Faculty Senate, Tuesday, April 5, 2022 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Agenda
Due to inclement weather of thunder storms with expected flooding, Speaker Lewis moved the first part of the meeting on April 5th to a virtual format. At 8:05 pm on April 5, a motion was passed to recess and resume meeting on April 12th. The meeting resumed on April 12 at 5:00 pm in Beatty Center 115.

1. Call to Order at 5:00 pm – With a quorum present.

2. Approval of the March 1, 2022 minutes - Approved by acclamation

3. Announcements and Information – Many thanks to Raquel, Faculty Secretariat, who has been working so hard all year and particularly today with the meeting changing to online. This meeting will continue, if necessary, Hector Qirko will circulate a short survey to senators about what has gone well and what can be improved with. April 21 at 7 pm, memorial service for Richard Nunan at Alhambra Hall. Congratulations to Brian Bossak for his Fulbright Award and to Paul Sanchez for his Grammy nomination.

4. Reports

   A. Speaker of the Faculty Simon Lewis - Very pleased that threat to tenure has dissipated. Educational gag orders are still around. Hoping we will be back to normal in the fall. Great extracurricular activities for our students. REI took two years to get this point with one of the most meaningful changes at the College. Since January meeting some distrust in administration, Speaker Lewis’s goal has been to strengthen faculty/administration. He believes this is the best administrative team in years who work well with the strong faculty committees. Four meaningful reports tonight from committees as well as some interesting motions through committee. Thank everyone who worked with Goldwater Scholars, we have 3 more than Clemson and USC and equivalent to Duke.

   B. Provost Suzanne Austin – Cedeed the floor to President Hsu who wanted to say thanks to Simon Lewis on his last formal Senate meeting during his tenure as Speaker. We very much appreciate his work and for leading the meeting tonight while not feeling well. He has been kind, sincere, constructive, and shown humor as he advised the president. Simon has been a guiding light and the College has been better because of his service. Provost Austin also thanked Simon for his service among what may be the most difficult years of the institution. Also, she thanked all the faculty for their work during the pandemic. This spring is the first time since she has arrived that she’s been able to witness so many people on campus.

   RCM – nothing will change anytime soon. We will run a parallel budget for two years beginning July 1. Several emails related to Sustainability Literacy Institute. Plans are to institutionalize the SLI. Dean Knox getting together a working group to talk about how sustainability can be continued. Reach out to Dean Knox if you would like to serve.

   College Reads – March 28 email sent thank you to Lynne Ford and the committee for selecting a book for next year. Clint Smith, author of next year’s College Reads book How the Word was Passed, will be brought to campus next year. Funding for the program has not been reduced.
The College Reads book was made optional for 22-23 to gauge interest. Getting together a committee to discuss shared reading models. If you are interested in serving, let Provost Austin know.

REI director being sought soon. The position description will go to all soon.

April 26 – Celebration of Faculty, much to celebrate. For second year in a row, leading producer of Goldwater Scholars in the nation. Three students receiving this year. Named top producer for faculty Fulbright Fellows and she suspects we will retain this distinction as we have a Fulbright for the coming year.

Thanks for support for Center of Excellence in Teaching and Learning, under leadership of Margaret Hagood.

Questions/Answers:
Q: Kristen Graham (student): Have you considered that the first book about racism is the first book made optional and the perception?
A: Provost Austin: She is sorry that the timing may have suggested that. She believes that after 20 years of the College Reads program that this is the right time to see if the program is the best approach. However, she is so sorry that the timing is so bad.
A: Julia Eichelberger: Kristen, thanks for your concern and interest. In past years we have actually had numerous previous books about racism and slavery, including The Hate U Give, Rising Out of Hatred, The Known World. That’s just a few titles I can think of immediately.
Q: Shadaisha Mone’t (student):
A: Provost Austin: The requirement must go before CHE before it can be made official. The concern is
A: Paul Patrick: The delay is we want this passed, but we are concerned if it goes before CHE now, it may not happen. It has faculty support, student support, campus-wide support, but we are trying to navigate the beuracratic process. The other parts, like the directorship, are starting to move forward.
A: Provost Austin: Rather than call the question within CHE with an election in November and perhaps hearing “no” which will
Q: Shadaisha Mone’t (student): Would it not be worth the risk? Her worry is that it may not move forward later.
A: Provost Austin: She understands her point. But if we call the question and hear “no”, then we could not move forward. Instead we can move forward now and hear a “yes” later.
Q: Aliece Hurley (junior, member of Bonner Leader Program): Disappointed in College Reads and REI not being passed. What more is College are doing, if you have decided that this will not get approved?
A: Prov Austin: From Academic Affairs, we are creating a faculty position for REI that will sit in Center for Excellence in Teaching to get more REI courses in sciences and businesses. We are moving ahead to make sure that students who are enrolled in many, many courses where 30% or more of the content will be focused on issues of race, equity and inclusion.
Q: Nathaniel Walker: CHE must be involved to make it a College requirement. Could departments make individuals choices?
A: Mark Del Mastro: If the courses with a REI designation are already a part of your requirement, then you could
Heather Fullerton (asked by Simon): What is the timeline for implementation?
A: Prov Austin: Higher faculty director and get workshops going. After fall election, submit proposal to CHE for review.

Q: Arianna Parker (President of Black Student Union): Can we send the proposal [to CHE] more than once?
A: Paul Patrick: From a governmental affair’s stand point, we could get a prohibition against, that is thus our biggest concern.

Q: Billy Hailer (student): The optics of this decision is embarrassing.

Q: Kristen Graham: How is the search for the directorship? Will that be filled before the summer?
A: Provost Austin: Search committee has been formed and is working on a position description which will be sent to College on Friday. A position for someone at the College. Someone hired by May and in place for the workshop.

Q: Jonathan Neufeld (Philosophy, Senator): Is this a pre-election worry or a general worry, if a general worry why not move it forward now?
A: Paul Patrick: Saw an election in Virginia where this was a lightning rod ???

Q: Shadaisha Mone’t: Concern that “you all” have some reason that this will be denied, she wonders if the word “race” in the title is the reason it is believed that it would be rejected.
A: Prov Austin: I think that the

Q: Prof Kaj: Are you ashamed of the proposal?
A: Provost Austin: She’s very proud of the proposal and proud that it is coming out of this institution.

Bob Podolsky: Did the topic of the book have anything to do with making the College Reads optional?

Provost Austin: President Hsu gave a clear answer during Advisory Committee meeting, where he explained that polls show that many students do not read the book. If we keep a common read, is there a way to do it instead of giving

Arianna Parker (student): Nobody knows whether this will be approved/denied. If it is brought forward, then it shows that CoC did our part to try to support. As a person of color, she doesn’t get to “pick and choose” diversity issues, where the College seems to be able to “pick and choose”. She would like for CoC to be the front runners. She believes it is more important than what Columbia says, that putting it forward shows that the College is behind the program.

Prov Austin: Greatly appreciates students showing up to offer their support. Stay tuned, there is more coming on this.

C. Knudt Flor (Senior Vice President for Innovation and Industry Engagement) –
Told about his history prior to CoC where he has been an executive for many years directing and leading big operations in manufacturing. His last position was President and CEO of BMW in the upstate. He is working to see how to further develop our engineering programs, missing from South Carolina is manufacturing engineers. US imports too much, so wants to offer more minds who will stay in South Carolina to help the state become more competitive. Connecting with industries to see what they need and have us adjust our curriculum to meet industry needs. Also, planning to get industry funding to help with projects/scholarships. We are the only school in the state presently doing this. Liberal Arts allows us to not only focus on the engineering part but also on the global society. Need students who learn from the beginning how to deal in the inter-cultural relationships.

Q: Nathaniel Walker: Yes!!
Q: Kristen Graham: Thanks for bringing this innovation to campus. How can we get students involved?
A: Knudt: April 22 – Boston Dynamics coming to campus so faculty and students can see and feel what is going on in the industry. Event is free and all are welcome. https://engineering.cofc.edu/spot/

D. REACH Act (Ad Hoc Committee, Barry Stiefel and Jason Coy, Co-chairs)
Ad Hoc Committee Findings:
The ad hoc committee held several meetings and examined how other public institutions in our state are dealing with the requirements of the REACH Act. Based on the information collected, the committee discussed several options for how College of Charleston might better comply with the requirements of the REACH Act. Since it mandates that students must complete a three-hour course that assigns the required “Founding Documents” in order to graduate, the committee decided not to propose any changes to the current curricular requirement in place at CofC pertaining to the REACH Act. Given our current student headcount, however, the committee determined that our existing instructional resources are not adequate to meet projected enrollment demand.

Projected REACH Act Staffing Requirements:
The institution’s annual recruiting goal is to admit 2,300 new students each year. After subtracting students who enter with AP credit that counts for the REACH Act, we will still need to accommodate approximately 1,670 incoming students per year. At 35 students per section, we will need 48 sections per year to provide these courses (24 per semester). In the current academic year (2021-22), our campus offered 25 REACH Act compliant course sections. Subtracting these 25 sections leaves 23 additional sections per year (12 per semester) that would still need to be staffed.

Proposed Staffing Plans and Required Resources:
The ad hoc committee proposed two potential staffing plans to the administration to meet this projected enrollment demand: one proposed the hiring of visiting assistant professors to cover the required 12 courses per semester and the other proposed that the required courses be taught by adjuncts.
After discussing these recommendations with the ad hoc committee, Provost Austin affirmed her commitment to providing adequate resources to fund teaching the necessary number of REACH Act-compliant courses that our students need to graduate. She also shared with the committee her intention to include a request for two REACH Act visiting assistant professor positions in her budget proposal for next year and to allocate additional adjunct funding as needed.

Questions:
Q: Lisa Covert (AAUP, guest): Many adjuncts teaching – they don’t have the same protections as roster faculty.
Q: Irina Gigova (History, Senator):
Q: Denise Fugo (adjunct in finance): Number of years ago, College brought in trainers for restorative justice training. She believes this is a working tool that could be brought back to deal with the racial issues on campus. Could it come back? Why isn’t the College’s percent of black students not rising (been 6% - 8%)?
A: Jason Coy – clarifying that his committee isn’t part of the REI, although he thinks this sounds like a good idea.

E. Campus Interpretive Signage (Committee on Commemoration and Landscapes, Julia Eichelberger and Anthony Greene, Co-chairs)
Creating Digital Signage to tell the story of the College’s past, particularly race and enslavement, and to help with feelings of inclusion and belonging. Building on work already done on the campus regarding the website portal “Discovering Our Past”. Trying to create physical signage to support this. Many on the committee: students, staff, and faculty. Their time is appreciated. Continuing work through the summer. Created a new emblem that is a composite of different groups that are part of the College’s shared past. Five interpretive signs coming to campus soon. In addition to a description about the space, expect to have a QR code on signs to connect them to a website that will offer more information about the space. Also discussing creation of interpretative centers in two interior spaces on campus. Volunteers who would like to serve on the committee should contact the chairs.

Bob Poldosky (SSM, At-Large Senator): Also, the committee wants to take advantage of digital signage already in place in buildings.
Kristen Graham: Suggested QR codes and a historical scavenger hunt.
Dan Greenburg: Suggested the committee can show how so much of the history is interconnected.
Simon Lewis (and many in the chat): Complimented the committee on the work.

F. Intellectual Property Policy (Ad Hoc Committee, Annette Watson, Chair)
Charge: review our current Intellectual Property (IP) policies and to report any recommendations for amendments to the current policies.

The committee collected data and reviewed processes at other universities. Annette presented current legal context.

One case in 2019 involving a graduate and undergraduate student and resulted in the students retaining a lawyer, delaying the graduate student thesis. Only a few universities actually make money off of patents. No guidance in place for when to file “IP Disclosure Form”. The policy and process don’t account the varying situations that could occur.

Committee suggestions:
• Reimagine from an input-based, inwardly-focused policy with a narrow scope of unlikely revenue generation
• Refine definitions and reorganize to be a better reference for the CofC community; the policy needs to account for individuals who occupy multiple roles in the community (e.g., “student” and “employee”).
• The structure of the IP Committee needs to include representation from the Faculty Senate.
• The process needs to include required communications with “the inventor’s” Chair or Program Director, or direct supervisor.
• The policy as written includes procedures for implementation; these need to be separated for greater flexibility.
• “University Resources” need to be better specified in terms beyond “above normal use” or “substantial use;” denote an amount under which no IP capture process will commence (e.g., Elon and JMU). We recommend $10,000—an amount that should be revisited every 3-5 years. This will avoid wasting university resources on negotiating potentially small dollar amounts.

• The next policy needs to be written to better reflect our student-centric core values. With an average debt of $6719 per year at the College, the College should not attempt to make a profit off the back of student work.

• The College needs to provide on its website resources (including legal resources) that all of the CofC community can reference regarding IP.

Zachary Stevens, graduate student alumni, and Chandler Long, undergraduate alumni, spoke about their experiences with the IP policy. Caused financial and emotional hardships. College of Charleston legal team represents the College not the students. Recommends a total re-write of CofC IP Policy that empowers students and an easy-to-process document.

Questions:
Laura Penny: How responsive was legal to this report?
A: Have not heard response yet from President, Provost nor Legal office.
Denise Fugo (School of Business): Great opportunity to establish a revenue sharing agreement. Encourages including folks from business to help with this.
A: Some from business school did serve on the committee.
Zachary Stevens (Alumni): Do we know the cost of his process for the College?
A: No, we don’t have that data, but research shows that it’s not worth it to squabble.
Simon Lewis (Speaker): President Xu was surprised by the College’s IP policy and is in favor of change.
A: Yes, it was created under a prior administration

G. Committee to Curb Gun Violence (Ad Hoc Committee, Sarah Maness, Chair)
Committee began its work in February 2021. Ten committee members this year. Committee Actions: 1) Adopt mission assessment 2) conduct needs assessment and 3) be a part of community events. Mission statement of the committee “Conduct research and connect with local community partners (academic and nonprofit) to understand, spread information, and implement change to reduce gun violence in the Charleston area” Two community events: Spring 2021 Zoom and FB Live events “Listen to Our Stories” and “Listen to our Ideas for Change.” Developed a partnership with Tri-County Gun Violence Coordinating Council and joined by Dr. Askhley Hink, a MUSC Gun Violence Researcher and Trauma Surgeon. Sarah Maness applied for and received $10,000 funding for attending a 15-week training on community-based research on curbing gun violence. The committee requests extension for ad hoc committee to: 1) Invite Dr. Hink’s team to campus to speak 2) Strengthen partnerships with gun violence researchers at MUSC 3) Complete training and research funded by MUSC

5. New Business
A. Approval of degree candidates for Spring 2022 Commencement (Provost Austin) – approved by acclamation with many congratulations in the chat
B. Election of Senate Standing Committees’ Members (Committee on Nominations and Elections, Laura Penny, Chair) - 40 voted in-favor of the committees, none opposed.

C. REI Motion (Irina Gigova) -

Irina presented the motion from REI to delay the implementation of REI by one year with work continuing on REI during this year.

Questions:
Kristen Graham (student): Read a statement from several students who are part of I-CAN. (Link to statement)
A: Irina: Completely agree with everything Kristen read in their statement, this motion serves to delay this until a director in place.
Sam Flores (Senator, Classics): What is the ad hoc committee’s response to this motion.
A: Irina: Dan Greenburg, Bob Poldosky and Irina created the motion. They presented it to Anthony Greene and Morgan Koerner who shared with ad hoc committee.
A: Morgan Koerner (German, former co-chair of the ad hoc committee): Morgan agrees with the students that if we “punt on this now”, we may never approve it fully. He has the distinct impression that our administration is not willing to call it REI.
Q: Danya Firestone (alum of CofC, former member of I-CAN): Part of the concerns raised regarding not having not enough classes, she argues against that and believes that courses previously taught could be taught again without the need for new course materials.
Q: Dan Greenberg: This motion does not propose any changes to the REI curriculum nor changes to the name. No change to the specific learning outcomes. His primary concern as chair of Academic Planning is a logistic one, Morgan and Anthony and the committee have done a great job with putting this together. There are not enough courses on the schedule for the fall and can only offer a few in the spring. The departments that can offer the REI courses also have to offer many of the Founding Documents requirement. These departments are small and the REI will tax them too much. He supports the motion because it doesn’t delay the program beginning only until next year when the logistics can be worked out.
Jonathan Neufeld: Students have made a compelling argument about bringing this before CHE, but this motion seems to be a separate worry about the logistics.
A: Irina Gigova: The concern about the approval has affected some of the logistical piece.
Tom Buchheit (registrar): Without CHE approval cannot be a requirement for students.
Bob Poldosky (SSM, At-Large): This motion was put forward in good faith.
Simon Lewis (Speaker): Delighted with the debate to this point.

Recess (April 5) and Resume (April 12)
Many started losing power due to storm.
8:05 pm - Motion put forward by Hector Qirko, seconded by Julia Eichelberger, to recess and return to discussion next Tuesday, April 12.

Call to Order of the resumed meeting: 4/12/2022 – 5pm
Moment of silence for student Ben Wills
Simon – remind folks that there is a memorial service for Richard Nunan – 4/21 Alhambra Hall

Already had considerable discussion on REI motion (plus discussion during the Provost report)
Irina Gigova: Thanks to everyone who is so passionate. Reminder that the motion takes for granted the already approved title, the outcomes. The motion only seeks approval of postponement of the College seeking CHE approval of REI. 68 sections approved for the fall but the number of seats may not be sufficient for the number coming in, the current courses represent several schools.

Chris Day (HSS, Senator): To clarify, a “yes” vote means we are in support of allowing this to wait until next year to start.

Julia Eichelberger (HSS, Senator) – already 900 students enrolled in REI courses. 93 courses on the books. 68 in the fall. Departments can support REI locally. Modify the requirements to our own majors to ensure all of our majors take 1 or more REI. Can also consider staffing plan to allow for these courses. A certificate program could be a path forward to get an REI certificate for students who take 12+ hours of courses.

