amounts varied, but the percentage was consistent.

Senator Jonathan Neufe (Philosophy) asked if the current budget assumes that the current enrollment will remain stable in the spring, or does it assume a decrease in enrollment? Provost Austin replied that while she would defer to CFO John Loonan for a definitive answer, her understanding is that the budget anticipates a small decline for the spring, which is normal. Her concern is the possibility of a larger-than-usual decline in the spring.

Prof. Lisa Covert (Guest, History) asked if the College is negotiating with the state legislature for increased funding due to the pandemic, and if the board might reconsider requiring a balanced budget. Provost Austin replied that the College did receive federal COVID relief through the state, but that the state is probably going to be facing losses in tax revenue and is unlikely to allocate increased funding to higher education. The Board of Trustees is quite concerned about the College’s finances, which is why they have been requiring a balanced budget.

Senator Bob Podolsky (SSM) asked what proportion of the budget deficit is COVID-related, and if that is a large proportion, why are these cuts said to be permanent? Provost Austin said her understanding is that there was already an eight-million-dollar deficit before COVID hit, and the lower enrollments due to COVID created another three-million-dollar deficit. She does think that once we get out of this difficult situation and enrollments stabilize, some cuts may be restored, but there were structural issues and budget practices that led to the eight-million-dollar shortfall. The institution was spending money on recurring costs using one-time money. We are now trying to create real budgets with recurring funds.
Senator Ashley Pagnotta (Physics and Astronomy) asked, in regard to promotion and tenure, if making the choice to teach online during the pandemic will be held against faculty? Provost Austin replied, absolutely not.

c. Godfrey Gibbison, Interim Dean of the Graduate School

1) Temporary waiver/option on standardized test scores for graduate admissions: Dean Gibbison described the policy as a one-time change with the goal of staying competitive. He said the Graduate School will revisit the issue next year.

2) Proposal for common practices/requirements for bachelor’s-to-master’s combined programs: Dean Gibbison pointed out the need for consistency in rules for accelerated bachelor-to-master’s admissions requirements. He described the research that led to the new policy and outlined the policy itself:

- Once admitted to the ABM (Accelerated Bachelor’s to Master’s) program, students may take graduate courses while still undergraduates.

- Some courses may count toward both the undergraduate and graduate degree, but the number is capped.

- To be eligible for this plan, a student must have earned 90 credit hours and have a minimum GPA of 3.2.

- A maximum of 12 hours of graduate-level coursework may be applied to the bachelor’s degree.

- The total credit hours earned toward the bachelor’s and master’s must be at least 150 credit hours; that is, the credit hours counted toward the bachelor’s degree plus the credit hours taken after the bachelor’s is awarded must total at least 150. 30 hours must be at the graduate level, defined as 500-level or higher.

- This total may also contain a maximum of six credit hours of graduate-level research enrollment.
• The total enrollment for an undergraduate student in any semester that includes a graduate-level course must not exceed 18 hours.

• As determined by the participating bachelor’s program, only 500- and 600-level courses may be substituted for undergraduate program or degree requirements.

• In the case of undergraduate/graduate cross-listed courses, students pursuing a Combined Bachelor’s-to-Master’s Plan must complete the graduate-level course.

Senator Anthony Leclerc (SSM) asked if there were requirements as to the number of hours in a major, to which Dean Gibbison replied that those sorts of specific requirements are left up to the program. The Graduate School is establishing minimum requirements; individual programs can create additional requirements.

Senator Irina Gigova (HSS) asked whether these changes applied only to existing 4+1 programs or to all graduate programs. Dean Gibbison responded that they apply to all graduate programs going forward.

5. New Business

a. Election of Speaker Pro Tempore: Sen. Irina Gigova (HSS) was elected by unanimous consent.

b. Committee on By-Laws and the Faculty-Administration Manual (Merissa Ferrara, Chair): By-Laws revision regarding electronic meetings PDF

Speaker Lewis explained the need for by-laws language to legitimize and guide online meetings. He reported that Parliamentarian George Pothering consulted the latest version of Robert’s Rules of Order and adapted its language for our purposes, with the help of the Committee on the By-Laws and FAM. Speaker Lewis further explained that the Senate will need to convene physically at an outdoor space to approve this change, which will then need to be ratified (electronically) by the full faculty. Assuming it passes, the Senate will be able to legally ratify (at a future online meeting) all votes taken via Zoom during the COVID pandemic. The purpose of this vote is to clear the way for an in-person vote that can be taken without further discussion.
The motion to amend the by-laws was approved unanimously by online vote, with the understanding that there will be an in-person vote on the same motion as soon as possible.

c. Curriculum Committee (Nenad Radakovic, Chair):

1) SOST: Program change

https://cofc.curriculog.com/proposal:2645/form

The proposal was approved unanimously by online vote.