Morgan Koerner : We can submit this to CHE on 5/1, which would guarantee submission for the upcoming year.

(Outgoing Dean, School of Business): If committed to this, the Director needs to be under the Provost instead of under CETL.

Deanna Caveny (Guest): The FYE Director to reports to, Director of CETL reports to provost. Same

Gibbes Knots (Guest): Is there a star by them in the catalog, to make them noted in the catalog.

Tom Buchheit (registrar): No. They will not have distinguishing character
Dan Greenberg – Presented data toward how many courses are needed per semester. 625 needed for fall 2022. As of today, there are 300-880 seats available in Fall 22. Meaning we may or may not make it to the needed 625 for the incoming freshman. While students have spoken passionately and compellingly about the need for this, he believes we need to wait to make sure we can

Paul Young (Math, Senator): Thanks for data. Data is encouraging.

Morgan Koerner (guest): Thank Irina and Dan for this data. These questions were never raised earlier – without the director, the stalled search by our BOT, vote is whether we want to give folks a pass.

Simon Lewis (speaker): Your characterization is true to a point. BOT was ready to move forward in January with the new name of Core Values, but had it been brought to Senate in February

Dan Greenberg: Agrees with Morgan, a director would have been on top of this. Wants to keep in mind the needs of our incoming students.

Jonathan Neufield (Philosophy, Senator): Ask for Irina or Dan, why support the motion.
Dan: Shows our support for the name REI, when students come in there is lots of information about REI and courses offered, allowing for more robust launch of program. He believes it will unambiguously fine if we collect data this year and move forward after that.

Irina: She's encouraged by the numbers being offered in fall, hoping to infuse entire curriculum with REI. Select programs are providing a lot of the courses. Would like to see all our curriculum contributing, not just Gen Ed.

Dan: FYE is a bit different, conversations throughout the year between director and departments to compensate for areas where FYE courses may not be available.

Billy (student): Encourages all move forward with REI now. Notes that students can take REI courses later than their freshman year.

Those in favor of the motion to delay the REI motion: 23
Those against the motion: 16

The motion passes: 23 to 16.

D. **Transfer Credit Policy Revisions** (Faculty Committee on Academic Standards, Lynn Cherry, Chair)

The task force formed as result of state provision last year by the state saying that institutions must accept associate art or associate of science degree – they will be given 60 hours of credit/junior status. Must have policy in place by June 1, 2022. Transfer credits do not change the courses needed for degrees from the 4-year institution.

Recommendation:

- The College of Charleston revise current transfer credit policies to award 60 credits and junior status to students who complete an Associate of Arts or Associate of Science degree at a two-year public South Carolina technical college.

- A new acronym and course number, SCTR 1EE, will be established to award elective transfer credit for coursework that is not applicable to current direct transfer policies, up to 60 hours, earned during the completion of an Associate of Arts or Associate of Science degree at a two-year public South Carolina technical college.

- The College of Charleston shall revise the current transfer philosophy statement to align with S.C. proviso 117.152.

- The College of Charleston shall revise current transfer credit policies to allow students who complete an Associate of Arts or an Associate of Science degree at a two-year public South Carolina technical college to waive all pre-requisite requirements for declaration of the Bachelor of Professional Studies (B.P.S.) degree.

Questions/Discussion:
Hector Qirko (Atlarge, HSS): Students who earn a D would get hours but not grades?
A: Lynn Cherry: Grades never transfer.
Q: Paul Young (SSM, Senator): How often is this done? Is it often that it’s less than 60?
A: Lynn Cherry: Not many, but Lynn speculates the state is hoping to encourage students with Associates to get full degree.
A: Tom Buckheit (registrar): 66 is maximum number of credit hours a student can transfer. Can only transfer if C or better.
Q: Bob Mignone: Does this mean all associates degree students would have to be accepted?
A: Lynn Cherry: This does not apply to admissions requirements. Student still must meet admission requirements.

Transfer Credit Policy - Approved unanimously

E. Faculty Resolution re: Pending Legislation (Chris Day)

The SGA passed their own version of this last month. This is not intended to relitigate anything.

Resolution:

WHEREAS state legislative proposals are being introduced across the United States to restrict academic discussions of racism and related issues in American history in schools, colleges and universities;

WHEREAS the College of Charleston Faculty Senate approved in October 2021 a Resolution from the Faculty Senate Regarding Implementation of the REACH Act, which objects “to legislative overreach that violates the principles of academic freedom and institutional autonomy embedded in the South Carolina Code of Laws, the standards of our accreditor SACSCOC, and the Faculty/Administration Manual (FAM) of the College of Charleston”;

WHEREAS the College of Charleston’s Faculty/Administration Manual (FAM), Section IV.C, affirms the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors’ 1940 statement of Principles on Academic Freedom and Tenure;

WHEREAS faculty have responsibility for the curriculum at their universities, as affirmed by the AAUP Statement on the Government of Colleges and Universities (2.b);

WHEREAS educating members of this community about barriers to a broad-based and inclusive democracy is central to the active and engaged pursuit of knowledge in the 21st century and to The College of Charleston’s commitment to producing “ethically centered, intellectually versatile and globally fluent citizens” (Strategic Plan);

WHEREAS over 140 organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the Joint Statement on Legislative Efforts to Restrict Education about Racism and American History (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities”;
THEREFORE BE IT RESOLVED that The College of Charleston Faculty Senate affirms the American Association of University Professors’ (AAUP) Joint Statement on Efforts to Restrict Education about Racism, authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over 140 organizations, and issued on June 16, 2021;

BE IT FURTHER RESOLVED that the Senate calls upon The College of Charleston’s President and Provost to affirm the American Association of University Professors’ (AAUP) Joint Statement on Efforts to Restrict Education about Racism, authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over 140 organizations, and issued on June 16, 2021;

AND BE IT FURTHER RESOLVED that the Senate stands with our K-12 colleagues throughout South Carolina and the nation who may be affected by pernicious legislation and other attacks when they seek to teach racial histories and related issues in their courses.

Questions/Discussions:
Lisa Covert (Guest, AAUP President): Last spring and into early fall, our campus was considered to be leaders. Our administration asked us to be silent, and some other schools have asked where is CofC? Statement of solidarity with teachers across the state. Hope that we support this resolution.

Vote on resolution – Approved unanimously

F. Curriculum Committee (Xi Cui, Chair)

22 for approval – First 5 (bullets i and ii) from FCC February meeting – others from FCC March meeting – No discussion on OAKS, no discussion during meeting

All passed - unanimously

i. English
   a. ENGL - 464 - Senior Seminar in Difference and Literary Tradition – Deactivate – Curriculog link – Timothy Carens
   b. ENGL - 465 - Senior Seminar in Cultural Studies – Deactivate – Curriculog link – Timothy Carens
   c. ENGL - 470 - Senior Seminar in Major Literary Genres – Deactivate – Curriculog link – Timothy Carens

ii. Sociology
   a. Cultural Sustainability Certificate - UCER-CECS - Add ANTH 347, BIOL 204, 211 to electives. Add ANTH 201, 202 which are already listed as “OR” in required courses to electives so both can be counted toward program when taken Curriculog link – Christine Finnan
   b. Sociology, B.S. - BS-SOCY Allow PSYC 211 or 250 as alternatives to SOCY 272; allow COMM 301 as an alternative to SOCY 271 Curriculog link – Christine Finnan

iii. Political Science
b. Politics, Philosophy, and Law Concentration - PPLW Add POLI 381 to Political Science BA - PPLW concentration [Curriculog link] - Jordan Ragusa

iv. Arts Management
   a. ARTM - 325 - The Art of Creativity Change course title and description. [Curriculog link] - Kate Keeney

v. Environmental and Sustainability
   a. Environmental and Sustainability Studies Minor - ENSS Add three courses to two modules of electives. [Curriculog link] – Allison Welch

vi. Religious Studies
   a. Religious Studies Minor - RELS Add new courses to two buckets of courses [Curriculog link] Zeff Bjerken
   b. Religious Studies, B.A. - BA-RELS Add new courses and change names of electives categories [Curriculog link] Zeff Bjerken

vii. LACS
   a. Latin American and Caribbean Studies Minor - LACS Add SPAN 312 to the electives list [Curriculog link] Nadia Avendano
   b. Latin American and Caribbean Studies, B.A. - BA-LACS Add SPAN 312 to the electives list [Curriculog link] Nadia Avendano

viii. Computer Science
   a. Computer Information Systems, B.S. - BS-INFS Change courses included in GPA calculation [Curriculog link] Renee McCauley
   b. Computer Science, B.A. - BA-CSCI Change courses included in GPA calculation [Curriculog link] Renee McCauley
   c. Computer Science, B.S. - BS-CSCI Change courses included in GPA calculation [Curriculog link] Renee McCauley
   d. Computing in the Arts, Art Concentration, B.A. - BA-CITA-CIAR Change courses included in GPA calculation [Curriculog link] Renee McCauley
   e. Computing in the Arts, Dance Concentration, B.A. - BA-CITA-CIDN New concentration [Curriculog link] Renee McCauley
   f. Computing in the Arts, Digital Media Concentration, B.A. - BA-CITA-CIDM Change courses included in GPA calculation [Curriculog link] Renee McCauley
   g. Computing in the Arts, Game Development and Interaction Concentration, B.A. - BA-CITA-CIGD Change courses included in GPA calculation [Curriculog link] Renee McCauley
   h. Computing in the Arts, Music Concentration, B.A. - BA-CITA-CIMU Change courses included in GPA calculation [Curriculog link] Renee McCauley
   i. Computing in the Arts, Theatre Concentration, B.A. - BA-CITA-CITH Change courses included in GPA calculation [Curriculog link] Renee McCauley

G. General Education Committee (Suanne Ansari, Chair)

Presented today for approval as a Gen Ed Humanities course instead of a GenEd History - Approved unanimously
i. HIST 213 American Jewish History: Colonial Times to the Present for General Education Humanities - This course is cross listed with JWST 260 a General Education Humanities course. - HIST 213 is listed in curriculog inadvertently as a GenEd History course, when the intent of the originators is that it be offered as GenEd Humanities


Curriculog listing JWST 260 American Jewish History: Colonial to the Present; General Education : Humanities https://cofc.curriculog.com/proposal:3439/form

H. Committee on Graduate Education (Shawn Morrison)

No discussion on OAKS. No discussion at meeting. – Approved unanimously

i. Environmental and Sustainability Studies, MS
   a. EVSS 627 – Marine Tetrapod Biology: course change (remove cross-listing BIOL 627) EVSS - 627 - Marine Tetrapod Biology | Curriculog
   b. EVSS 671L – Biodiversity Management Lab: new course EVSS - 671L - Biodiversity Management Laboratory | Curriculog
   c. EVSS 722 – Marine Invertebrate Zoology: course change (remove cross-listing BIOL 630) EVSS - 722 - Marine Invertebrate Zoology | Curriculog
   d. EVSS 724 – Ichthyology: course change (remove cross-listing BIOL 632) EVSS - 724 - Ichthyology | Curriculog
   e. EVSS 725 – Marine Botany: course change (remove cross-listing BIOL 635) EVSS - 725 - Marine Botany | Curriculog

ii. Languages, MED
   a. LALE 690 – Special Topics in Language Education: course change (make repeatable) LALE - 690 - Special Topics in Language Education | Curriculog

iii. Public Administration, MPA
   a. Program change: change to internship requirement, reformat elective courses Public Administration, M.P.A. - MPA-PUBA | Curriculog

5. Constituents’ General Concerns

Lisa Covert (AAUP President, Guest): AAUP survey – trying to capture of sense of how things have changed in respect to T&P evaluations. Link in email from Simon Lewis or email her. Please complete the survey.

Julia Eichelberger (HSS, Senator): Access to the library as we move away from COVID protocols, asked about the need to have an ID from getting into the library, thus preventing community
members from using the library. Also, slows down students and prevents some (who don’t have their ID) access. Also, would like to see front doors open.

Chris Day (HSS, Senator): Plug for Black Lives Signature Series, trying to recreate Carnival in event tomorrow. Encourage students to attend.

Paul Sanchez (Music, Senator): April 19, 7:30, Sottile Theater, free concert – with piano and discussion - music by black composers. Applause generated by Simon’s reminding us this album was nominated for Grammy.

Hector Qirko (HSS, Senator): With inflation, wondering if administration is taking steps toward closing the gap between inflation and salaries.

Response - Paul Patrick: Yes, State should have $1500 bonus for all employees and 3% increase in budget, last year College did 1% more than state mandate

Brooke Permenter (Adjunct): Are adjuncts being considered?

Ashley Pagnotta (SSM, Senator): Are we considering all adjuncts?

Bob Mignone: Publicly, thank Simon with round of applause. He’s done an incredible job.

Simon: Thanked Raquel Gleicher (outgoing Faculty Secretariat), RoxAnn Stalvey (Faculty Secretary) and George Pothering (Parliamentarian).

Hector Qirko: Will send survey

Ryan Thompson (SGA President): Thanks for letting me a part of Senate this year. Introduced next year’s senator, Sydney Maguire.

6. Adjournment – Adjourned at 6:10 pm.
Faculty Senate REACH Act Ad Hoc Committee Report

Ad Hoc Committee Charge:
Following the passage of a Faculty Senate Resolution in October of 2021 that expressed the Senate’s “grave concern” with the implementation of the REACH Act, an ad hoc committee was formed to further explore how the College might better comply with the provisions of the Act. (REACH Act Guidelines:  https://www.che.sc.gov/CHE_Docs/executivedirector/2021-09-21_REACHActGuidelines.pdf)

Ad Hoc Committee Findings:
The ad hoc committee held several meetings and examined how other public institutions in our state are dealing with the requirements of the REACH Act. Based on the information collected, the committee discussed several options for how College of Charleston might better comply with the requirements of the REACH Act. Since it mandates that students must complete a three-hour course that assigns the required “Founding Documents” in order to graduate, the committee decided not to propose any changes to the current curricular requirement in place at CofC pertaining to the REACH Act. Given our current student headcount, however, the committee determined that our existing instructional resources are not adequate to meet projected enrollment demand.
Projected REACH Act Staffing Requirements:
The institution’s annual recruiting goal is to admit 2,300 new students each year. After subtracting students who enter with AP credit that counts for the REACH Act, we will still need to accommodate approximately 1,670 incoming students per year. At 35 students per section, we will need 48 sections per year to provide these courses (24 per semester). In the current academic year (2021-22), our campus offered 25 REACH Act compliant course sections. Subtracting these 25 sections leaves **23 additional sections per year (12 per semester)** that would still need to be staffed.

Proposed Staffing Plans and Required Resources:
The ad hoc committee proposed two potential staffing plans to the administration to meet this projected enrollment demand: one proposed the hiring of visiting assistant professors to cover the required 12 courses per semester and the other proposed that the required courses be taught by adjuncts.

After discussing these recommendations with the ad hoc committee, Provost Austin affirmed her commitment to providing adequate resources to fund teaching the necessary number of REACH Act-compliant courses that our students need to graduate. She also shared with the committee her intention to include a request for two REACH Act visiting assistant professor positions in her budget proposal for next year and to allocate additional adjunct funding as needed.
Committee on Commemoration and Landscapes
An Update - “Learning From the Past”
Discovering Our Past: College of Charleston Histories

A project by College of Charleston

This project, a part of the College of Charleston’s 250th anniversary, explores many of the diverse pasts and presences that are part of our storied campus. Just as we embrace inclusivity in our present, this project seeks to share the stories of all people who were part of our past, whose presences linger on the land and in our buildings, and whose contributions and stories enrich the narrative that emerges as the unfolding epic tale of the College of Charleston.
Efforts To Date

1. Creation of Emblem
Gullah Geechee
/ Basket

CofC / Porter's Lodge Gate

Enslaved Africans
/ Sankofa

Edisto Natchez-Kusso Tribe / Sun
1. 63 ½ Coming -
   Solar Pavilion – slave tag
2. 9 College Way -
   Book Basement - John Zeigler and Edwin Peacock
3. 14 Green Way -
   Albert Osceola Jones
4. Grice Marine Lab -
   George D. Grice
5. Grice Marine Lab -
   Civil War Monument

2. First FIVE New Interpretive Signs

discovering.cofc.edu

160 words: max 28/38
Potential Interpretive Signs Color Options
3. Creation of Interpretive “Centers”

First two locations to be focused in ...

Septima Clark Auditorium (ECTR 118)
Ground floor of Randolph Hall

In both locations museum-style interpretive panels – allowing for more complete information, maps to self-guided campus tour, and direct access to links to the Discovering Our Past website and the full essays and research.
4. Research Discovered – incorrect name of the CALHOUN STREET Annex

At time of College’s original acquisition in 1976, building was called Calhoun Street Annex on campus maps.
2022/2023 and BEYOND

Sign and essay for **105 Wentworth Street, site of first Black Greek organization**

Signs and essays in some or all of the following locations:

- Native American History and Land Acknowledgment (in Cistern Yard)
- African American Labor (in Cistern Yard)
- The Ecology of C of C’s Landscape (in Cistern Yard)
- History of Cistern Yard
- Guenevr Family (57 Coming Street)

Completion of interpretive panels for Septima Clark Auditorium, Randolph Hall

Installation of decorative version of CCL emblem on researched historic houses and other locations

Installation of artwork honoring African-descended people in campus spaces

And much more ... including **YOUR IDEAS and/or VOLUNTEER to join the Committee** ...

**In either instance Contact Julia Eichelberger or Anthony Greene**
REPORT ON INTELLECTUAL PROPERTY POLICIES AT THE COLLEGE OF CHARLESTON

Annette Watson, Chair, Political Science/Graduate Director of Environmental and Sustainability Studies
COMMITTEE CHARGE AND COMPOSITION

- Charge: review our current Intellectual Property (IP) policies and to report any recommendations for amendments to the current policies
- Work: began in 2019, paused during pandemic, completed report in Spring 2022

Committee:
- Annette Watson (Chair, Political Science)
- Chris Starr (Chair ex-officio, formerly of Supply Chain and Information Management)
  - William Bares (formerly of Computer Science)
  - Thomas Spade (Accounting and Legal Studies)
    - Jonathan Neufeld (Philosophy)
- David Wyman (Management and Marketing)
- Suanne Ansari (Accounting and Business Law)
  - Joe Carson (Physics and Astronomy)
DATA AND METHODS

• Current CofC IP policy, created in 2016
• Use of IP policy from 2016-present
• Literature from news and academic sources (AAUP, Chronicle of Higher Education).
• Review of IP policies of our peer institutions and additional examples from more research-heavy institutions (MUSC, USC, Harvard): a total list of 16 Universities
FINDINGS 1: LEGAL CONTEXT

• 1980 Bayh-Dole Act: allowed universities to profit off federally-funded research; many R1 schools created “technology transfer offices” to administer IP.

• *Stanford v. Roche* (2011) Supreme Court Case ruled that while the Bayh-Dole Act requires universities to establish a specified structure of ownership of IP, it “does not alter the basic ownership rights granted to inventors by law” (*AAUP Guidebook*, p 49).
FINDINGS 2: COFC IP POLICY USE

• Created in 2016, deployed in only one case, in 2019
• The single case involved a graduate and undergraduate student
  • The case extended over two semesters that included the students retaining a lawyer, and delaying progress on the graduate student thesis
• The time that such negotiations happen at CofC is not compatible with the need for rapid assignation of the ownership of IP for its protection and capture.
• Policy application proceeds through a purpose to “capture” revenue for the College, when a majority of tech transfer offices lose money (86%)
FINDINGS 3: COFC IP PROCESS

- There is no guidance from CofC as to when someone ought to file the “IP Disclosure Form” with the Provost’s Office.
- Based on answers on the form, the Provost may convene the IP Committee:
  - Provost, the “inventor’s” Dean, the Executive VP for Business Affairs, and the General Counsel.
- The policy and process does not account for the variety of situations that might result in creating IP and protecting IP.
RECOMMENDATIONS TO REWRITE THE IP POLICY

• Reimagine from an input-based, inwardly-focused policy with a narrow scope of unlikely revenue generation

• Refine definitions and reorganize to be a better reference for the CofC community; the policy needs to account for individuals who occupy multiple roles in the community (e.g., “student” and “employee”).

• The structure of the IP Committee needs to include representation from the Faculty Senate.

• The process needs to include required communications with “the inventor’s” Chair or Program Director, or direct supervisor.

• The policy as written includes procedures for implementation; these need to be separated for greater flexibility
RECOMMENDATIONS TO REWRITE THE IP POLICY

• “University Resources” need to be better specified in terms beyond “above normal use” or “substantial use;” denote an amount under which no IP capture process will commence (e.g., Elon and JMU). We recommend $10,000—an amount that should be revisited every 3-5 years. This will avoid wasting university resources on negotiating potentially small dollar amounts.

• The next policy needs to be written to better reflect our student-centric core values. With an average debt of $6719 per year at the College, the College should not attempt to make a profit off the back of student work.

• The College needs to provide on its website resources (including legal resources) that all of the CofC community can reference regarding IP.
Report of the Ad hoc Committee to Curb Gun Violence

Sarah Maness, PhD, MPH
Committee Chair
Assistant Professor of Public Health
Committee Background

• February 2021
  • Faculty Senate approved a motion on Senate’s commitment to curbing gun violence and created ad hoc committee to study the issue.

• Justification for Committee:
  • Gun violence touches our community
  • Obligation to serve public interest by working on local issues
  • Growing commitment public health
    • New School of Health Sciences
    • Alignment with MUSC firearm injury and violence prevention initiative
Mission Statement

- Conduct research and connect with local community partners (academic and nonprofit) to understand, spread information, and implement change to reduce gun violence in the Charleston area
2021-2022 Members

Chair: Sarah Maness
Secretary: Jordan Ragusa

Members: Jennifer Baker, Kathleen Béres Rogers, Richard Bodek, Paige Bressler, Angela Crespo Cozart, Marcello Forconi, Jonathan Neufeld, and Katie Trejo Tello.
Committee Actions

• Adoption of Mission Statement

• Needs Assessment
  • State and local gun violence data
  • Local researchers and gun violence initiatives
  • Full text available online

• Community Events
  • Spring 2021 Zoom and Facebook Live events
    • “Listen to Our Stories” and “Listen To Our Ideas for Change”.
  • Members participated in book club “Under the Gun” by Stu Durando
    • hosted by the Medical Humanities Program and Department of Health and Human Performance.
Committee Actions

Collaborations:

• Tri-County Gun Violence Coordinating Council
• MUSC Gun Violence Researcher and Trauma Surgeon Dr. Ashley Hink

• $10,000 funding, MUSC Community Engaged Scholars Program
  • 15 week training on Community Based Participatory Research
  • Funding pilot study on gun violence in Charleston
    • Qualitative interviews with community leaders to assess feasibility and support for local gun violence initiatives
Request to extend committee

• The committee would like to request the extension of the ad hoc Committee to Curb Gun Violence for an additional academic year (2022-2023).
  • This request will fulfill the committee’s desire to:
    • Invite Dr. Ashley Hink’s Gun Violence Intervention team to campus to speak
    • Strengthen partnerships with gun violence researchers at MUSC and in community
    • Complete training and research funded by the MUSC Community Engaged Scholars Grant.
  • We also request to elect additional members to the committee to maintain a core committee of 10 members. At least 5 current members will not be returning to the committee if renewed.
Thank you
### Nominations to 2022-23 Senate Committees

#### Academic Planning
- **Bakanic, Von** Sociology and Anthropology, Associate Professor
- **Boucher, David** Chemistry and Biochemistry, Associate Professor
- **DeHaan, Kathy** Communication, Associate Professor
- **Kunkle, Tom** Mathematics, Professor
- **Pothering, George** Computer Science, Professor
- **Sieverdes, John** Health and Human Performance, Assistant Professor
- **Spade, Thomas** Accounting and Legal Studies, Instructor

#### Budget
- **Ayalon, Yaron** Jewish Studies, Associate Professor
- **Ayme-Southgate, Agnes** Biology, Professor
- **Barker, Tim** Chemistry and Biochemistry, Associate Professor
- **Jordan, Adam** Teacher Education, Associate Professor
- **Neufeld, Jonathan** Philosophy, Associate Professor
- **Peacock, Cliffton** Studio Art, Professor
- **Pitts, Robert** Management and Marketing, Professor

#### By-Laws and the Faculty Administration Manual
- **Cory, Wendy** Chemistry and Biochemistry, Professor
- **Ferrara, Merissa** Communication, Associate Professor
- **Pelzer, Josette** Accounting and Legal Studies, Assistant Professor
REI requirement

Dear Colleagues,

As we heard during the March 1 meeting of this body, implementation of the REI requirement, approved by Faculty Senate on November 2, 2021, is facing several administrative and logistical challenges. Because all undergraduate students at the College of Charleston would be subject to this new requirement, it will need the approval of the South Carolina Commission on Higher Education (CHE). Although we had all hoped for its quick implementation, the program may not be fully prepared to run in the 2022 fall semester, for which students are about to start registering. While a considerable number of courses that would fulfill the requirement have been approved, a significant amount of institutional work remains, including:

- Recruiting a program director, who can oversee a plan for implementation that involves further faculty training and course development in line with national best practices;
- Incentivizing and training a sufficient number of faculty to offer a variety of REI choices, particularly in disciplines that require more extensive adaptation of existing courses or conception of new courses;
- Making sure that a sufficient number of courses are scheduled to meet the needs of all students who will be affected by the new requirement;
- Ensuring that offices outside of academic departments are prepared to discuss and provide advice on the new requirement;
- Identifying recurrent funds to support the costs of this new program.

The above considerations provide context for the following motion:

In order to allow for successful planning, CHE approval, and implementation of the important new REI two-course requirement in the College of Charleston curriculum, the Faculty Senate supports a decision to delay the CHE review until the 2022-2023 academic year.

This timing would not affect the ability of departments, programs and schools to offer already approved courses in the coming academic year and to use student enrollment data to identify and resolve potential problems with the adequacy of course offerings when the program is fully implemented.
In December 2021, the Transfer Policy Revision Task Force was formed to recommend changes to the College of Charleston transfer policy and philosophy to bring the College into compliance with S.C. Proviso 117.152. The Task Force presented the recommended changes to the Faculty Committee on Academic Standards the end of February, and after reviewing their recommendations and getting assurances from the deans of the schools that they do not have any concerns, FCAS presents the following changes to the College’s transfer policy and philosophy for approval by the Faculty Senate.

S.C. Proviso 117.152 (Transfer Student Credits)
The Commission on Higher Education shall work in consultation with the State Board for Technical and Comprehensive Education and the public institutions of higher learning to develop policies by March 1, 2022, to guarantee that students who have earned an Associate of Arts or Associate of Science degree from a public two-year institution of higher learning shall receive a minimum of sixty transfer credit hours at a public four-year college or university and shall be given junior status at the college or university. Course prerequisites and minimum credit requirements for awarding degrees shall still apply. Implementation of the provision shall be effective beginning June 1, 2022.

Recommended Changes:

- The College of Charleston revise current transfer credit policies to award 60 credits and junior status to students who complete an Associate of Arts or Associate of Science degree at a two-year public South Carolina technical college.

- A new acronym and course number, SCTR 1EE, will be established to award elective transfer credit for coursework that is not applicable to current direct transfer policies, up to 60 hours, earned during the completion of an Associate of Arts or Associate of Science degree at a two-year public South Carolina technical college.

- The College of Charleston shall revise the current transfer philosophy statement to align with S.C. proviso 117.152.

- The College of Charleston shall revise current transfer credit policies to allow students who complete an Associate of Arts or an Associate of Science degree at a two-year public South Carolina technical college to waive all pre-requisite requirements for declaration of the Bachelor of Professional Studies (B.P.S.) degree.
Attachments:

1. Transfer Policy Revision Task Force Members
2. Revised Transfer Philosophy Statement
3. Revised Transfer Policy
4. Table with SC Peer Institution implementation plans
5. Comparison of A.A./A.S. requirements to current General Education and B.P.S. prerequisite requirements
6. Fall 2021 A.A./A.S. Transfer Student data

Transfer Policy Revision Task Force Members:

Chair: Michelle Futrell

Dawn Bare – Transfer Resource Center
Keonya Booker – Associate Professor, Teacher Education
Lisa Chestney – Registrar’s Office
Jim Deavor – Professor, Chemistry & Biochemistry
Carmen Grace – Associate Professor, Hispanic Studies
Khala Granville – Admissions
Jen Kopfman – Associate Professor, Communication
Carrie Messal – Professor, Management
Michael O’Brien – Associate Professor, Music
John Sare – Academic Advising and Planning Center
Michelle Smith – Institutional Research
Scott Woolum – Financial Assistance & Veterans Affairs
Transfer Credit Philosophy

The Task Force recommends that the current Transfer Credit Philosophy be revised as follows:

The College of Charleston welcomes transfer students. The Transfer Resource Center assists students with questions prior to enrolling at the College, and with the official evaluation of transcripts submitted from other universities. Transfer credit equivalency at the College of Charleston is evaluated by the academic departments in consultation with the Transfer Resource Center. Courses eligible for transfer are evaluated based on content, level, comparability of the course completed, and any program accreditation of the institution at which the course was taken. Credit can be evaluated in three ways: equivalent, elective, or not applicable for transfer. As a rule, credit for a specific College of Charleston catalog course will be granted when the academic department has determined that the content, level, and pre-requisites of the course completed elsewhere are equivalent to the College of Charleston course.

<table>
<thead>
<tr>
<th>Current Transfer Philosophy</th>
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<tbody>
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</tbody>
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<tr>
<th>Transfer Philosophy Revisions</th>
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<tbody>
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</tr>
</tbody>
</table>
Transfer Credit Policy Revisions

The Task Force recommends that the current transfer policies be revised as follows:

**Transfer Credit**

A final transcript is required from each college or university attended, whether or not credit was earned or courses completed. Failure to provide information regarding each college or university attended or failure to submit transcripts may result in withdrawal of any offer of admission, restrictions on registration and/or dismissal from the College.

The College of Charleston will not release copies of education records/transcripts received from previous institutions and/or copies of test scores submitted from testing agencies.

A course from another institution is eligible to be evaluated for transfer credit when the course is:

- earned at a school accredited by a [regional accreditation association](#)
- graded at least a “C” (2.000 on a 4.000 scale)
- not a duplication of credits already earned

The College of Charleston requires the relevant academic program director (or director’s designee), or the relevant dean (or dean’s designee) for a discipline or interdisciplinary program not currently represented at the College, to determine the suitability of course credit earned elsewhere for transfer to the College. Disputes over transfer credit determination may be appealed in writing to the Provost (or the Provost’s designee) no later than 15 days following receipt of the transfer credit evaluation. The decision of the Provost is final.

Coursework completed more than ten (10) years ago may be subject to an additional review to determine if transfer credit will be awarded.

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

Students may decline transfer credit to add another transfer course(s) without going over the maximum hours of transfer credit allowed. Students may also decline transfer credit to take a course at another institution as a transient or cross-registered student.

Coursework completed at other institutions must have a minimum grade of “C” (2.000 on a 4.000 scale) to be awarded transfer credit. Exceptions exist for students participating in the South Carolina Associate Degree Transfer Guarantee program. Courses graded on a pass/fail basis are acceptable only if the institution where the courses were completed indicates in their published grade scale information that a “Pass” grade is the minimum equivalent of “C” (2.000 on a 4.000 scale) Exceptions exist for students participating in the South Carolina Associate Degree Transfer Guarantee program. Credit hours awarded will reflect the hours of credit the other institution would have awarded the course, however credits awarded at another institution as a result of placement testing are not acceptable.
Grades do not transfer, only credits; therefore, students will enter the College of Charleston without a grade point average (GPA).

Credits awarded at another institution as a result of placement testing are not acceptable. In addition, the College of Charleston does not award transfer credit for life experience, work experience gained prior to admission, and/or non-credit bearing coursework completed toward a professional certificate. Graduate and doctoral level coursework will not be accepted for undergraduate transfer credit. The College of Charleston does not give academic credit for non-credit coursework and does not accept non-credit coursework, certificates or continuing education units for credit.

The College of Charleston is on a semester system. The following table should be used to determine semester hour equivalent of courses taken from a quarter hour system school:

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>2</td>
<td>1</td>
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<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: College of Charleston rounds half credit hours up to the next whole number. (For example, a half credit from another school would equal one credit hour at College of Charleston.)

Students offered admission to the College of Charleston may use Degree Works to view an updated list of awarded and pending transfer credit. The “Term by Term History” link in Degree Works provides the best view of transfer credit, although the information is also visible in the degree audit area.

Transfer from South Carolina Colleges/Universities

The South Carolina Transfer Articulation Agreement identifies 86 courses guaranteed to transfer among and between public colleges and universities within South Carolina. Lists detailing how these 86 courses transfer to the College of Charleston are available on the Transfer from SC Schools page on the Transfer Resource Center website.

Additional information about transfer of courses to the College of Charleston from other South Carolina colleges/universities is available online through the South Carolina Transfer and Articulation Center (SC TRAC) website. Information on SC TRAC may not be current for all institutions. The information on SC TRAC is informational and does not replace an official transfer credit evaluation that is completed after an applicant is accepted to the College of Charleston.

South Carolina Associate Degree Transfer Guarantee

Beginning June 1, 2022 in compliance with SC Proviso 117.152, students who have earned an Associate of Arts or Associate of Science degree from a public two-year institution of higher learning in South Carolina shall receive a minimum of sixty transfer credit hours at the College of Charleston and shall be awarded junior status. Courses taken at public two-year institutions of higher learning in South Carolina as part of an earned AA or AS degree will be reviewed for equivalent transfer, and those not eligible for equivalent
transfer based on current transfer policies will be considered for a block of transfer credit as SCTR 1EE if needed to reach sixty credits. Completion of an AA or AS degree at a public two-year institution of higher learning in South Carolina will meet all pre-requisite requirements for admission into the Bachelor of Professional Studies, B.P.S. degree.
Members of the Task Force reached out to the University Registrars of each of the following institutions to determine their current approach to meeting this new law within the context of the questions posed to our Task Force.