2) GEOL: new major in Environmental Geosciences and two new courses:

https://cofc.curriculog.com/agenda:163/form

Senator Annette Watson (Political Science) asked what effect the new major will have on the minor, and possible future major, in Environmental Studies, specifically whether it would become a BA as opposed to a BS major.

Professor Tim Callahan (Guest, Geology) responded that the two programs should be complementary and not in competition; he foresees potential engagement between the two programs.

Senator Chris Starr (School of Business) asked how the proposed major connects to the strategic plan, and he asked about justifying a new program during a budget crisis. He made clear that he was not speaking in opposition to the program but rather asking questions that should be asked of all new programs.

Prof. Callahan responded that the program aligns closely with the strategic plan’s emphasis on developing “citizens who create innovative solutions to social, economic and environmental challenges.” He said that by the sixth year of the program they expect to have at least 60 students, and that the program should attract students to the College who would not otherwise enroll here. The department has the faculty to teach the courses, so the costs are modest enough that they would be offset by the tuition of just one new student.

The proposal was approved unanimously by online vote.

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.

Professors Anthony Greene (African American Studies) and Morgan Koerner (German
and Russian Studies), co-chairs of the ad hoc committee, provided background on the
proposal. They pointed out that the committee completed its work in the spring when
it brought the proposal to the Senate, but that they are still informally discussing and
promoting the initiative. They stressed that most of the courses that would satisfy the
REI requirement (as currently described) would double-count with some general
education requirement. They do not foresee students being required to take
additional credit hours. Prof. Koerner estimated that there are currently 179 course
sections that would count for the REI.

Senator Pagnotta (Physics and Astronomy) reported that her department strongly
supports the proposal but has some concerns and questions. She conveyed their
concern as to whether the number and range of courses would provide students with
adequate choices for general education/REI. She asked if training would be provided
for instructors who wanted to incorporate REI content into their classes. She asked for
clarification as to whether the one-third race-related content meant that (a) courses
would be devoted entirely to REI, out of which one third must be about race, or (b) in
order to count for the REI requirement, one-third of the course must be about race
(while the other two-thirds might not be directly REI-related). And she shared that a
member of her department, who is Black, said that any time he has participated in
diversity-related training at the college he feels singled out and patronized.

Prof. Koerner responded that there would be a training component. Provost Austin
added that she understands that for some professors the REI content is already deeply
woven into their courses, while others will be expanding the scope of their course
content. She hopes that we can partner with Vice President of Access and Inclusion
Renard Harris and the Office of Institutional Diversity to help provide training. She
would also like the REI to be a focus for the center for faculty development that she
has been promoting.

Responding to Sen. Pagnotta, Prof. Greene, and later Prof. Larry Krasnoff (Guest,
Philosophy), clarified that one-third of the overall content of a course would have to
be “REI,” and that for the purpose of meeting the requirement, the REI component
must, by definition, concern race. Prof. Greene said that the committee expects that
many of the qualifying courses will deal with other diversity issues and address
intersectionality, but they were deliberate in making race the defining feature of the REI requirement because of its significance to Charleston and the region, and because diversity requirements often sidestep race.

Senator Tom Carroll (EHHP) asked who would certify the courses, and whether they would go through the Curriculum Committee for approval. He also expressed concern about defining outcomes so that we can know whether or not the program is successful.

Sen. Koerner said that he expects the General Education Committee will certify the courses for REI.

Sen. Irina Gigova (HSS) said that she wants to be sure that the effect of this requirement is not to reify constructs of race. Prof. Greene replied that in fact the whole idea behind the proposal is to question rather than reify constructs of race.