<table>
<thead>
<tr>
<th>Institution</th>
<th>SC vs. National</th>
<th>Gen Ed Block</th>
<th>Non-equivalent courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal Carolina</td>
<td>National</td>
<td>Meets all core curriculum requirements (38-40 hrs)</td>
<td>Not addressed</td>
</tr>
<tr>
<td>Francis Marion</td>
<td>SC</td>
<td>Will not be waived, students will need to complete all Gen Ed requirements</td>
<td>Non-equivalent coursework up to 60 hrs would be transferred in as a block of elective credits</td>
</tr>
<tr>
<td>Winthrop</td>
<td>SC</td>
<td>Waives most Gen Ed credits with the exception of a few Winthrop specific requirements.</td>
<td>Only credits with grade of C- or above meet graduation credits</td>
</tr>
<tr>
<td>Medical University of South Carolina</td>
<td>Transfer credits are managed in the Admissions Office. Students must be accepted and then petition for transfer credit to be accepted. Information has been requested from Admissions, but per the Registrar, to their knowledge the approach has not yet been determined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Citadel</td>
<td>SC</td>
<td>Most courses meet current Gen Ed requirements but block waiver is not awarded</td>
<td>Non-equivalent coursework up to 60 hrs is awarded as a block of elective credit</td>
</tr>
<tr>
<td>Clemson</td>
<td>Policy has not yet been finalized, but per Registrar intends something similar to USC. They already have subject codes and numbers that can be used to award additional credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>Effective June 1, 2022, students who graduate with an Associate of Arts or Associate of Science degree from a state of South Carolina public two-year institution of higher education are guaranteed to receive a minimum of 60 transfer credit hours and junior class standing upon enrolling at the University of South Carolina – Columbia. All degree requirements, course prerequisites, minimum grades and credit requirements still apply. (South Carolina proviso 117.152)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lander University</td>
<td>No response to multiple attempts at outreach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of 21 Entering Transfer Students from Fall 2021 with an AA/AS degree from a SC Two-Year Institution

<table>
<thead>
<tr>
<th>Gen Ed Requirement</th>
<th>Met</th>
<th>Not Met</th>
<th>Total</th>
<th>Percent who Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding Documents</td>
<td>17</td>
<td>14</td>
<td>31</td>
<td>54.8%</td>
</tr>
<tr>
<td>Gen Ed First-Year Writing</td>
<td>29</td>
<td>2</td>
<td>31</td>
<td>93.5%</td>
</tr>
<tr>
<td>Gen Ed Foreign Lang</td>
<td>0</td>
<td>31</td>
<td>31</td>
<td>0.0%</td>
</tr>
<tr>
<td>Gen Ed History</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>51.6%</td>
</tr>
<tr>
<td>Gen Ed Humanities</td>
<td>14</td>
<td>17</td>
<td>31</td>
<td>45.2%</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>8</td>
<td>23</td>
<td>31</td>
<td>25.8%</td>
</tr>
<tr>
<td>Gen Ed Nat Sci</td>
<td>19</td>
<td>12</td>
<td>31</td>
<td>61.3%</td>
</tr>
<tr>
<td>Gen Ed Soc Soci</td>
<td>25</td>
<td>6</td>
<td>31</td>
<td>80.6%</td>
</tr>
<tr>
<td>Students meeting all of Gen Ed:</td>
<td>0</td>
<td>31</td>
<td>31</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Percentage of Credits Applied to Gen Ed: 58.9%
Percentage of Credits Applied to Major/Minor: 12.9%
Percentage of Credits Applied to general 122 hours: 28.2%

*Data provided by Institutional Research*
Comparison of General Education and BPS Pre-requisites to A.A./A.S. Requirements

The table below was used by the Task Force when comparing current College of Charleston General Education requirements to the A.A and A.S. requirements outlined by the South Carolina Technical College System (SCTCS):

<table>
<thead>
<tr>
<th></th>
<th>CofC (AB,BA,BS,BGS)</th>
<th>SCTCS: AA (60 cr)</th>
<th>SCTCS: AS (60 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written &amp; Oral Communication</td>
<td>ENGL 110 (4) or 6 credit combination</td>
<td>9</td>
<td>9 (6 ENGL/3 public speaking)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Complete 202 level (12)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>History</td>
<td>Pre-Modern (3)/Modern (3)</td>
<td>6</td>
<td>n/a</td>
</tr>
<tr>
<td>Humanities</td>
<td>12 (no more than 2 in same discipline)</td>
<td>21 (includes options in comm &amp; social science)</td>
<td>9 (includes options in social science &amp; languages)</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>3</td>
<td>6-9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8 (in sequence) + labs</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science</td>
<td>n/a</td>
<td>n/a</td>
<td>14</td>
</tr>
<tr>
<td>First Yr Experience</td>
<td>Grad req only</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>n/a</td>
<td>n/a</td>
<td>6-12</td>
</tr>
</tbody>
</table>

The table below was used by the task force when comparing current Bachelor of Professional Studies (BPS) Pre-requisites to the A.A. and A.S. requirements outlined by the South Carolina Technical College system (SCTCS):

<table>
<thead>
<tr>
<th></th>
<th>CofC (BPS) Pre-Requisites</th>
<th>SCTCS: AA (60 cr)</th>
<th>SCTCS: AS (60 cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written &amp; Oral Communication</td>
<td>6 (3 ENGL/3 Public Speaking)</td>
<td>9</td>
<td>9 (6 ENGL/3 public speaking)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>6</td>
<td>n/a</td>
</tr>
<tr>
<td>Humanities</td>
<td>6 (in 2 different disciplines)</td>
<td>21 (includes options in comm &amp; social science)</td>
<td>9 (includes options in social science &amp; languages)</td>
</tr>
<tr>
<td>Math</td>
<td>6 (MATH 104 + 3 cr)</td>
<td>3</td>
<td>6-9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3 (no lab req)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>6 (in 2 different disciplines)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science</td>
<td>3</td>
<td>n/a</td>
<td>14</td>
</tr>
<tr>
<td>First Yr Experience</td>
<td>n/a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>n/a</td>
<td>n/a</td>
<td>6-12</td>
</tr>
</tbody>
</table>
TO: The College of Charleston Faculty Senate  
FROM: Christopher Day  
RE: Resolution Defending Academic Freedom in Teaching and Research  
Date: March 23, 2022

WHEREAS state legislative proposals are being introduced across the United States to restrict academic discussions of racism and related issues in American history in schools, colleges and universities;

WHEREAS the College of Charleston Faculty Senate approved in October 2021 a Resolution from the Faculty Senate Regarding Implementation of the REACH Act, which objects “to legislative overreach that violates the principles of academic freedom and institutional autonomy embedded in the South Carolina Code of Laws, the standards of our accreditor SACSCOC, and the Faculty/Administration Manual (FAM) of the College of Charleston”;

WHEREAS the College of Charleston’s Faculty/Administration Manual (FAM), Section IV.C, affirms the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors’ 1940 statement of Principles on Academic Freedom and Tenure;

WHEREAS faculty have responsibility for the curriculum at their universities, as affirmed by the AAUP Statement on the Government of Colleges and Universities (2.b);

WHEREAS educating members of this community about barriers to a broad-based and inclusive democracy is central to the active and engaged pursuit of knowledge in the 21st century and to The College of Charleston’s commitment to producing “ethically centered, intellectually versatile and globally fluent citizens” (Strategic Plan);

WHEREAS over 140 organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the Joint Statement on Legislative Efforts to Restrict Education about Racism and American History (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities”;

THEREFORE BE IT RESOLVED that The College of Charleston Faculty Senate affirms the American Association of University Professors’ (AAUP) Joint Statement on Efforts to Restrict Education about Racism, authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over 140 organizations, and issued on June 16, 2021;

Faculty Senate Resolution
BE IT FURTHER RESOLVED that the Senate calls upon The College of Charleston’s President and Provost to affirm the American Association of University Professors’ (AAUP) Joint Statement on Efforts to Restrict Education about Racism, authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over 140 organizations, and issued on June 16, 2021;

AND BE IT FURTHER RESOLVED that the Senate stands with our K-12 colleagues throughout South Carolina and the nation who may be affected by pernicious legislation and other attacks when they seek to teach racial histories and related issues in their courses.
Faculty Senate, Tuesday, March 1, 2022 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)

Agenda

1. Call to Order – 5:02 pm

The Senate observed a minute’s silence in solidarity with Ukraine. Speaker Lewis announced that there was a peace rally tonight at 6:30 outside Charleston City Hall.

2. Approval of the February 1, 2022 minutes – Approved by acclamation.

3. Announcements and Information –

Congratulations to in-coming speaker, William Veal, newly elected senators, and RoxAnn Stalvey, for re-election as Faculty Secretary. Thanks to Raquel Gleicher for her efficiency as Faculty Secretariat. This is her last in-person meeting before leaving for a master's degree program. She will join us remotely for the April meeting. The Senate gave Raquel a round of applause in appreciation for her work. Senators should mark their calendars as we will probably need April 5 and April 12 meetings. Sign up for a committee by tonight. Midterm grades due tomorrow at noon; good student wake-up calls. Spring Break – first one in 3 years for those with MWF schedules.

4. Reports

a. Speaker of the Faculty Simon Lewis

Already we have 40 courses that meet the US REI requirement, and 35 that meet the Global REI requirement with more on the way. We have passed the REI proposal in Senate and have begun implementing the program. But presently we are stuck on a name. Dr. Hsu suggested changing the name from “Race, Equity and Inclusion” to get the proposal through CHE. He suggested “Core Values Requirement.” Simon didn’t consider that some people deeply invested in REI would consider this name change a problem. Simon wasn’t worried about the name change as he thought if the name change allowed the proposal to go through, then the name change wouldn’t matter as it was the content of what the program was doing that is most important. He takes responsibility for that breakdown in shared governance. A meeting is scheduled for tomorrow with members of the ad-hoc REI committee, AAUP and Drs. Hsu and Austin. For now, we are stuck, let’s keep our eyes on the prize. The prize is worth the winning, we want to live up to our core values, we want to diversify this college, and consider the roots of division and promote mutual understanding. Simon understands the disagreements about the name but urges us to remember that the REI proposal has great support from this Senate body, faculty and administrators. Now let’s try to figure out how to make it work. Also, it’s been two years since we went into emergency instruction mode; we’ve managed remarkably well. Sincere thanks to all for the individual and collective accomplishments throughout the pandemic. We shared a round of applause for all.

b. President Andrew Hsu

1) President Hsu didn’t realize the name of REI was so important until he spoke to some of the committee chairs. Hope that we will find a solution through shared governance.
2) College condemned Pres Vladimir Putin’s invasion of a sovereign country causing hundreds or even thousands of deaths.

3) COVID: relaxed mask mandate this past Monday. While many people have opinions on how to handle the pandemic, our past two years show that we have fared much better than most campuses around the country suggesting our policies have been effective. We will continue to adapt.

4) School of Health Sciences – thanks to people involved for getting the school started. It will fill a gap in our area and in the state. Wants to apologize for not handling the shared governance ideally. Provost and President (both new in their tenure at the College) thought they were talking to the right people about how to form the school realizing at a late stage that they should have talked to additional faculty committees. Hoping that a policy and procedure that clearly delineates what committees/faculty need to be approached and in what order so in future this is handled better. Have consulted with schools and faculty involved with the new school over the past year so he does believe this is a great move.

5) Budget and State Appropriation – The administration has been working with state representatives and senators. Paul Patrick was budget writer with State Ways and Means Committee before becoming the Chief of Staff at CofC, and he is a great advisor to the President on getting monies from the state. The current draft of the state budget allocates the College an additional $4.1M in recurring budget, the largest amount ever received from the state, and an 11% increase. Also getting a one-time $22.5M in infrastructure. Additionally, working on marine laboratory project. State just purchased property adjacent to our property on James Island. Working with two state agencies, Department of Natural Resources and Department of Parks, Recreation & Tourism, to create a master plan with hopes that we may be able to get additional resources to build a better marine biology lab. Paul Patrick reminded us that the numbers are not final. Still working to get more allocations and need to get these numbers to the Governor for signing.* [Secretary Note: *Paul Patrick gave this reminder later in the meeting, but the reminder was added here for clarity.]*

6) Bills in State Legislature – College and university presidents around the state are working quietly to mitigate tenure bill and freedom from coercion bill. Tenure bill being sent to CHE for a study. Coercion bill stalled in house. Prov Austin and Paul Patrick talked to chair of House Education and Public Works Committee, Rita Allison, spending time educating her. Also, bills being discussed on teaching critical race theory are making us feel concern as they affect academic freedom; the fact that 37 states have legislation restricting what can be taught causes a chilling effect on what teachers are teaching.
Paul Patrick added –Tenure bill appears to be dead as it’s been sent to CHE. The Coercion Bill also is stalled. 5 bills currently regarding CRT (Critical Race Theory). There have been 6 hours of testimony on these in committee. The fact that there is so much time on these usually means that something will come out of committee, meaning it will make it to the house floor for debate. Late in session which means that there is a chance this doesn’t have time to get before senate. If anti-CRT bills don’t pass by end of April/ first of May, the process will have to restart next cycle. Expect to see articles in news.

Questions/Answers:
Q: Morgan Koerner (guest, co-chair of REI) – 1) Does the REI committee still exist? 2) That committee is willing to help messaging and pushing the name forward. They think “race” must be in the title. Is there a possibility that it could continue to be named REI? 3) What are the fears behind the name and how can we mitigate these fears? 4) Was the College Reads program changed because the book chosen relates to race?
A: Pres Hsu – No; heard nothing from Columbia regarding College Reads book. He understands the name REI, but not sure that it’s the best way to pursue getting the proposal passed.

According to AAUP, shared governance has three elements: faculty, administration and the board. All have their part to work together to find a solution. President has to listen to the faculty, listen to his staff and work with the board. The reason for the suggested change in title is because this is the way that we may be able to implement the program without much push back. Paul Patrick – given the current climate, how can we get this thing implemented without causing a lot of discussion around race? The motivation of the name change was to try to implement the curricular requirements as quickly as we could. George Pothering – if committee delivered the final report (which Morgan says they did), then the ad-hoc does not exist. Pres Hsu wonders how to proceed if committee does not exist. Simon suggests continuing to allow the former ad-hoc committee members to meet tomorrow (if Morgan is willing, he said he’s coming.)

Q: Irina Gigova (History, Senator) – Suggested polling faculty to see how the faculty feels about this. Q: If core values changes the name, do we know CHE will support it?
A: Hsu – we won’t know until they see it if they will support it.

Q (Irina): What’s envisioned for School of Health – what kind of lines/growth?
A: Prov Austin – Over the next year, committee meeting to identify interim dean who will work with faculty members to identify one or two new academic programs in connection with colleagues at MUSC as hoping to feed into MUSC.

Q (Irina): Any discussion to use funds to help with student housing?
A: Pres Hsu - Student housing is auxiliary therefore cannot use state funds for housing.
Established ad-hoc committee to study different options for housing.

Q: Ryan Thompson (SGA President) – Could the word “race” be added to the name later if Core Values is accepted now?
A: Pres Hsu believes this would be possible. Prov Austin is going to hire a new director for the program. He believes that as this is an election year, the timing is bad for the program with the name REI to be passed.

Q: Ashley Pagnotta (Physics and Astronomy, Senator) – How does REI name change relate to the College Reads program change?
A: Prov Austin – needed funds to hire new director, she wanted recurring funds to hire someone, she thought this would be a good year to step back from College Reads and collect data about how effective the program is. This would free up recurring funds for hiring a director for REI.

Q: Lisa Covert (History, AAUP President) – Thanks to Pres Hsu and Prov Austin for explaining. AAUP is concerned about the name change and shared a public memo - Regarding hearings in Columbia, AAUP supporting a coalition led by NAACP and ACLU – if folks are curious, she’s happy to share information. Simon adds that you can join AAUP. Also, shared_governance listserv that you can join to find out what is going on around campus. List is for faculty only (but of course messages can be forwarded.)

Q: Margaret Hagood (Guest, Teacher Education) – Can you tell us about timeline going forward?
A: Pres Hsu – at this point committed to shared governance. Need to get all in agreement but without that, he cannot move forward. Must figure out what is the best path forward in the
current climate and what is our goal. Is it to educate our students in the best way or what is it? Prov Austin held off on hiring interim director as conversations are still on going. Once a consensus is in place, then she wants to hire someone and get them working with Margaret by this summer.

Q: Julia Eichelberger (HSS, Senator) – What has happened to the proposal? Faculty voted to approve it, what has happened procedurally speaking. She wants us to get this requirement underway. She thought Faculty/Senate was primary body.

A: Speaker Lewis – Since Senate approved it, many courses have been approved stating that they meet REI requirements. At administrative level, they have to move the requirement through CHE. Prov Austin – because it will be a requirement for all students, it must go before CHE. Is the best strategy to lead with the name REI, thinking it will not get through CHE. Or is it a good idea to change the name, to increase its chance of approval before CHE? Pres Hsu added that Simon, Prov Austin and he met and discussed the new name would be best as that would mean, if approved, getting the requirement in place. Board of Trustees did not vote on the “Core Values Requirement” but were in favor of it. Simon – In meantime, the Senate is moving ahead with course approval for REI courses. The program itself is the same as what was passed by the Senate. He believed and still believes the name of the program is not essential and that the program itself is what’s important.