Sen. Anthony Leclerc said that the meaning of the requirement ought to be better defined, and that the choice of two courses to meet the requirement seems arbitrary. He added that in terms of the distribution of courses, some departments will be much more affected than others. Senator Bob Mignone (Mathematics) suggested making the requirement a single course, at least initially, in order to see what the impact is. Prof. Koerner responded that when the committee considered a one-course requirement, the REI component was the entire course. They favor a more integrated approach in which race and inclusion issues presented in one course can be revisited in a later course.

Prof. Chris Korey (Guest, Biology) suggested that the proposal will have a positive impact on teaching simply by encouraging us to think more about how we teach and the kinds of scholars we include in our classes.

The resolution was approved by an online vote of 39-6, with two abstentions.

6. Constituents’ General Concerns

Senator Thomas Ivey (Mathematics) voiced his concern that random COVID testing on campus is not actually happening. Voluntary random testing is not random, he said, and people are not responding in sufficient numbers to provide a meaningful sample. As a result, the numbers the College is reporting may lead to a false sense of security. He called upon the College to make its testing truly random and mandatory, so that we can get a sufficient sample size.

7. The meeting adjourned at 6:48.
The Graduate School of the University of Charleston, S.C. at the College of Charleston remains sensitive to the ongoing challenges people from across the globe face due to the coronavirus pandemic.

In response to these challenges, The Graduate School is temporarily waiving requirements for standardized test scores from the GRE, GMAT, MAT, PRAXIS, and any other accepted test. This waiver applies to applicants seeking admission to a graduate program for the Spring 2021, Summer 2021, and Fall 2021 terms. This waiver does not apply to international applicants whose primary language is not English; those applicants must still provide official scores from an accepted English proficiency exam (TOEFL, IELTS).

In order to holistically evaluate applicants, program’s admissions’ committee may request that applicants submit writing samples, resumes, participate in interviews, or other materials in order to reach an admission decision. Applicants may submit a standardized test score if they choose.

At this time, applicants to the Child Life program are not eligible for this waiver.
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)
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.¹ The Committee on General Education formulated the rationale for this charge as follows:

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

More recently, in spring 2019, following a series of disturbing racial incidents on campus, the student group I-CAN (Intersectional Cougar Action Network) approached the Committee on General Education with a request and some suggestions for a curricular diversity requirement. The current Strategic Planning process may be an ideal context for such an initiative to take place.²

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

² [http://facultysenate.cofc.edu/archives/2019-2020/November%202019/Gen%20Ed%20Motion%20for%20an%20ad%20hoc%20Diversity%20cmte.pdf]
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, October 6, 2020, 5:00 PM
Via Zoom

Highlights --- Voting results in red.

1. Call to Order

2. The September 1, 2020, minutes were approved.

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: Sen. Irina Gigova (HSS) was elected.
   b. Committee on By-Laws and the Faculty-Administration Manual (Merissa Ferrara, Chair): By-Laws revision regarding electronic meetings PDF
      The motion to amend the by-laws was approved.
   c. Curriculum Committee (Nenad Radakovic, Chair): Both proposals and related courses were approved.
      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.

The resolution was approved.

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.
Report and Recommendation from the Ad Hoc Committee on the Creation of a Race, Equity, and Inclusion Requirement

I. Introduction and Recommendation

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

Over the last few years, there have been increasing calls for diversity/racial justice initiatives on campus to include curricular elements. Following the Board of Trustees approval of the College of Charleston Diversity Strategic Plan (DSP) in April 2012, Provost Hynd charged a 10--person ad hoc committee to review the DSP’s Goal #4: “infuse diversity into the curriculum”; and the corresponding benchmark: “[b]y the fifth year of the current plan, all incoming and degree-seeking undergraduate students will be required to complete diversity-related experiences in one or more of their courses.” On March 20, 2013, the committee submitted a 5-page report that included the recommendation that “the Senate create and the Provost and faculty approve a “Committee for Diversity in the Curriculum” and that “all students entering the College after Spring 2017 complete a credit-bearing, diversity-related experience as a requirement of graduation.”\(^2\) Unfortunately, no formal action was taken on the report.

More recently, in spring 2019, following a series of disturbing racial incidents on campus, the student group I-CAN (Intersectional Cougar Action Network) approached the Committee on General Education with a request and some suggestions for a curricular diversity requirement. The current Strategic Planning process may be an ideal context for such an initiative to take place.\(^2\)

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

\(^2\) [http://facultysenate.cofc.edu/archives/2019-2020/November%202019/Gen%20Ed%20Motion%20for%20an%20ad%20hoc%20Diversity%20cmte.pdf](http://facultysenate.cofc.edu/archives/2019-2020/November%202019/Gen%20Ed%20Motion%20for%20an%20ad%20hoc%20Diversity%20cmte.pdf)
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 1/3\textsuperscript{rd} of its content.
Changing Demographics
Findings from a Pew Research Center survey indicate Generation Z (those born after 1996) is “the country's most racially and ethnically diverse generation and is on its way to becoming the best-educated generation yet.” By the year 2025, 75% of the global workforce will be made up of millennials and those from GenZ. This group will occupy the majority of leadership roles over the coming decade and they will be responsible for making important decisions that affect workplace cultures and people's lives. While it is true that this group already has a unique perspective on diversity, viewing “diversity as a melding of varying experiences, different backgrounds, and individual perspectives,” college campuses have an opportunity to cultivate and grow these perspectives in ways that have been unprecedented in the past. This generation of students is more interested, willing, and receptive to conversations about race, equity, and inclusion as well as how to create an ideal workplace with a supportive environment that gives space to varying perspectives on issues that affect people’s lives.

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

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

**Student Expectations**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Evidence of Success of Programs**

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

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

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

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

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

III. Recommendations for Implementation

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

Planning & Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Bibliography/References**


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**Committee Membership**

Anthony Greene (co-chair), African American Studies

Morgan Koerner (co-chair), German

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

Charissa Owens, Director of Diversity Education and Training, OID

Kristen Monet Graham, Public Health and WGS major, ICAN Curriculum Chair
Ghazi Abuhakema, Asian and Arabic Studies
Kristi Brian, Women’ and Gender Studies, Interim Director, Gender and Sexuality Equity Center
Nenad Radakovic, Teacher Education
Jason Vance, Biology
James Malm, Finance
Judy Milleson, Public Administration and MPA
Meg Goettsches, African Studies
Mark Del Mastro, Associate Provost for Curriculum and Academic Administration
Mary Bergstrom, University Registrar and Assistant Provost
Faculty Senate, Tuesday, September 1, 2020, 5:00 PM
Via Zoom

Voting/unanimous consent results appear in red.

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

2. Announcements and Information:

   Noting that there is no provision in our by-laws for electronic/virtual meetings, Speaker Lewis asked for unanimous consent that senate continue to conduct business via Zoom this semester, with the understanding that our votes are provisional until such time as we can assemble and formally ratify all votes taken during virtual meetings. Meanwhile, the Committee on the By-Laws and the Faculty/Administration Manual will work on amending the by-laws to allow for electronic meetings.

   Parliamentarian George Pothering and Senator Bob Mignone (SSM) discussed the possibility of using the electronic faculty ballot system to conduct a vote validating the provisional votes cast via Zoom by the Senate.

   **Unanimous consent was given to proceed as Speaker Lewis proposed.**

3. The April 7-14, 2020, minutes were approved.

4. Reports

   a. Speaker of the Faculty Simon Lewis

   Speaker Lewis thanked faculty and staff for all their efforts over the summer and acknowledged the dilemma facing the administration regarding re-opening decisions. He stressed the importance of maintaining a sense of community among students in online classes, and the difficulty of maintaining a sense of community among faculty when we are unable to meet in person, for instance at the Faculty House. He recommended joining the Faculty Governance listserv and making use of the IRIE database (interdisciplinary research --- irie.cofc.edu).

   b. President Andrew Hsu

   President Hsu reported that he has received a great deal of feedback from the campus community regarding the decision to move forward with plans to bring students back and teach hybrid courses on campus starting September 14; the response has been about evenly split for and against coming back. Our goal, he said, is to try to capture as much of the semester as we can with students living on campus with some form of face-to-face
instruction. He reiterated that “nothing is written in stone” and that the College will pivot as science and data dictate. He thanked the faculty for their strength and hard work, and for continuing to move the institution forward.

President Hsu also affirmed that the College will move forward with our strategic plan, having identified student retention as the top priority for the coming year.

He introduced three members of the leadership team who are new to the College: Provost and EVP of Academic Affairs Suzanne Austin, EVP of Business Affairs and CFO John Loonon, and Vice President of University Marketing and Enrollment Management Amy Takayama-Perez.