5. New Business

a. FAM modification regarding the Committee on Assessment of Institutional Effectiveness (By-Laws/FAM, Merissa Ferrara, Chair) - Institutional Effectiveness committee came before By-Laws and recommended that a committee of nine members was too large to be effective. Motion to change language so that committee size becomes seven. Approved by all. Motion passed to reduce size of Institutional Effectiveness to seven.

b. Program Proposals and New Schools (Academic Planning, Dan Greenberg, Chair)
   1) The most recent proposal was for BS in Biomedical Engineering. Committee believes this degree builds on current strengths and is complemented by MUSC and their offerings. This program will provide excellent opportunities and the committee therefore approved the proposal. Q: Ashley Pagnotta – What department will hold it? A: Sebastian van Delden (SSM, Dean) – That still is to be decided but believes it will be housed in SSM. Every department, but Geology, represented.
   2) Dan is part of a group along with Chair of Budget Committee (Bob Pitts), By-Laws Committee Chair (Merissa Ferrara), Speaker Lewis, and several folks from provost office working on process for forming new schools. Prov Austin adds that they will be reaching out to others after this core group starts formulating a consensus around a broadly-based process for plans of any kind thus avoiding problems like that raised when School of Health Services was formed. They want to be sure to get all of the various committees to weigh-in. Tom Carroll (Health & Human Performance, Senator) – Will new schools come before Academic Planning? Did the School of Health Sciences come before Academic Planning? A: Dan – somewhat, Prov Austin answered a first set of questions from the committee fantastically, but the committee had some follow-up questions for Provost that did not get answered before the school was announced. The goal is to ensure that all folks are involved early and throughout the process in future.
c. **Curriculum Committee (Xi Cui, Chair)**

Xi had posted summary of all proposals on Senate OAKS page. Only one comment asking about HIST 117 and HIST 118 which are the REI version of HIST 115 and HIST 116. All FCC proposals bundled into one vote. All in favor. **Motion to approve all FCC proposals passed unanimously.**

i. **Biology**
   A. **BIOL - 498A and 498B - Bachelor's Essay in Marine Biology** New course [Curriculog link](#)
      Courtney Murren

ii. **Middle Grades Education**
    A. **Middle Grades Education, B.S. - BS-EDMG Allow Gen Ed math alternatives to fulfill major's math requirement** [Curriculog link](#) Ian O'Byrne

iii. **European Studies**
    A. **European Studies Minor - EUST course adjustments, SLO revision** [Curriculog link](#)
       Irina Gigova

iv. **African American Studies**
    A. **African American Studies Minor - AAST Add DCSP350 and 395 (DC semester program for Democracy, Culture and the Arts) to AAST minor electives** [Curriculog link](#)
       Mari Crabtree
    B. **African American Studies, B.A. - BA-AAST Add DCSP350 (DC semester program for Democracy, Culture and the Arts) to AAST BA electives; ADD DCSP 395 to the required course as an alternative to AAST for the internship requirement** [Curriculog link](#)
       Mari Crabtree

v. **Arts**
   A. **ARTS - 316 - Digital Photography I** Changing the current title of the ARTS 316 Digital Photography I: Portrait and Documentary Photography to ARTS 316 Digital Photography I [Curriculog link](#)
      Sara Frankel
   B. **ARTS - 349 - Digital Photography II** Changing the title of ARTS 349, Digital Photography II: Landscape Photography to ARTS 349, Digital Photography II. [Curriculog link](#) Sara Frankel

vi. **First Year**
    A. **FYSG - 1xx - First Year Seminar on Race, Equity & Inclusion in the Global Context**
       New course: REI course within FYE [Curriculog link](#)
       Sarah Owens
    B. **FYSU - 1xx - First Year Seminar on Race, Equity & Inclusion in the US Context**
       New course: REI course within FYE [Curriculog link](#)
       Sarah Owens

vii. **Computing in the Arts**
    A. **Computing in the Arts, Theatre Concentration, B.A. - BA-CITA-CITH Curricular adjustments** [Curriculog link](#)
       Renee McCauley; Jenine McCabe

viii. **History**
    A. **HIST - 118 - Modern History/Global Race, Equity, and Inclusion** New course: 100-level REI course [Curriculog link](#) Jason Coy
B. HIST - 117 - Pre-Modern History/Global Race, Equity, and Inclusion New course: 100-level REI course [Curriculog link] Jason Coy
C. History-Teacher Education Program (Grades 9-12), B.A. - BA-EDHS "POLI 101 OR POLI 111" to replace POLI 101. POLI 111 is the REI version of 101. [Curriculog link] Jason Coy

ix. Environmental Geosciences
A. Environmental Geosciences, B.S. - BS-GENV Add GEOL 303, 397, 469 to GEOL electives [Curriculog link] Timothy Callahan

x. Italian Studies
A. Italian Studies Minor - ITST Add ITST 401 - Internship to the minor's electives [Curriculog link] Mike Maher
B. ITST 401 Internship New course [Curriculog link] Mike Maher

xi. HSS
A. Sociology-Teacher Education Program (Grades 9-12), B.S. - BS-EDSC Add POLI 111 as an alternative to POLI 101 [Curriculog link] Jordan Ragusa
B. POLI - 350 - Global Gender Politics course name change [Curriculog link] Jordan Ragusa

xii. International Studies
B. International Studies, Europe Concentration, B.A. - BA-INTL-INEU Add 4 courses to two categories of electives [Curriculog link] Malte Pehl
C. International Studies, Latin America and the Caribbean Concentration, B.A. - BA-INTL-INLA Add HISP 251 to Latin America and Caribbean concentration electives [Curriculog link] Malte Pehl

xiii. Women's and Gender Studies
A. WGST - 250 - Approaches to Research and Practice in WGS New course [Curriculog link] Kris De Welde
B. Women's and Gender Studies Minor - WGST Add WGST 250, JWST/WGST 340, SOCY 322, PSYC 332 to the minor's electives [Curriculog link] Kris De Welde
C. Women's and Gender Studies, B.A. - BA-WGST Add new courses and restructuring the categories of courses in the curriculum [Curriculog link] Kris De Welde

xiv. Physics
A. PHYS - 209 - Seminar in Biomedical Physics new course for the Biomedical physics minor [Curriculog link] Sorinel Oprisan
B. Computational Neuroscience Concentration (18+ credit hours) - CBIO Add BIOL, PSYC, and MATH courses to the electives of CBIO concentration under both PHYS BA and BS [Curriculog link] Sorinel Oprisan
C. Biomedical Physics Minor - BMPH add PHYS 270 as an alternative to PHYS 203 in the Required Courses. [Curriculog link] Sorinel Oprisan
D. Physics, Computational Neuroscience Concentration, B.A. - BA-PHYS-CBIO Remove the courses from the GPA exclusion list. [Curriculog link] Sorinel Oprisan

xv. Philosophy
A. POLI - 280 - American Political Thought Rename POLI 387 to 280, cross-list with PHIL 220 American Political Thought; REI [Curriculog link] Larry Krasnoff
B. PHIL 110 Race and Value A new REI course [Curriculog link] Larry Krasnoff
C. Required Courses - PHIL Add PHIL 110, 220 (POLI 280) to major's electives [Curriculog link] Larry Krasnoff
D. PHIL - 220 - American Political Thought New course, cross-list with POLI 280 American Political Thought; REI [Curriculog link] Larry Krasnoff
E. Philosophy, Politics, Philosophy and Law Concentration, B.A. - BA-PHIL-PPLW Except POLI 280 from POLI courses excluded from the PHIL-PPLW major GPA [Curriculog link] Larry Krasnoff
F. Political Science, Politics, Philosophy and Law Concentration, B.A. - BA-POLI-PPLW Except PHIL 220 from PHIL courses excluded from POLI-PPLW GPA calculation [Curriculog link] Larry Krasnoff

xvi. Art History
A. ARTH - 254 - African American Art New course [Curriculog link] Mary Trent
B. Art History, B.A. - BA-ARTH Add ARTH 212 and 213 to Category A options in the curriculum [Curriculog link] Tara Prakash
C. ARTH - 212 - Ancient Egyptian Art and Architecture New course [Curriculog link] Tara Prakash

xvii. French and Francophone Studies
A. French and Francophone Studies-Teacher Education Program (Grades PK-12), B.A. - BA-EDFF Curriculum adjustments [Curriculog link] Shawn Morrison
B. FREN - 313 - French Composition in Cultural Contexts Change offering to Fall only; remove 313/314 concurrency in note [Curriculog link] Shawn Morrison
C. FREN - 314 - Speaking French in Cultural Contexts Change offering to Spring only; remove 313/314 concurrency in note [Curriculog link] Shawn Morrison
D. French and Francophone Studies Minor - FRFS add note: Students may substitute either of the FRCS courses with a 300-level FREN course and/or a 400-level FREN course, with permission of the chair. [Curriculog link] Shawn Morrison

xviii. Honors College
A. Honors College Requirements - HONS add HONS 264, 265, 388 and 389, REI courses, into electives [Curriculog link] Bryan Ganaway
D. HONS - 388 - Advanced Seminar on Global Issues in the Modern World new course, 300-level REI-global Curriculog link Bryan Ganaway


xiv. English
A. ENGL - 195 - Introduction to Creative Writing New course Curriculog link Gary Jackson
B. ENGL - 368 - Flash Fiction Name change from "Short-Short Fiction" to "Flash Fiction" Curriculog link Gary Jackson
C. ENGL - 192 - Appreciation of Literature and Film New course Curriculog link Timothy Carens
D. ENGL - 450 - Senior Seminar in Major Authors Deactivate Curriculog link Timothy Carens
E. ENGL - 460 - Senior Seminar in Major Literary Themes Deactivate Curriculog link Timothy Carens
F. ENGL - 461 - Senior Seminar in Literature in History Pre-1700 Deactivate Curriculog link Timothy Carens
G. ENGL - 462 - Senior Seminar in Literature in History 1700-2000 Deactivate Curriculog link Timothy Carens
H. ENGL - 463 - Senior Seminar in Literature in History 2000-Present Deactivate Curriculog link Timothy Carens

d. General Education Committee (Suanne Ansari, Chair)
All posted to OAKS.  CSCI 115 – presented for Math Logic alternative with a short explanation. No discussion of that.  Pulled that from last month, added this month as now have talked with chairs from CS, Math and Philosophy and all support the proposal
Motion to approve all Gen Ed proposals passed unanimously.

i. General Education
C. Humanities ENGL 192 - Appreciation of Literature and Film https://cofc.curriculog.com/proposal:3823/form
D. Humanities ENGL 195 - Intro to Creative Writing https://cofc.curriculog.com/proposal:3676/form
E. History: Pre-Modern HIST 117 - Pre-Modern History/ Global Race, Equity, and Inclusion https://cofc.curriculog.com/proposal:3774/form
F. History: Modern HIST 118 - Modern History/ Global Race, Equity, and Inclusion https://cofc.curriculog.com/proposal:3777/form
G. Humanities POLI 280 - American Political Thought https://cofc.curriculog.com/proposal:3826/form


K. Humanities JWST 260 American Jewish History: Colonial to the Present https://cofc.curriculog.com/proposal:3439/form


ii. REI

A. US Context PHIL 110 - Race and Value
   https://cofc.curriculog.com/proposal:3837/form

B. Global Context HONS 264 - Honors Colloquium, Global Issues in the Modern World
   https://cofc.curriculog.com/proposal:3654/form

   https://cofc.curriculog.com/proposal:3656/form

D. Global Context HONS 388 - Advanced Seminar on Global Issues in the Modern World
   https://cofc.curriculog.com/proposal:3657/form

E. Global Context HONS 389 - Advanced Seminar on US Issues in the Modern World
   https://cofc.curriculog.com/proposal:3658/form

F. Global Context DANC 330 - History of Non-Western Dance
   https://cofc.curriculog.com/proposal:3883/form

G. US Context DANC 331 - History of Western Dance
   https://cofc.curriculog.com/proposal:3885/form

H. Global Context ENGL 326 - Irish Literature
   https://cofc.curriculog.com/proposal:3881/form

I. US Context ENGL 341 - Literature of the American South, 1900-present
   https://cofc.curriculog.com/proposal:3874/form

J. US Context ENVT 363 - Race, Gender, and Environment
   https://cofc.curriculog.com/proposal:3877/form

K. US Context SOST 200 - Introduction to Southern Studies
   https://cofc.curriculog.com/proposal:3872/form

L. US Context SOST 241 - Studying Southern Cultures and Literature
   https://cofc.curriculog.com/proposal:3873/form

M. Global Context HIST 117 Pre-Modern History/Global Race, Equity, and Inclusion
   https://cofc.curriculog.com/proposal:3775/form

N. Global Context HIST 118 Modern History/Global Race, Equity, and Inclusion
   https://cofc.curriculog.com/proposal:3778/form

O. Global Context POLI 350 Global Gender Politics
   https://cofc.curriculog.com/proposal:3768/form

P. US Context POLI 387 American Political Thought;
   https://cofc.curriculog.com/proposal:3827/form
iii. Founding Documents Requirement (FDR) THTR 212 History of American Theatre
https://cofc.curriculog.com/proposal:3800/form

e. Committee on Graduate Education (Shawn Morrison)
All proposals had been posted on OAKS. No questions generated.
Q: Tom Carroll (HEHP, Senator) - What about termination of concentration in teacher ed, will those students have to pick a different concentration?
A: Anne Gutshall (Department Chair Teacher Ed): We will teach them out.
Motion to approve all Graduate curriculum proposals passed unanimously.

i. Biology
A. BIOL 527 – Marine Tetrapod Biology: course renumber, course title change, course description change, credit hour change, pre-req change, remove lab, add cross-listing (BIOL 427) BIOL – 527 – Marine Tetrapod Biology | Curriculog
B. BIOL 532 – Biology of Fishes: course renumber, course title change, add cross-listing (BIOL 432) BIOL – 532 – Biology of Fishes | Curriculog
D. BIOL 537 – Biology of Invertebrates: course renumber, course title change, add cross-listing (BIOL 437) BIOL – 537 – Biology of Invertebrates | Curriculog

ii. Business Administration, MBA
A. MBAD 500 – Law of Corporate Governance: credit hour change MBAD – 500 – Law of Corporate Governance | Curriculog
B. MBAD 505 – Creativity and Innovation: credit hour change MBAD – 505 – Creativity and Innovation | Curriculog
C. MBAD 520 – Global Enterprise: course description change MBAD – 520 – Global Enterprise | Curriculog
E. Program Change: add new course to requirements, increase degree hours from 36 to 39, add clarifying language to non-credit program requirements Business Administration, M.B.A. – MBA-MBAD | Curriculog

iii. Community Planning, Policy, and Design, MA
A. Program Change: decrease degree hours from 54 to 51 (credit hour change CPAD 790) Community Planning, Policy, and Design, M.A. – MA-CPAD | Curriculog

iv. Creative Writing, MFA
A. Program Change: add new course (ENGL 561 https://cofc.curriculog.com/proposal:3548/form) to requirements for new emphasis area in creative nonfiction; add new course to electives for studio and ARCM emphasis; add new courses (ENGL 577 and ENGL 578) to electives Creative Writing, M.F.A. – MFA-CREW | Curriculog

v. English, MA
A. ENGL 709 – ePortfolio Tutorial: new course
B. ENGL 710 – Revising for Academic Publication: new course
C. Program Change: add new courses to program capstone options

vi. Environmental and Sustainability Studies, MS
A. EVSS 502/502L – Geospatial Science: new course, add cross-listing (GEOL 402/402L)
B. EVSS 671 – Biodiversity Management: new course

vii. Teacher Education
A. EDEE 507 – Creating Effective Learning Communities: pre-req change (remove EDEE 590)
B. EDEE 595 – Field Experience: Advanced Curriculum, Instruction, and Literacies Assessment (2-6): pre-req change (remove EDEE 590)

viii. Teaching, Learning, and Advocacy, MED
A. New Literacies Concentration: terminate concentration

5. Constituents’ General Concerns
Hector Qirko (HSS, Senator) – Senate doesn’t assess itself and we should. Simon: Good idea. Next month, we will ask what’s going well and what can be improved.
Ryan Thompson (SGA President): Thanks for all of your work with supporting students through the housing problems.
Simon – remember grades due tomorrow and today is the last day to volunteer for committees

6. Adjournment – at 6:35 pm
Faculty Senate, Tuesday, February 1, 2022 5:00 PM  
Meeting via Zoom

Agenda

1. Call to Order – Meeting called to order at 5 pm by Speaker Lewis

2. Approval of the January 11, 2021 minutes - Approved by acclamation

3. Announcements and Information – Still in Zoom, sensible with numbers of COVID cases so high. Welcome to Alicia Caudill and Leah Martin & Megan Guthrie, two student presenters discussing American Sign Language and the College. As a reminder, anyone can present, but only faculty can make a motion.

4. Reports

   a. Speaker of the Faculty Simon Lewis

      Deadline for attendance verification is noon tomorrow, means that we are not far from the need to give grades to students who earned an incomplete last semester – work must be submitted by Feb 15. Big news from BoT meeting announcement of School of Health Sciences which was a surprise meaning that we need clearer timelines for these types of things. Board also introduced to former BMW Executive Knudt Flor as the new CofC vice president for innovation and industry engagement who talked about the need for higher education to educate the whole person. Look forward to meeting him later this week and working with him as we implement the strategic plan. Would be great if $3M infrastructure comes through from the state. Simon explained to the board the alarming nature of the bills before the state legislature. The anti-tenure bill seems to be falling off. If you have ideas regarding Continuing Education, please let your chairs/directors know. A survey will go out re: continuing ed soon. Sarah Maness of the Gun Violence Committee has been added to a grant re: research on gun violence prevention. Many candidates being recruited around campus while T&P is completing their process. Upcoming: Black History Month and Darwin Week. Thanks to making CofC a happy, happening place to work. Let’s still try to minimize COVID. Women’s basketball could use support.

      Question: Julia Eichelberger– If there are programs being considered for forming or termination, should those things not come through the Senate first?

      Answer: (Simon) HPCP termination went through the normal committees. Perhaps that should be emphasized during Senate meetings. School of Health Sciences creation came as a surprise during BoT. (Dan Greenberg, chair Academic Planning) HPCP termination went through channels and was voted on by Senate. Many were surprised that the Board voted on the new school at the February meeting and by the following press conference, but the creation of the new school had been discussed.

   b. Alicia Caudill (Student Affairs)

      Speaker Lewis introduced Alicia Caudill with a thanks to her for all she has done for the College throughout COVID.
Alicia Caudill – Thanks for all that faculty is doing through committee work and classes to make things great for our students. She presented on two areas: New and Developing Efforts with Student Affairs and Current Information/Data related to our student body.