Q&A:

Senator Todd Grantham (Philosophy) asked for an update on enrollment. President Hsu reported that we ended up with 2060 entering freshmen, 60 more than this time last year. Unfortunately, that figure falls short of our target of 2300, which, prior to COVID, we were on track to surpass by 100. EVP Takayama-Perez added that we exceeded targets for transfers, with about 500.

Responding to a question from Jon Hakkila (Associate Dean, Graduate School), President Hsu said that we lost about 160 continuing students plus another 150 or so non-degree students, but that the latter group does not represent much lost revenue.

Senator Irina Gigova (HSS) asked, in the event that the number of infections significantly increases and we revert to all-online classes, is the plan to close the campus and send students home or try to keep them here? President Hsu replied that the plan is to keep them here if possible, with infected students isolating or in quarantine. To some extent, he said, we’re already doing that with the cases we’ve seen so far. He added that, based on the experience of other colleges in the state that have re-opened, on-campus activities are relatively safe and easy to control, but off-campus activities, especially on weekends, are the problem.

Prof. Jacob Steere-Williams asked what the College intends to do to accommodate faculty who have young children at home during the pandemic. He stressed the difficulties facing faculty members in this situation. Pres. Hsu replied that senior leadership has discussed assembling a task force on supporting faculty and staff. He said that he recognizes the importance of the issue and invites faculty to send suggestions gleaned from the practices of other institutions.

Senator Bob Mignone (SSM) asked for an update on state appropriations. Pres. Hsu replied that the state legislature has not yet passed a budget and will likely just pass another continuing resolution. Based on conversations with other university presidents, he believes funding for higher ed in the state will probably stay the same as last year.
Senator Mignone asked if there were other schools in South Carolina that had resumed face-to-face instruction and were doing okay. Pres. Hsu responded that other than USC, schools in the state were doing reasonably well, particularly smaller colleges.

Senator Elaine Worzala (Finance) asked why there does not appear to be testing on campus. Pres. Hsu and EVP of Student Affairs Alicia Caudill replied that we currently have arrangements with MUSC and other local sites for students to be tested; that there will be testing on campus this Thursday and Friday (Sept. 3 and 4), and that they hope to have the necessary equipment to do more testing later in the semester.

Prof. Steere-Williams asked for more information about the College’s finances and how they factored into the decision to return to in-person instruction. Pres. Hsu and VP for Business Affairs John Loonan answered that because the state has not passed a budget, we don’t have one. Mr. Loonan added that before the pandemic, the College was facing an $8.7 million budget deficit. We did believe that, if we went online-only, we would lose a lot of revenue, possibly around $40 million in tuition, fees, and services. Just by delaying the fall semester, auxiliary services took a significant hit. Now that we know our fall enrollment, we are going into a second round of contingency planning. Meanwhile, he said, we are also thinking about how this affects the spring semester and potential enrollment loss.

c. Provost Suzanne Austin thanked everyone for their sympathy and support over the past few months, and for the extra work they’ve done since the COVID outbreak.

Regarding the promotion and tenure calendar: her office is extending the deadline for submission of packets by two weeks, and candidates have the option of adding a one-page statement addressing the impact the pandemic has had on their work. Provost Austin emphasized that the evaluation of teaching is holistic, not overly reliant on course-instructor evaluations.

She encouraged faculty to focus on what we can control right now, which is the classroom experience of students. She said we should continue to help students learn what we think is important in our discipline. As expected, she and others in Academic Affairs have heard concerns about the remote learning environment, some of which stem from misunderstandings regarding asynchronous instruction. We need to educate students and parents about the nature and the potential advantages of asynchronous instruction. Meanwhile, we must think about how best to engage students productively in the subject matter of all our courses.

Provost Austin expanded on Pres. Hsu’s announcement that student retention would be the primary focus coming out of the strategic plan for this year. We will look for more ways to support students and to help as many as possible graduate within four years.
She discussed preliminary plans for a Faculty Development Center. Despite the current financial challenges, Provost Austin would like to begin a program of support for innovative teaching and learning strategies. Such a program would not duplicate the work of TLT, as it would not be tied explicitly to technology. One possibility (as an example) would be a certificate program for faculty, something that could serve as an additional credential for performance reviews.

Finally, Provost Austin expressed how much she looks forward to working with everyone and being able one day to meet in person.