1) New and developing efforts – Division of Student Affairs has many departments that fall under their umbrella. Many of the 5 areas are on-call 24/7/365. Mental Health is the state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life. To follow some of the new/developing efforts:
   a) 2/15 at 3pm – Town Hall on Student Well-Being for Faculty and Staff giving tips on how Fac and Staff can engage the students and think about well-being.
   b) Posted position for an Associate Vice President for Student Well-being and Dean of Students.
   c) Rachael McNamara – is Director of Student Wellness and Well-being, sponsoring Wellness Challenge, Lynn Moody Mental Health Initiative – teaching students how to help distressed friends. Students 4 Support M-R 12-9, “Don’t Cancel Class” Presentations available – if a faculty cannot offer class for some reason – consider asking them to do a presentation
   d) Director of Counseling – Dr. Marcie Wiseman
   e) Career Center has more financial wellness initiatives, iGrad – new platform to help with loans/money management, community financial institutions that can come speak in classes
   f) Student Emergency Funds are available
   g) One website with consolidated resource information

2) Current Information/Data regarding CofC students
   a) Student care cases – death of family or other significant change 2020-21: 938 This year (to date): 677; Students of Concern Last Year – 43, This year: 59; Academic Reports: Last year: 818, this year: 464
   b) Students 4 Support – Fall 21: Students mostly talked about stress, academics and relationships in 2019: students mostly talked about stress, relationships, and anxiety – Transitioning from virtual to in-person has caused some of the stress
   c) Counseling Center - Fall 21: 797 students with 2368 appointments with increase of 82% in number of psychiatric care
   d) Counseling Center – Student in crisis (suicidal thoughts, danger to others, believes their life in danger, hearing or seeing things) does not need an appointment; Urgent need (feeling overwhelmed by a decision that must be made quickly) students can get a same day appointment; intake appointment – wait times vary
   e) New processes are seeing wait times decrease from 9.3 business days in 2021 to 3.6 business days this year.
   f) Students have access 24/7 to Therapy Assistance Online
   g) Good to remind students of recreation facilities as these are great ways to engage with other students: fitness classes, intramurals, rec facilities, outdoor recreation, sports clubs
   h) Students who use campus recreation agreed that participation helped them with happiness, self-confidence, belonging and overall college experience

Questions:
Q: Simon Lewis (Speaker) – Thanks for that. What’s the single thing we need to take away?
A: Get a sense of a student to see that not everything is a crisis. Talk about TAO and the timely appointments. Try not to escalate the emotion but instead direct them to the page that may help them find a resource.
Q: Lisa Covert (History, Guest) – Housing insecurity
A: Alicia – context McAlister Hall must be taken offline for renovations that can’t be done over the summer; It houses 573 students, but we have found beds on campus bringing this down to around 400 beds short for the fall. Remind students that this is a one-year challenge. We are going to do an in-person off-campus housing fair, lots of housing around campus that would not be ideal for a family but is perfect for a student. Also, will have a virtual fair. Aid may apply to off-campus housing, talk to Financial Aid. The on-campus housing will definitely still house the students that really need it. In 2020, CofC made housing less compact by 1000 students and those students were able to find housing.

Comment: Paul Patrick (President’s Office) - Not sure if personal opinions from non-Senators are welcome, but….we (and our students) are so very fortunate to have Alicia at the College. She is exceptional!

5. New Business

a. American Sign Language – Foreign Language Credit (Leah Martin and Meghan Guthrie, Students)

Simon Lewis (Speaker) – let all know that this presentation is for discussion-only, and will not go around the normal path for getting a new program started.

Leah Martin (Student, Senior Marketing Major, hard of hearing) and Megan Guthrie (Senior Psychology Major) – Their presentation can be found at https://docs.google.com/presentation/d/1o50r0uay3anEyXaZUn_PMnfvsnBfPqetzTF5-JXlgY/edit#slide=id.p

Their mission is to get ASL as a Foreign Language Credit at CofC – Presented an info-graphic: https://drive.google.com/file/d/1GG8F9PknCoqQYwCwEF6wN9qdpUEO6-ML/view ; Talked about what makes deaf culture different. They polled students who overwhelmingly believed ASL should count. SGA has passed a resolution that endorsed ASL. 5 out of our 10 peer institutions recognize ASL as meeting their foreign language requirement. In SC, Lander and Clemson are the only two colleges who allow ASL. – Discussed how App State and Clemson teach ASL I course; Proposed solutions how ASL can fit into our current Foreign Language Student Learning Outcomes;

Questions:

Q: Ryan Thompson (SGA President) – Proud of the research that Leah and Meghan have done. ASL will help to diversify CofC setting us apart from our peers.

Q: Lisa Covert (History, Guest) – Certifications for ASL, how long do these take and should these be incorporated? Could that incentivize students:

A: Leah – University of New Hampshire offers an interpreting major.

Q: Cindi May (Psychology, Guest) – 1st Modern Language Association noted that ASL student enrollments grew from 1600 to 100,000 in 2009. Many top institutions already offer ASL. At CofC we offer many diverse languages that aren’t greatly used in our community 80-90% of deaf children are born to hearing parents, so would be a great service to the community. CofC needs to be leader not follower when it comes to inclusion for students with disabilities, to wait and do this after our neighboring institutions would suggest we are following rather than leading.

Q: Tim Johnson (Dean of LCWA) – Appreciate Leah’s and Meghan’s fine work, also appreciate conversation Leah has had with him prior to today. LCWA is glad to take on the consideration of inclusion of ASL in the requirements. In talking with other institutions, they are trying to answer questions related to counting toward language. Because of the SLO’s that Foreign Language requires, there are issues with how to have ASL meet those SLOs or how the SLOs can be changed to allow ASL. Leah and Meghan provided some thoughts on these. What are the
repercussions of having ASL versus other language (eg German Sign Language). LCWA will look at these and give ASL the consideration it deserves.

b. Curriculum Committee (Xi Cui, Chair)

Votes were taken in groups to allow for discussion if needed. No discussion was generated on OAKS for any of the FCC Proposals.

Items i-vi – FCC comments: BMPH is an interdisciplinary minor – Poll 1 – approved 39/39 Yes votes
   i. AAST – 335 - Race in American Film & Media (Anthony Greene): A new course is proposed in the African American Studies program. Curriculog link
   ii. ARTS – 334 – Advanced Photography (Sara Frankel): Add ARTS 316 as a pre-requisite, in addition to the existing ARTS 215 and ARTS 315, to ARTS 334. Curriculog link
   iii. FREN 383 – Summer Internship in a French Workplace (Shawn Morrison): remove FREN 381 as the pre-requisite of FREN 383. Curriculog link
   v. BMPH – Biomedical Physics Minor: add new courses as electives, interdisciplinary designation. Curriculog link
   vi. PHYS - 181L - Physics and Astronomy Research Rotation: add new course to expose students to research early on. Curriculog link

Items vii – viii: Irina Gigova (History, Senator) question – explanation where this program is going with the current student body. Answer: Alice Hamilton (SBE, Guest) – Lots of students who have been away for 20+ years interested in degree completion; students currently here are interested in combining minors to get a degree; Julia Eichelberger (HSS Senator) – Convenient for students and good for them to be able to design their own program of study. – Poll 2 – approved 36/38 Yes, 1 – No; 1 -abstain;

   vii. BIST B.I.S. name change: Change General Studies B.G.S to Integrated Studies, B. I. S. Curriculog link
   viii. BIST – 101 Intro to Bachelor of Integrated Studies (Alice Hamilton): change BGST (General Studies) to BIST with corresponding changes in pre-requisite and description. Curriculog link
   ix. BIST – 400 – Senior Synthesis Seminar (Alice Hamilton): change BGST to BIST with corresponding changes in pre-requisite and description. Curriculog link
   x. ENGL - 477 – Proseminar in Major Literary Themes (Anton Vander Zee): new course, cross-listed with ENGL 577 Curriculog link

Items x – xv: The name of the minor caused some discussion in FCC, but those were answered satisfactorily. Dan Greenberg commented that Acad Planning voted in favor as well – approved 37/37 voted yes
xi. ENGL - 478 – Proseminar in Major Literary Genres (Anton Vander Zee): new course, cross-listed with ENGL 578. Curriculog link

xii. ENGL core shared by concentrations (Anton Vander Zee): add ENGL 477 and 478 to open electives. Curriculog link

xiii. ENGL – ELFC – BA (English major, Literature, Film, and Cultural Studies Concentration) (Anton Vander Zee): add ENGL 477 and 478 as focus electives. Curriculog link

xiv. EDEN BS (English – Teacher Education Program G 9-12) (Anton Vander Zee): Add ENGL 475, 477, and 478 to EDEN’s open electives. Curriculog link

xv. ENLF minor (Tim Carens): new minor in Literature and Film. Curriculog link

Items xvi-xxii: Poll 4 – approved 38/38 voted yes.

xvi. BADM- GLAT BS (Business Administration, Global Logistics and Transportation Concentration) (Kent Gourdin): ECON310, FINC 382, MGMT325, MKTG326, REAL 310 are added to the 6-hour elective list. Curriculog link

xvii. BADM – GLAT Minor (Kent Gourdin): ECON310, FINC 382, MGMT325, MKTG326, REAL 310 are added to the 6-hour elective list. Curriculog link

xviii. MKTG - Marketing Minor: remove ECON 201 from core requirement, add MKTG 315 to core optional courses, require core optional course from 3 to 6 hours, increase electives from 6 to 9 hours. Curriculog link

xix. MKTG – 315 – Marketing Management: title change, remove ECON201 as a pre-requisite, require junior standing. Curriculog link

xx. MKTG – 320 – Marketing Research and Consumer Insights (Julia Blose): title change, remove ECON201 as a pre-requisite. Curriculog link

xxi. MKTG – 329 – Consumer Behavior (Julia Blose): remove ECON201 and junior standing as pre-requisites. Curriculog link

xxii. MKTG – 330 – Advertising (Henry Xie): Remove ECON201 and junior standing as pre-requisites. Curriculog link

Items xxiii-xxxi: Poll 5 – approved 38/38 voted yes.

xxiii. BIOL – 398 ** – Tutorial in Marine Biology: A new course, the Marine Biology version of the generic tutorial course - BIOL 399. Curriculog link **Note this course number was updated to the correct number after the meeting. Originally listed as BIOL 389, the correct number is BIOL 398.

xxiv. BIOL – 413 – Marine Conservation Genetics (Eric McElroy): Convert a special-topic course into a regular offering. Curriculog link

xxv. BIOL – 413L – Marine Conservation Genetics Lab (Eric McElroy): The lab component of BIOL 413. Curriculog link
xxvi. BIOL – 427 – Marine Tetrapod Biology (Eric McElroy): New course as an upper-level elective for Marine Biology BS. Curriculog link

xxvii. BIOL – 432 – Biology of Fishes (Eric McElroy): Change course number from 335 to 432 in order to cross-list with BIOL – 532. Revise course description. Curriculog link

xxviii. BIOL – 435 – Marine Botany (Eric McElroy): Change course number from 303 to 435 in order to cross-list with BIOL – 535. Revise course description. Curriculog link

xxix. BIOL – 437 – Biology of Invertebrates (Eric McElroy): change BIOL 337 to 437 in order to cross-list with 537. Curriculog link

xxx. EDBL BS (Biology – Teacher Education Grade 9-12) (Eric McElroy): Add BIOL 413, 413L and 427 to electives. Curriculog link

xxxi. MBIO BS (Marine Biology) (Eric McElroy): Add BIOL 398, 413/413L, 427, 498A and 498B to marine electives. Curriculog link

Items xxxii-xxxix: Some discussion about letting Gen Ed math courses being used to fill Elem Ed Math requirement. There is an exam that will ensure teachers have the necessary math proficiency Poll 6 - approved 37 in favor, 1 no.

xxxii. EDEE – 365 Teaching Mathematics (PreK-Grade3) (Nenad Radakovic): Add EDEE 323 Development of Mathematical Thinking as a prerequisite. Curriculog link

xxxiii. EDEE - 366 Teaching Mathematics (Grades 2-8) (Nenad Radakovic): Add EDEE 323 Development of Mathematical Thinking as a prerequisite. Curriculog link

xxxiv. EDEE – 429 Instructional Strategies for Emergent Literacies (PreK-3) (William Veal): Add EDEE 425 Foundations of Language and Literacies Development (Birth-G6) as a pre-requisite. Curriculog link

xxxv. EDEE – 438 – Teaching Writing/Design with Children’s Literature and Multimodal Texts (PreK-3) (William Veal): Add EDEE 425 Foundations of Language and Literacies Development (Birth-G6) as a pre-requisite. Curriculog link

xxxvi. EDEE – 445 – Teaching Writing/Design with Children’s Literature and Multimodal Texts (G2-6) (William Veal): Add EDEE 425 Foundations of Language and Literacies Development (Birth-G6) as a pre-requisite. Curriculog link

xxxvii. EDMG – 335 - Teaching Writing/Design with Adolescent Literature and Multimodal Texts (G5-8) (William Veal): Add TEDU 325 Foundations of Languages and Literacies Development (G5-12) as a pre-requisite. Curriculog link

xxxviii. EDMG – 401 – Adolescent/Disciplinary Literacies (William Veal): Add TEDU 325 Foundations of Languages and Literacies Development (G5-12) as a pre-requisite. Curriculog link

xxxix. EDEL BS – Elementary Education (Brian Lanahan): allow math alternatives to be used for major’s math requirement for approved students. Curriculog link

Items xl – xlii: POLI 111 is a spin-off of POLI 101, this new course POLI 111 has to be added to the curriculum not allowing both 101 and 111 to count. Other proposals will come up next month with the same issue. Poll 7 – approved 40 voted yes.
x. POLI - 111 - Race, Equity and American Politics: create a spin-off of POLI 101 which focuses on race and equity. Curriculog link

xi. POLI – BA change to major: add POLI 111 as an alternative to POLI 101 in the major requirement. Curriculog link

xii. PoliSci-Teacher Ed – EDPS BA change to major: add POLI 111 as an alternative to POLI 101 in the major requirement. Curriculog link

Xi added that two proposals were withdrawn – about cross-listing an undergraduate and graduate course. Have a college policy to prevent students from receiving credit for both. Bob Mignone (Math, SSM At-large) : Math can get both graduate and undergraduate credit. Answer: Mark Del Mastro (Associate Provost) – These courses proposed were not part of a 4+1 program

b. General Education Committee (Suanne Ansari, Chair)

Ryan Thompson has joined the committee as their student member. They are thrilled to have him on board.

i. REI - Poll 8 - REI proposals passed 37/37 voted Yes.
   A. MGMT 308 - Managing Diversity (REI): US Context [link]
   B. RELS - 348 - Asian Religions in America (REI): US Context [link]

ii. GENERAL EDUCATION - Gen Ed credit – POLI 111: Passed 38/38 Yes votes.
   A. POLI 111 - Race, Equity and American Politics [link]

C. Committee on Graduate Education (Shawn Morrison, Chair)

i. Accountancy, MS – Poll 10: approved 39/39 Yes
   A. ACCT 500 Accounting Theory: course description change [link]
   B. ACCY 599 Contemporary Accountancy Issues: course description change; pre-req change (remove ACCT 500) [link]

ii. Marine Biology, MS - Poll 11: approved 39/39 Yes
   A. BIOL 513 Marine Conservation Genetics: course renumber, course title change, course description change, credit hour change, add cross-listing (BIOL 413) [link]
   B. BIOL 513L Marine Conservation Genetics Lab: new course, add cross-listing (BIOL 413L) [link]

iii. Community Planning, Policy, and Design, MA - Poll 12: approved 36/36 Yes
   A. CPAD 790 Independent Design Field Study: credit hour change, pre-req change (change to CPAD 525 and CPAD 526) [link]
iv. Creative Writing, MFA - Vote is only for ENGL 561. Shawn will talk more about B at a later meeting. Poll 13: approved 36/36 Yes
   A. ENGL 561 MFA Workshop in Creative Nonfiction: new course Proposal | Curriculog
   B. Admissions change: add requirements for new emphasis in creative nonfiction Proposal | Curriculog

v. Data Science and Analytics, MS - Vote is only for DATA classes. Shawn will talk more about bullet E at a later meeting. Poll 14: approved 36/36 Yes
   A. DATA 507 Scientific Computer in Data Science: pre-req change (remove DATA 505 and DATA 506) Proposal | Curriculog
   B. DATA 590 Special Topics in Data Science and Analytics: pre-req change (remove DATA 505 and DATA 506) Proposal | Curriculog
   C. DATA 591 Independent Study: pre-req change (remove DATA 505 and DATA 506) Proposal | Curriculog
   D. Program change: add courses to elective options (INF 530 and INF 532) Proposal | Curriculog
   E. Admissions change: remove summer as admission term, add fall as only admission term, remove entrance exam, add pre-req requirements, add description to statement of purpose, add resume Proposal | Curriculog

vi. English, MA - Poll 15: approved 38/38 Yes
   A. ENGL 577 Proseminar in Major Literary Themes: new course, add cross-listing (ENGL 477) Proposal | Curriculog
   B. ENGL 578 Proseminar in Major Literary Genres: new course, add cross-listing (ENGL 478) Proposal | Curriculog
   C. Program change: add new courses to electives Proposal | Curriculog

vii. Historic Preservation, MS - Understanding that the MOU with Clemson has been dissolved thus Clemson will get the graduate program and classes. Question: Irina Gigova (History Senator) : She wonders what went wrong as she remembers that this was advertised as a great program. Answer: Grant Gilmore (Art & Architectural History, Guest) – This is one of our two joint programs here since his arriving in 2014. Found that there are many challenges including extenuating issues related to pay. Adjuncts were teaching both in our undergrad program and Clemson’s adjunct, they left for Clemson as Clemson pays its adjuncts double what CofC pays. CofC faculty were not being asked to teach any of the courses. Clemson asked that CofC not start our own program. This was originally a CofC program that CHE said needed to combine with Clemson as we didn’t have an MS program at that time. If funding was available, CofC would try to get a program. Comment – Mary Beth Heston (Art & Architectural History, Guest): These decisions were made at the Provost level. Is the Provost or Dean here to help answer questions regarding this? Like most divorces it’s never completely amicable with both parties feeling the other is to blame. Answer: Mark Del Mastro (Associate Provost) – The issues that Grant outlined were emerging when the time came to sign the MOU. The fiscal piece was quite costly for CofC. There were higher-level discussions between CofC and Clemson, for CofC it was a bit of a relief as the College was losing money on the program. Question: Simon Lewis – This will allow focus on the undergraduate program. Mary Beth – When this was created it was seen as a great
opportunity for collaboration but that turned out not to be the case. Poll 16: approved 33/36
Yes, 1 No, 2 Abstain
A. Program termination: effective Fall 2022 Proposal | Curriculog
B. Course deactivations: effective Fall 2023
   1. HSPV 620 Preservation Law and Economics Proposal | Curriculog
   2. HSPV 802 Historic Preservation Research Seminar Proposal | Curriculog
   3. HSPV 803 Building Technology and Pathology Proposal | Curriculog
   4. HSPV 804 Management and Administration of Historic Preservation Proposal | Curriculog
   5. HSPV 805 Preservation Studio Proposal | Curriculog
   6. HSPV 807 American Architecture Proposal | Curriculog
   7. HSPV 808 History and Theory of Historic Preservation Proposal | Curriculog
   8. HSPV 809 Historical Research Methods Proposal | Curriculog
   9. HSPV 810 Conservation Science Laboratory Proposal | Curriculog
  10. HSPV 811 Advanced Conservation Laboratory Science Proposal | Curriculog
  11. HSPV 819 Investigation, Documentation, Conservation Proposal | Curriculog
  12. HSPV 821 Historic Preservation and Public Memory Proposal | Curriculog
  13. HSPV 822 Vernacular Places and Spaces Proposal | Curriculog
  14. HSPV 823 Historic American Interiors Proposal | Curriculog
  15. HSPV 825 Sustainability and Historic Preservation Proposal | Curriculog
  16. HSPV 826 Historic Structures Report Proposal | Curriculog
  17. HSPV 827 Adaptive Use Proposal | Curriculog
  18. HSPV 828 Case Studies in Preservation Engineering Proposal | Curriculog
  19. HSPV 833 Cultural and Historical Landscape Preservation Proposal | Curriculog
  20. HSPV 840 Digital Tools for Historic Preservation Proposal | Curriculog
  21. HSPV 845 Internship in Historic Preservation Proposal | Curriculog
  22. HSPV 891 Thesis in Historic Preservation Proposal | Curriculog
  23. HSPV 892 Special Topics in Historic Preservation Proposal | Curriculog
  24. HSPV 893 Independent Study in Historic Preservation Proposal | Curriculog

viii. Public Administration MPA - Poll 17: approved 36/36 Yes
A. PUBA 512 Diversity, Equity, and Inclusion in the Public Sector: course title change, course description change Proposal | Curriculog
B. PUBA 522 Intergovernmental Relations: course deactivation Proposal | Curriculog
C. PUBA 536 Economic Theory for Policy Analysis: course renumber Proposal | Curriculog

6. Constituents’ General Concerns

Ashley Pagnotta (Senator, Physics) – Concern regarding bringing job candidates to travel to CofC and meet in-person and eat indoors with people. Raised the concern with her chair and it was passed up that short-list candidates must come to campus. In her department, they will include some wording that invites them to campus including language that addresses COVID concerns and letting them
know that they can work with the candidate to minimize exposure to many people, like eating indoors.