Senator Jessica Streit (Art and Architectural History) asked if it might be possible to postpone the deadline for sabbatical proposals. Provost Austin said that it seemed like a reasonable request and that she would look into it.

5. New Business

a. Speaker Lewis: Resolution thanking Dean Fran Welch PDF

Prof. Hakkila suggested one correction: adding “Education” to the reference to the “School of Health and Human Performance.” Speaker Lewis said that we would make that correction. The motion passed by acclamation.

b. Committee on Academic Standards, Admissions, and Financial Aid (Meta Van Sickle, Chair): Course Alternative Math Policy PDF

Prof. Van Sickle explained that the proposed change to the undergraduate catalog would enable academic departments to allow students with approved accommodations to count alternative gen-ed math courses toward the major or minor. It would be up to individual departments to make this determination.

Sen. Mignone asked for some clarification as to the extent of this proposed change: under what circumstances it allows students to substitute courses for math requirements in their majors, and whether it would allow departmental substitutions for these courses on a case-by-case basis. Registrar Mary Bergstrom and Associate Provost Mark Del Mastro explained that the proposal simply allows a department to change its curriculum so that students with approved accommodations for the gen-ed math courses could count the alternative courses toward the major as well. They stressed that this change is separate from the issue of approving substitutions on a case-by-case basis. To allow students to meet program requirements with alternative courses, departments would have to change their curricula, stipulating specifically which alternative course(s) could apply to their degree program.
The motion passed by a vote of 37-4, with one abstention.

6. Constituents’ General Concerns

Professor Kris De Welde (Director of Women’s and Gender Studies) brought the senate’s attention to a letter the executive committee of Women’s and Gender Studies program sent to Interim Provost Welch. The letter outlines the differential impact of COVID-related disruptions on women and people of color. WGST is seeking formal support for the letter; she will send it to Speaker Lewis and share it through other venues. PDF

She explained that the letter urges administrators to intentionally and explicitly prioritize equity when making decisions about policies related to the pandemic. Race and gender should be an important part of these conversations.

For example, she said, research suggests that the recent move to extend the tenure clock, while well-intentioned, may contribute to inequities. Research also suggests that telecommuting results in increased household labor and stress on working women more than on working men.

The executive committee is calling for task forces and faculty committees, working closely with the administration, to make changes and revisions to policies and processes. She added that just being attentive to these issues without structures of accountability may exacerbate these problems.

Provost Austin added that she looks forward to working with the senate and others on campus to address these issues.

Professor Lisa Covert (History) announced that a small group of faculty met yesterday to revive the AAUP chapter on campus. The next meeting will be held on September 21. Feel free to email her for more information.

7. The meeting adjourned at 6:32.
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.
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.
Date: August 07, 2020

To: Fran Welch, Acting Provost
    Ed Pope, Vice President of Human Resources

Cc: Andrew Hsu, President
    Kimberly Gertner, Director of the Office of Equal Opportunity Programs
    Deanna Caveny, Associate Provost for Faculty Affairs
    Simon Lewis, Speaker of the Faculty Senate
    Gibbs Knotts, Interim Dean, School of Humanities and Social Sciences
    Tim Johnson, Dean, School of Languages, Cultures and World Affairs
    Sebastian van Delden, Dean, School of Sciences and Mathematics
    Alan Shao, Dean, School of Business
    Courtney Howard, Interim Dean, School of Education, Health & Human Performance
    Godfrey Gibbison, Interim Dean, Graduate School
    David Boucher, Chair, Faculty Welfare Committee
    Alicia Caudill, Executive Vice President for Student Affairs
    Rénard Harris, Vice President of Access and Inclusion

As WGS faculty who work on intersectionality and equity, we have growing concerns about Covid-related disruptions on instructional faculty and staff, particularly women and employees of color who are disproportionately and differentially impacted by the effects of the pandemic, and who can expect to have these effects accumulate over the next several years. Therefore, we urge the administration to intentionally and explicitly prioritize intersectional equity when making all Covid-19-associated decisions related to faculty and staff. By this we mean that CofC as an institution must take into consideration not only disproportionate impacts according to gender, race, ethnicity, physical ability, sexual orientation, citizenship status, family status, age, etc., but also how these factors interact.