Discussion:
Deanna Caveny (Associate Provost) – For permanent positions, we have a very strong preference that we do full, in-person interviews where candidates honor all COVID protocols. If you have a reason to honor a special request. Do not have to eat meals indoors with candidates. Want in-person presentations and in-person interviews that follow protocols.
Bob Mignone (SSM Senator) - If a candidate doesn’t feel comfortable coming, can we say that it’s okay?
Deanna Caveny – Spring 2022 should be like Fall 2020 meaning that folks who have special circumstances could teach off-campus. Similarly, candidates can make a request to not come to campus if they are vulnerable. Don’t want someone who is uncomfortable simply not to come.
Bob Mignone – Who will make the call?
Deanna Caveny – The Provost Office will work with the Deans. Some searches might be able to delay a day or two if needed. Full-day virtual interviews do not give the same quality as in-person interviews.
Simon Lewis – This message seems to not be universal. English has almost completed a virtual hiring process. Could we lose candidates that are not able to come?
Deanna Caveny – Message was muddled, and she takes responsibility for that. Wants departments to try to do in-person interviews but meals were not an expectation.

7. Adjournment – Meeting adjourned at 6:57 pm
Faculty Senate, Tuesday, January 11, 2022 5:00 PM  
Meeting via Zoom

Agenda

Vote results are in red in the minutes that follow.

1. Call to Order – With a quorum present, Speaker Lewis called meeting to order at 5:00pm

2. Approval of the December 7, 2021 minutes – The minutes were approved by acclamation.

3. Announcements and Information – Happy First Day of Classes. Thank you to the speakers giving reports. Fast paced time for the Senate with 3 meetings in 7 weeks. Laura Penny, representing N&E, will be calling for nominations for speaker, secretary and at-large senators. We now have new management company overseeing management of cleaning so please pass information up to chairs and deans if you see any cleaning issues, particularly with COVID.

4. Reports

   a. Speaker of the Faculty Simon Lewis – Many attended Speaker Listens; as a result, had good conversations with Pres Hsu re: COVID, pre-filed bills, and community engagement. Suggested trying to find community space to connect with the general public and/or make arrangements with local schools. Continuing Education Committee will be circulating a survey soon that he encourages folks to answer. Continuing Education has had “pretty short shrift” and history of School of Professional Studies may have taught us some lessons. Acad Planning will discuss plans for new schools and school divisions and aligning new schools to strategic plan. Started a small ad-hoc committee to identify faculty who have done amazing things to be recognized on the Senate website. Turned down many worthy nominees. Simon was criticized that the criteria for inclusion on this kudos list wasn’t detailed enough; while he agrees, he wanted it to be open-ended to allow many to apply and the committee to determine the worthiest recipients. Find the information on the Senate website under Faculty News where you will see the new pages: “In Memoriam” page and “Roll of Honor” page.

   b. President Andrew Hsu – Cameo appearance to thank the faculty for another successful semester and he recognized that the faculty will do much to make this semester successful. He believes we will “weather this last wave” of COVID and will have student success as well. COVID team meets almost daily but at least MWF to review the state of the pandemic. Health of employees and students is the first priority and things will pivot if necessary. Pres. Hsu assures us that the Presidents around the state of SC are working to make sure that some of the troubling bills in the legislature do not move forward. They are working with the CHE to help persuade state legislators to stop these bills. He turned the floor to Paul Patrick for further information.

   c. Paul Patrick (Office of the President) – Delivered a presentation entitled “2022 Legislative Preview”. This is the second year in a two-year session of the SC Legislature. Any bill that doesn’t make it through the assembly this year would mean that the bill would have to be presented again next year. Paul worked in the State House for years with the Ways & Means Committee. His main points:
A) There are generally thousands of bills with many parts on each bill. SC House is relatively unchanged since 2016, but in the last 20 months there has been much change in the Senate. 3 moderate Democrats lost seats to Republicans. Republicans now have a 29/16 majority, and probably will have 30 after the Florence special election. Many Senate rules use a 3/5 threshold or 26-vote threshold meaning that it’s easier for the Republicans to get things passed. Among other changes, Senator Tom Alexander is now Senate President and Senator Peeler is now finance chair.

B) He spoke of two categories of key legislative issues now before the SC Legislature:
1. COVID-19 – Budget Provisos: 117.190 – prohibits higher ed from requiring COVID-19 provisions; 1.108 – prohibits K12 from requiring facemasks; H.3216 – Vaccine mandates that makes a federal mandate illegal in SC. This took considerable maneuvering to bring to House floor.
2. Academic Coercion/Indoctrination: H.4605 – five sponsors, which is not many. Establishes a reporting process for citizens to report behavior that might be viewed as “coercive”; sets forth possible penalties for violations; and establishes requirements for agencies to affirm compliance. Florida and Indiana have taken “similar steps”; Florida requires higher education staff to complete annual survey to determine “viewpoint diversity”; Indiana surveyed students; Paul believes there’s “a lot on their plate” and this is unlikely to pass. The bill is sitting in committee, and representatives haven’t voted on either this or the next (H.4522). H.4522 – Again sitting in committee; has 25 sponsors, including two in leadership positions; Prohibits hiring anyone with tenure or the possibility of tenure starting Dec 31, 2022; all current tenure contracts will continue; Georgia adopted changes to its post-tenure review, which allows faculty to be removed without a faculty-led dismissal hearing; Faculty in Georgia can now be dismissed outright after consecutively failing two annual reviews and failure to complete an improvement plan; they can thus be dismissed using administrative procedures that don’t involve faculty review. Paul believes something like this is more likely to be amended to the H.4522 bill as the current bill is not likely to move forward.

C) Paul also spoke to the budget. FY 20-21 appx $1+B in contingency fund; FY 21-22 Projected 1-time funds available for appropriation there’s about $2B available and another $900M in recurring funds. SC has received just more than $2.5 billion in state fiscal recovery funds. These funds are for COVID-19 relief packages. Governor McMaster, yesterday (January 10th), released his executive budget and his suggestions are: $436M for broadband, $250M for small business grants, and many others. His proposed budget did not put money in for higher education. In SC, legislature votes on the budget and the Governor’s budget proposals are more like agenda-setting documents.

Questions/Comments:
Q) Scott Harris – SSM At Large – Geology – What is the drop-dead date on this session?
A) General Assembly must resign by the third Thursday in May. There is also a crossover date which changes year to year, but usually a bill has to make it to the other body by March.
Q) Scott Harris – SSM At Large – Geology – Does CofC have good support for getting funds?
A) Delegation is very supportive of CofC and has a lot of respect. There is some anti-Charleston bias that we have to fight. Our budget request is relatively small.
Q) Nathaniel Walker – Senator for Art & Architectural History – Asked for clarification re: tenure. Would current hires have to lose tenure?
A) Unlikely for such a proposal not to be overturned, but the current bill does not make that suggestion; it only talks about new hires after 12/31/22

Q) Nathaniel Walker – Senator for Art & Architectural History – A friend says that if we created pastel dorms we could look like a “Harry Potter goes to the beach” college and would really bring students. He said it was a kidding/not kidding comment.

Q) Julia Eichelberger – At-Large HSS Senator – If we could pay off our current debt that would mean that we would lower cost to our students.
A) Paul agreed but explained that we are not allowed to use federal money for tax cuts or to service current debt. The last time SC passed a bond bill was 2000; thus it’s been 22 years since we’ve borrowed money for capital improvement. That means that 20% of our budget goes to maintaining the physical campus. Thus $2K of the $10K that instate students pay for tuition is going for paying for the buildings that the state owns.

Q) Simon asked Paul to please let us know if there’s anything the faculty should do, or should not do, to help.

d. Margaret Hagood (CETL)
Margaret gave a report from the survey of faculty taken during the fall 2021. The full results will be shared soon with the entire college. CETL Advisory Committee has representatives from all schools, a member of Senate, and a representative from TLT. The committee worked with divisions across campus to construct a survey of 74 statements with Likert-scale response and room for comments. The survey contained 6 sections. 25.9% of faculty responded. Highlights from the survey:
1) Faculty do value professional development but often have a difficult time fitting that in; would like to have small-group professional development opportunities during 9-month appointment; faculty prefer CETL communication via email and website
2) 80% of respondents are interested in learning about new pedagogies and strategies
3) 78% want to learn more strategies for student engagement
4) Faculty would like to have more incentives/recognition for excellence/innovation in teaching
5) 84% would like additional tools beyond student evaluations to inform instruction
6) Peer evaluation varies widely across schools/department
7) Over half would like support in connecting advising and mentoring into their annual reviews and major evaluations
8) Resources to support instruction are often unknown to and underutilized by faculty.
9) 70% believe wellness and well-being are important components of teaching and learning; 48% feel confident in their abilities to infuse culture of wellness and well-being into their courses.

CETL next steps based on the survey results:
1) Monthly email communications with hopefully good links to interesting/helpful content
2) Collaborate with units across campus to curate and share resources and create pedagogies to support faculty development
3) Spring Offerings: first few weeks of classes online check-in; Spring Book Club Discussion related to REI; Feb-Mar-Apr Lunch and Learn; ORGA workshop for Early Career Development Program Award – working with chairs to identify 12-20 people eligible for that; Writer’s Retreat in Mar and May; and Course Re/design Retreat in May.
Margaret ended with a thanks to the CETL advisory committee who have met a lot to help with the process and for the next steps. Also thanks to Senate for inviting her and to all who completed the survey.

Questions/Comments:
Q) Simon thanked CETL for continuing the Writer’s Retreat which he personally has found beneficial.

e. Reapportionment (N&E, Laura Penny)
Laura offered thanks to RoxAnn Stalvey, former N&E chair, who helped explain steps. Laura explained that every three years N&E has to reapporportion senators. That requires getting numbers from Academic Affairs and using Huntington-Hill to handle reapportionment. She reported the number of faculty in each school, with the total being 504. A couple of faculty are split among schools thus those schools have x.5 faculty. She listed and explained the steps of the Huntington-Hill method. The resulting calculations resulted in minimal change for senators for 22-24: EHHP will gain 1 senator and Business will lose 1 senator. Laura also ran the reapportionment numbers considering the possibility of a new school for Health & Human Performance being split off from the current EHHP – she noted that should this happen, based on the current numbers, Education’s 4 senators would be split evenly with 2 going to Health & Human Performance and 2 going to Education.

Questions/Comments:
Q) Simon offered thanks to Laura and her committee for doing this. He laughingly replied that he was glad the math was handled by her and not him.

5. New Business

a. Curriculum Committee (Xi Cui, Chair)

None of the proposals generated much discussion in FCC and none by Senators, other than item x below. We will thus discuss x separately. The Gen Ed committee is additionally working on the issue of 3 tabled discussions. Teacher Education had a proposal on allowing Gen Ed math alternative courses to be used for Early Childhood majors requirement. Only one math alternative course has been approved thus far for the College. He spoke with Suanne Ansari, Chair of General Education, and knows that Gen Ed is working on that issue. For the coming meeting of FCC on Friday, January 14 there are 44 proposals under review. Math has approved the courses for Math alternative so those should come through soon. Poll 1 – Voted on all items i – xiii except item x in list below. All were approved with a vote of 42 out of 42 in favor.

Discussion on item x found in the bullet below.

i. Linguistics Minor change: Reduce “Language and Society” component in the minor’s core from 6 to 3 hours and increase electives from 6 to 9 hours. Curriculog link

ii. CITA-395: Proposal to add CSCI 380 as a pre/co-requisite to CSCI 395, in addition to "Declared CITA major, CITA 280/CSCI 280, CSCI 230(or CSCI 315 or CSCI 370) with a grade of C- or better, 9 credit hours in concentration." Curriculog link

iii. DATA B.S.: Proposal to add a 9 credit-hour "Language Process and World Outlooks Emphasis" to DATA BS major. Curriculog link
iv. CITA-Art Concentration change: Add ARTS 316 to this concentration's electives because 1) it is inherently relevant and 2) Dept. of Studio Art will add ARTS 316 as a pre-requisite of ARTS 334 which is currently in this concentration's elective. Curriculog link

v. CSCI 315: Proposal to explicitly list MATH207 as a pre-requisite. Curriculog link

vi. CSCI 370: Proposal to explicitly list MATH207 as a pre-requisite. Curriculog link

vii. CSCI 390: Proposal to explicitly list MATH207 as a pre-requisite. Curriculog link

viii. CSCI 392: Proposal to explicitly list MATH207 as a pre-requisite. Curriculog link

ix. EDEC BS Early Childhood Edu: Proposal to add TEDU 462 (Study Abroad Visual and Performing Arts Education) as an alternative option for EDEE 403 (Visual and Performing Arts). Curriculog link

x. EDEC BS Early Childhood Edu: proposal to allow alternative math courses in lieu of the current required math courses for those approved for alternative math. Curriculog link

Bob Mignone was concerned that people with dyscalculia or another math disability could be teaching math at a K-3 level. He spoke with folks in School of Education who explained that teachers with disability could really overcome this disability and be an asset to the students because of their own struggles. He looked at the required PRAXIS exam that teachers must take in order to become certified; he believes a student who has not overcome their disability could not pass the exam. He referred to a family member who suffered from dyslexia who overcame the disability, got a Masters, and became a teacher who believes her former disability makes her a stronger teacher. He wants all to know after his research, he now supports the proposal. Poll 2- Vote to approve item x of the FCC proposal passed with a vote of 41 out of 43 in favor, 1 opposed, and 1 abstaining.

xi. EDEL BS Elementary Education: Proposal to add TEDU 462 (Study Abroad Visual and Performing Arts Education) as an alternative option for EDEE 403 (Visual and Performing Arts). Curriculog link

xii. TEDU Education Minor: Proposal for new TEDU minor Curriculog link

xiii. New course proposal TEDU 462: Study Abroad Visual and Performing Arts Education Curriculog link

b. General Education Committee (Suanne Ansari, Chair)

i. REI

Slate of REI proposal. One question was raised re CLAS 215 by Nathaniel Walker related to the name of the course but not for its inclusion in REI. He withdrew his comment and supports the inclusion. Poll 3 – Vote to approve all REI motions (A-J) passed with 40 in favor and 1 opposed.

   https://cofc.curriculog.com/proposal:3302/form

B. AFST - 101 - Introduction to Africa (REI) : Global Context
   https://cofc.curriculog.com/proposal:3359/form
C. AFST - 205 - Gender in Africa (REI) : Global Context
   https://cofc.curriculog.com/proposal:3360/form
D. ANTH - 101 - Introduction to Anthropology (REI) : Global Context
   https://cofc.curriculog.com/proposal:3355/form
   https://cofc.curriculog.com/proposal:3354/form
F. CLAS - 215 - Slavery and Racism in Greece and Rome (REI) : Global Context
   https://cofc.curriculog.com/proposal:3349/form
G. POLI - 342 - Politics of Africa (REI) : Global Context
   https://cofc.curriculog.com/proposal:3331/form
H. POLI - 343 - Politics of East Asia (REI) : Global Context
   https://cofc.curriculog.com/proposal:3330/form
I. POLI - 395 - Global Political Thought (REI) : Global Context
   https://cofc.curriculog.com/proposal:3332/form
   https://cofc.curriculog.com/proposal:3329/form

ii. General Education
A. General Education; Humanities - JWST - 350 - Jews and Muslims: Coexistence and Conflict
   https://cofc.curriculog.com/agenda:252/form
   Poll 4 – Vote to approve this motion passed with 42 out 42 in favor
B. General Education : Foreign Language - PORT - 150 - Intensive Elementary Portuguese through Culture
   https://cofc.curriculog.com/proposal:3549/form
   Point of clarification – Tom Bucheit – This course will count as a pre-requisite but not as completing the general education language requirement. Poll 5 – Vote to approve this motion passed with 42 out 42 in favor

c. Committee on Graduate Education (Shawn Morrison)
   Shawn explained the two motions from Graduate Education. Neither generated discussion. Poll 6 – Vote to approve two Graduate Education motions passed with 42 out 42 in favor

i. Computer and Information Sciences, MS - CSIS 638 – Implementation of Database Management Systems: pre-req change (remove DATA 505 and DATA 506) Proposal | Curriculog

ii. Public Administration, MPA - Program change: increase degree hours from 33 to 36 as required by external accreditation agency, add one elective to degree requirements Proposal | Curriculog

6. Constituents’ General Concerns

Ashley Pagnotta – Physics Senator – She has emailed Alicia Caudill for official guidance. Has two students who are wearing mesh masks. She’s wondering if others have seen this. Simon believes it should be addressed by back-on-the-bricks. William VanDenburgh – At-Large SBE Senator– has also
seen it with two students. This semester he brought a mask and asked the student to change mask.
Brooke Permenter – Adjunct Senator - had the same experience and the student agreed to a new
mask.
Bob Mignone – At-Large SSM Senator - Can you say something to a student who seems ill? Provost
Austin says she believes it would be okay to say, “I’m concerned about you; would you like to go to
Student Health?”
Simon says Alicia Caudill will report at next month’s meeting.
Frank Duvall – Music Adjunct Senator – With money coming in, he would really like to see additional
monies for adjuncts.