Mindful decisions need to be made both for the short-term (fall and spring semesters) and long-term (performance evaluations, promotion/advancement, tenure). This letter addresses the immediate issues that should be considered for the coming academic year for all employees of the College. While many of the following concerns are pertinent primarily to roster faculty, centering equity in decision making necessarily requires that we are inclusive of all personnel in our approaches: contingent, part-time, and full-time staff as well as roster, visiting, and adjunct faculty.

Several decisions that have been made recently and that will be made in the coming weeks provide cause for concern. The impending layoffs of adjunct faculty, administrative staff, and other support staff must be mindful of race and gender. For example, like many campuses, since most of our custodial and food-service workers are women, Black and Latinx, we need to be mindful of the racial disparities resulting from staffing changes and work to mitigate these.

Specifically relevant to faculty, the recent move to extend tenure clocks for pre-tenure faculty, while well-intentioned, may exacerbate gender and race inequalities. The combined announcement of reducing adjunct faculty across the College with pressures to maintain 80% of courses in face-to-face formats create tacit pressures for adjunct faculty to teach in-person classes regardless of their health, caregiving circumstances or sense of safety doing so.
The ways in which the FMLA and the EFMLA policies are being interpreted and applied may not provide sufficient coverage with respect to pay or leave time allotted, and are inaccessible for employees who have had previous medical or care-giving needs this year, or whose children’s schools will be partially open. Moreover, some faculty or staff facing care-giving responsibilities are unable to take FMLA or EFMLA for financial or other reasons. There has been much confusion about what other options are open to these members of our community who need to balance workload with care giving.

Attending to these issues by centering intersectional equity and implementing policies and processes related to them “advanc[es] our commitment to diversity, equity, and inclusion” as per our strategic plan. It furthers our overarching goal in the pillar of Employee Experience & Success “to create an inclusive workplace that inspires excellence and innovation resulting in a thriving faculty and staff community.”

Our concerns fall broadly across several categories:

**Child and Other Care constraints.** Labor inequality within the home results in disproportionate impacts on women who perform the majority of household labor, child care, schooling, and care of elders and other adults. “In times of health, social, political, and economic crises, gender inequities are exacerbated, and deepen when factors relating to income level, race and ethnicity, gender identity, sexuality, non-traditional family structures, and ability are added to the equation.” (UW System Gender Consortium letter). Closure of daycare services and K-12 schools in spring 2020 resulted in major disruptions for instructional and research faculty with children. These are expected to persist given the uncertainty of school opening in the fall. These disruptions are likely to be most acute for the parents of younger than school age children, who face daycare closure and limited access due to class size restrictions and shortened hours, as exemplified by the closure of ECDC.

Staff employees who will be increasingly required to report to work will need to make even more difficult decisions than usual about child care, schooling, and their employment. And, given stricter protocols for isolating children and family members who present with cold/flu symptoms, we can expect the burdens for coordinating care and schooling to be magnified for most families until there is a vaccine.

Those with elder care responsibilities and who live with adult family members who have underlying health conditions also face more substantial pressures for procuring groceries, medicines, health care services, etc. so that these members of the household are not unnecessarily exposed to the virus.

Supervisors should be mindful of these disparate responsibilities when making decisions about teaching and service assignments for faculty, and “on the bricks” responsibilities for staff. For example, employees with young children may need considerable accommodations to pivot to online/remote work to provide care and schooling support to young children during regular workday hours. Emerging research indicates that telecommuting results in increased household labor and increased emotional distress for working women more so than in comparison to working men. A broad policy allowing flexible choices to be made without fear of repercussion in terms of promotion or contract stability is critical. The recently announced COVID-19 Special Requests for Accommodations is a welcome improvement, but not sufficient to ensure equity and fairness.
Scholarly Productivity. Empirical research is already emerging with evidence of diminished scholarly productivity for women in the wake of Covid-19, particularly for those in STEM fields who already experience lower funding, fewer publications, and lack of access to mentoring and networks because of systemic gender-bias.

COVID-19’s effects are driving more of a wedge between women and men in academia in terms of research opportunities. When disseminating scholarly work, women are already confronted with bias in peer review and grant review panels. For example, women must be 2.5 times as productive to be judged as equally competent in grant applications. With the recent decrease in scholarly visibility, women are less likely to be invited to speak at conferences and seminar series, to serve as grant panelists, or be asked to review articles. These combined factors will lead to a quantifiable slump in publications and grant submissions from women (https://www.pnas.org/content/early/2020/06/24/2010636117).

Increased service and teaching expectations, combined with intensified family obligations and pandemic-elevated expectations for emotional labor from students and colleagues, which are generally higher for women academics, (Bird 2011, Tunguz 2016), will further exacerbate women’s ability to create time for scholarship, carve out time to focus on now-online conferences, be physically present in their labs or field sites, and apply for funding, fellowships, etc. These all have long-term impacts.

Service Assignments, Invitations and Responsibilities. The reality is that the small number of faculty and staff of color disproportionately advise and mentor students of color, and women faculty and staff overall are sought out more frequently for support with mental health concerns. Given current stressors unlike any others faced in our or our students’ lifetimes -- rampaging health crises in their families and communities; a series of blatant, systematic and markedly visible acts of violence against Black and Brown people, a deepening economic recession -- these students will be seeking out trusted staff and faculty mentors even more. These same individuals are also being tapped to serve on new task forces, committees, advisory boards, etc. related to addressing systemic racism and entrenched white supremacy at the College. If service assignments and “invitations” are imperative (and most are not immediately so such as curriculum revisions, peer teaching reviews, attendance at non-essential faculty meetings, assessment), there should be options to engage remotely and/or asynchronously on family-friendly schedules.

Teaching. It is inevitable that the workload for instructional faculty will increase for the fall semester with expectations for hybrid learning, ensuring increased student access to course content in multiple formats (F2F, recorded, synchronous, and asynchronous), requiring flexibility in student evaluations and assignment deadlines, etc. Despite careful planning and thorough training, disruptions inevitably impact students’ expectations and experiences of their courses. Suspending student’s feedback on teaching (aka “evaluations”) without undue threat of negative consequences, and exploring ways to value and reward the extraordinary efforts faculty are expending on their pedagogy and course design are imperative.

As the College of Charleston continues to adjust its expectations and plans for teaching, research, and service during COVID-19, we might consider pursuing strategies that other institutions have implemented. For example, some workload adjustments at other institutions include:
• Changes to or suspension of teaching evaluations as a strategy to account for burdens caused by pandemic-related care-giving disruptions
• Development of a research accommodation opt-in policy
• Coordination of sick leave pools and efforts to share tutors, nannies, and care providers
• Options to direct professional development funds to help offset costs of care-giving as an alternative way of investing in a scholar’s professional development as it frees them to write, conduct research, etc.
• Suspension of all non-essential service responsibilities.

The issues and strategies outlined here are not comprehensive. Thus, we recommend that faculty-driven and staff-driven task forces, including the Faculty Welfare Committee, should take up this work with urgency and with the authority to make actionable recommendations to College administrators who will in turn take steps to support College employees in this moment of crisis through policies and processes. Simply being attentive to these issues without structures for accountability and transparency is insufficient. We urge all supervisors to center equity in all decision-making, with attention to the interlocking and accumulated disadvantages resulting from systemic oppressions on axes of gender, race/ethnicity, physical ability, sexual orientation, citizenship status, family status, age, etc. Anything less perpetuates existing inequities and will result in exacerbated inequalities.

Respectfully,

The Women’s and Gender Studies Faculty Executive Committee:
Vivian Appler, Department of Theater & Dance
Kris De Welde, Women’s and Gender Studies Program
Cara Delay, Department of History
Melissa Hughes, Department of Biology
Christy Kollath-Cattano, Department of Health & Human Performance
Julia McReynolds Perez, Department of Sociology & Anthropology

Resources:
• Labor Inequalities for Faculty and GE Caregivers During COVID-19: A Call to Action
  https://csws.uoregon.edu/labor-inequities-covid-19/
• The Gender Studies Working Group on Gender and COVID-19, University of Notre Dame, letter to campus leaders, July 01, 2020
• University of Wisconsin System Gender Studies Consortium letter to campus leaders, June 23, 2020
• University of Pennsylvania “contingency planning for loss of daycare or school closures” policy
• In the Wake of COVID-19 Academic Needs New Solutions to Ensure Gender Equity
• Women Researchers are Publishing Less Since the Pandemic Hit…
• Reopening Campuses, Racial Disparities
• Gender Differences in Telecommuting and Implications for Inequalities at Home and Work
• Fall’s Looming Child-Care Crisis