7. Adjournment - Motion to adjourn with all voting unanimously in favor. Adjourned at 6:37 pm.
Faculty Senate, Tuesday, December 7, 2021 5:00 PM
Wells Fargo Auditorium (Beatty Center 115)
Minutes

1. Call to Order – Meeting called to order 5:01 pm

2. Approval of the November 2, 2021 minutes - Approved by unanimous consent

3. Announcements and Information - Came through challenges this semester remarkably well. End of term grades due Wednesday, December 15 at 5pm. No flags in regards to any of the Curriculum issues. One proposal has been pulled related to Math logic.

4. Reports

   a. Speaker of the Faculty Simon Lewis - Alicia Caudill will present next month to discuss student mental health. Task force bringing a proposal to Senate by April 2022 regarding the number of hours a transfer student must receive at CofC. The ad-hoc committee related to the REACH Act will be voted on tonight. Additionally, there are two troubling pre-filed bills coming through Senate seeking to do away with tenure and to prevent “ideological coercion.” Hope we can call on our allies to lobby against the bills. Our AAUP chapter along with others in the state are trying to ensure that these bills don’t get out of committee. Health and Human Performance Department is still in limbo regarding placement.

   b. President Andrew Hsu – Congratulations on a very successful third semester in a very difficult time.

      • CofC has the second highest vaccination rate against COVID of public colleges in the state at 77%. We managed through one significant spike where we had 80+ cases. The College is holding many testing events and booster clinics. All students and faculty/staff are eligible to get the booster.

      • Much work going toward the pillars of the College’s Strategic Plan.

         o Pillar 1: 1) Financial Wellness Initiative, Implementation of Student Success Customer Relationship Management, Monthly Student Success Lunch and Learn Series, Retention Rate increased by a full 2.7%, Kennedy & Company conducting a campus retention study.

         o Pillar 2: 1) 71% growth in application rate. In the past, we had 11,000 applications and now for 21-22 had over 20,000. At this time, we have 17,565 applicants compared to 15,825 last year at the same time. Students are really interested in CofC. All should be proud. 2) Still struggling with School of Education, Health and Human Performance and trying to split this into two schools. Partnership between Faculty Senate and Provost Office to establish policy on how to do this. When they started this process, they did not approach some committees (such as Budget and Academic Planning) that they are now working with. President Hsu would like a developed flow chart of processes for who to contact so in future this oversight doesn’t happen. He apologizes for the management of this process as they didn’t have guidance on how to proceed and hopes in future a flow chart could help avoid oversights. Also considering a
future School of Engineering and Computer Science, which will probably be the first test case of the process, once developed. 3) Can we develop our professional programs enough so that graduates are not only job ready but also career-ready and life-ready to be lifelong learners? CofC can provide this through our liberal arts education. Based on the needs of region and marketplace, CofC will need to grow its undergraduate student population by 10% in the next decade. We will be the flagship university of the liberal arts in the state and in the southeast.

- Pillar 3: 1) Faculty compensation is at the top of the list of needs of improvement. Budget plan is to have 3-4% increase each year for the next 5 years. Exploring RCM system also using a 5-year budget planning process with faculty compensation figured into the plan. Will result in around 15-20% pay increase in the next 5 years bringing us above our peers. 2) Trying to improve communications with President and Provost going to School meetings around campus. 3) Having townhall meetings (3) and school-wide meetings (8) to discuss RCM. Timeline: Spring 22 – continue exploration of RCM. Fall 22 – run a shadow program with a few schools doing both current budget model and RCM model to compare. Want to overcome the fear of change that some are feeling.

Legislative Issues: They are closely monitoring the three 1) the policy to eliminate tenure 2) freedom from coercion (e.g., cannot talk about more than 2 genders or additional pronouns other than he/she) 3) COVID-19 prevention restrictions.

- Regarding recent legislature bills in South Carolina, there is a state-wide conversation happening among the presidents in the state. Don’t want to react too quickly. Instead talking to lobbyists and trying to have a coordinated effort. Doesn’t think it is time to act/overreact yet. Hope that this will taper as he has seen it happen in other states in past. Fair to say all presidents are concerned about these bills and are monitoring them very carefully. - Also related to legislative issues is the state budget discussions. He plans to talk to legislators about how CofC will be included. The state has a $4.5 billion surplus that must be distributed. We are “thinking big” with our requests.

Questions:

Ashley Pagnotta, Physics & Astronomy – 1) Does the budget include plan for adjuncts? Answer: Faculty who work 30 hours per week and full-time faculty are eligible. 2) Will we see actual RCM plans in Spring? Answer: You will see models with numbers in Spring – models being loaded with data now from past few years (John Loonan, CFO) then will see it once the data has been confirmed correct. 3) If at any point it is appropriate for us (Faculty) to write our Senators as voters in the state, will you let us know when it’s a good time to send? Answer: He thinks the Presidents will reach out to faculty if they think faculty need to reach out to our representatives in the state.

Nathaniel Walker, Art and Architectural History – Question: Why are we seeing such a growth in applications? Answer: Fundamentally, because we are such a good faculty. We need to do different things if we want different results. So in May 2019 did several different things: 1) looking at why students failed to complete an application → simplified application 2) joined CommonApp for student applications in September 2019; now 80% of applications come through CommonApp 3) biggest difference: reaching out to students and marketing; we attract a certain type of student, CofC has our niche. Instead of blindly sending out messages to all high school seniors, we look at our niche and target our niche area. Also started sending messages starting sophomore year of high school. The students that have applied this year for 2022-23 have received marketing information from CofC for three years. For areas where we don’t tend
to recruit successfully, increase is minimal. For the targeted area, most of the numbers of applications have doubled. 4) President talked to early admission students and asked why they liked CofC. They said they followed Instagram of students and parents and decided if the school was a good fit. Parents and students have helped build a positive image of CofC.

Lisa Covert, History, visitor - She’s worried about retention after this semester as she’s noticing lower student performance and has been referring more students to CAPP. As AAUP chapter president, she’s heard concerns about COVID policies for the spring. Answer: Lisa’s second question: COVID – want to keep mask policy for beginning of next semester for at least first 2 weeks as we have seen a spike of cases when students return to campus. 5200 people without masks in basketball arena who didn’t listen when President Hsu asked folks to put masks on, but the games have not caused a spike. Hoping early next semester mask requirement may be relaxed. Ed Pope says may do this in steps but if numbers climb again we will go back to full mask protocol. Lisa’s concern over retention: Legitimate concern. Great that you are referring students to CAPP. Provost Austin hasn’t heard that CAPP is overwhelmed but will check with that office.

RoxAnn Stalvey, Computer Science, Faculty Secretary, Parent of a CofC student – kudos to President Hsu for walking the surrounding area of campus and giving candy canes to off-campus students.

c. Dan Greenberg (Academic Planning, Chair) – What is the role of Academic Planning? Another step at the end of the review process of majors/minors/programs/certificates, somewhat duplicates FCC, Senators sometimes surprised by proposals, so through discussion with Speaker Lewis and Academic Affairs, Academic Planning has moved to the start of the process; now if we try to start a new program, we have to connect with the chair of Academic Planning and the Provost first. AP then asks key questions: “To what extent does this proposal align with strategic plan?”; “How does this proposal fit with or overlap with other programs”; “What is the anticipated demand?” This is a transition year where Academic Planning is now at the beginning. TEDU minor was the first to come through AP at the beginning of the process. For example, President Hsu mentioned School of Engineering and Computer Science. Dan would hope that this would come before Academic Planning. Questions: Sebastian van Delden, SSM Dean – deadlines being moved to earlier in the process. AP was very helpful in shaping the recent proposals and he believes AP being involved earlier is great but wants to make sure that new process doesn’t slow things down. Answer: Believes AP will be able to turn things around quickly and they will work on ensuring this is the case. Mark Del Mastro, Assoc Provost: Every April the Provost’s Office looks at the curriculum cycle and determines what could be improved; through that they saw the need to move AP to earlier in process. Welcome insight by others like Deans and Chairs on the curriculum cycle. Through this review, the Provost will determine whether AP being early in the proposal process is negatively impacting turnaround time.

Provost Austin: Thank you for putting planning first. The Provost Office is working on a flowchart for the academic process which includes putting AP at the beginning of the process, meaning Dan’s comments align perfectly with Provost’s plans.

5. New Business

a. Approval of December Graduates (Provost Suzanne Austin) – Provost Austin moved to approve candidates for December graduation. Second by Irina Gigova. All approved.

b. Approval of the ad-hoc REACH Act Committee slate (Nominations & Elections)
Proposed Slate:
Jennifer Baker, Philosophy, Professor;
Jason Coy, History, Professor;
Jared Seay, Library, Librarian II;
Barry Stiefel, Art & Architectural History, Associate Professor;
Claire Wofford, Political Science, Associate Professor;
Ex-officio: Mark Del Mastro, Academic Affairs; Lisa Chestney Leeke, Registrar’s Office
All in favor. Slate approved.

c. Curriculum Committee (Xi Cui, Chair) - FCC didn’t have any real discussion about any of the proposals below. Further no discussions was generated on OAKS by the Senators, no comments from the floor, thus all were voted at once to approve. All in favor. Thus all thirty-seven of the items below were approved.

i. Chemistry course description change: revise the course description of CHEM 101 to clarify the interdisciplinary connections of this course with the environment, climate, and energy, etc. Curriculog Link

ii. PSYC 344 (Psychology of Substance Abuse), Course Change: Remove PSYC 221 as a pre-requisite course. Curriculog link

iii. Course change: simplifying ENGL 190 description and removing ENGL110 as the pre-requisite. Curriculog link.

iv. Course change: simplifying ENGL 290 description and removing ENGL110 as the pre-requisite. Curriculog link.

v. Environmental Geosciences BS (GENV) major change: Add BIOL213 as an elective. Curriculog link.

vi. GEOL 200 new course: Geology and Environmental Geosciences Department proposes a new course called "The Age of Dinosaurs." Curriculog link

vii. GEOL 266 new course: Geology and Environmental Geosciences Department proposes a new course called "Virtual Expedition in Paleontology." Curriculog link

viii. BA-GEOL-GEOP change to major: add Paleontology concentration to GEOL BA major. Curriculog link

ix. BS-GEOL-GEOP change to major: add Paleontology concentration to GEOL BS major. Curriculog link

x. CITA 395 course change: change the description and title to better reflect what is being taught, remove redundancy in pre-requisite requirements. Curriculog link (The current CITA395 catalog info is here)

xi. CITA 495 course change: change the description and title to better reflect what is being taught, remove redundancy in pre-requisite requirements. Curriculog link (The current CITA495 catalog info is here)

xii. CSCI 462 course change: change the description and title to better reflect what is being taught, remove redundancy in pre-requisite requirements. Curriculog link (The current CSCI 462 catalog info is here)
xiii. DATA 495 course change: change the description to better reflect what is being taught. [Curriculog link](The current CSCI 462 catalog info is here)
xiv. Change to ARTM minor: Adjustment to the structure of the minor by adding and removing required and elective courses. [Curriculog link](x)
xv. Change to ARTM major: Additions and deletions are made to the "foundational arts electives" category in the curriculum. [Curriculog link](x)
xvi. Change to ARTM 240: Change prerequisites from specific Art History courses to all Art History courses (ARTH 100:499). [Curriculog link](x)
xvii. Change to ARTM 255: Remove prerequisites. [Curriculog link](x)
xviii. Change to ARTM 400: Add ARTM 270 as a prerequisite. [Curriculog link](x)
xix. Change to ARTM 401: Add ARTM 270 as a prerequisite. [Curriculog link](x)
xx. PBHL BA major change: PBHL proposes to overhaul the BA major structure. [Curriculog link](x)
xxi. New course HEAL 321 (Special Topics in Global Health). [Curriculog link](x)
xxii. New course HEAL 322 (Special Topics in Maternal and Child Health). [Curriculog link](x)
xxiii. New course HEAL 329 (Applied Women's Health Research and Advocacy). [Curriculog link](x)
xxiv. Business Language Minor in Spanish (BLSP-Minor) program change: To count all SPAN333 sections toward the minor's requirements, not only those with a contemporary focus. [Curriculog link](x)
xxv. HISP 401- Internship, new course: An independent study for internship experience is proposed. It complements SPAN401 in that HISP401 doesn't require an exclusively Spanish language environment. [Curriculog link](x)
xxvi. HISP-BA change to major: Add HISP401 to HISP-BA curriculum (level 3, option 2) [Curriculog link](x)
xxvii. Spanish-Teacher Education, EDSH-BA, change to major: same as the HISP-BA change, add HISP401 to EDSH-BA curriculum (level 3, option 2). [Curriculog link](x)
xxviii. PORT - 150 Intensive Elementary Portuguese through Culture, new course: Following the SPAN model of language course through culture, a 6-credit course is proposed as an equivalent to the two-semester PORT 101 and 102 combination. [Curriculog link](x)
xxix. PORT - 250 Intensive Elementary Portuguese through Culture, course change: Change from "Intensive Intermediate Portuguese" to "Intensive Intermediate Portuguese through Culture". [Curriculog link](x)
xxx. SPAN-383 Topics in Spanish Language Studies, new course: a literary and culturally oriented language course option, in addition to the current SPAN 381, for SPAN minor students. [Curriculog link](x)
xxxi. SPAN minor change: add SPAN 383 as an alternative to SPAN 381 for minors. [Curriculog link](x)
xxii. JWST 340 and WGST 340 (Jews, Gender, and Sex), new cross-listed courses: Jewish Studies and Women's and Gender Studies respectively propose new courses which are cross-listed. [JWST 340 Curriculog link](x), [WGST 340 Curriculog link](x)
xxiii. [WGST 340 Curriculog link](x)
xxxiv. JWST 260 (American Jewish History: Colonial Times to the Present), new course: Curriculog link

xxxv. HIST 213 course change: Cross-list HIST 213 with JWST 260. Curriculog link;

xxxvi. Change to JWST minor: add JWST 260 and JWST 340 to minor electives. Curriculog link

xxxvii. Change to JWST-BA major: Curriculog link

c. General Education Committee (Suanne Ansari, Chair)

i. REI Courses – All of the proposals listed below did not generate any comments on OAKS nor any from the Senate floor, thus all were voted on at once. All in favor. All the REI items below approved.

A. ENGL - 207 - American Literature to the Present; (REI): US Context
   https://cofc.curriculog.com/proposal:3341/form

B. ENGL - 233 - Survey of Non-Western Twentieth Century Literature; (REI): Global Context
   https://cofc.curriculog.com/proposal:3342/form

C. ENGL - 234 - Survey of Third-World Masterpieces; (REI): Global Context
   https://cofc.curriculog.com/proposal:3343/form

D. ENGL - 328 - British Novel II; (REI): Global Context
   https://cofc.curriculog.com/proposal:3344/form

E. ENGL - 352 - Major African Writers; (REI): Global Context
   https://cofc.curriculog.com/proposal:3345/form

F. ENGL - 353 - African Women Writers; (REI): Global Context
   https://cofc.curriculog.com/proposal:3346/form

G. ENGL - 358 - Colonial and Postcolonial British Literature; (REI) Global Context
   https://cofc.curriculog.com/proposal:3347/form

H. ENGL - 371 - Multi-ethnic Literature of the U.S.; (REI) US Context
   https://cofc.curriculog.com/proposal:3348/form

I. HIST - 255 - A History of Reproduction in the Atlantic World; (REI) Global Context
   https://cofc.curriculog.com/proposal:3338/form

J. HIST - 263 - Latin America since Independence; (REI) Global Context
   https://cofc.curriculog.com/proposal:3336/form

   https://cofc.curriculog.com/proposal:3335/form

L. HIST - 252 - Women in Europe; (REI) Global Context
   https://cofc.curriculog.com/proposal:3337/form

M. SOST - 175 - Religions in the U.S. South; (REI) US Context
   https://cofc.curriculog.com/proposal:3394/form

N. LACS - 101 - Introduction to Latin American and Caribbean Studies; (REI) Global Context
   https://cofc.curriculog.com/proposal:3334/form

O. ANTH - 115 - Introduction to Cultural Sustainability; (REI) Global Context
   https://cofc.curriculog.com/proposal:3356/form

P. ANTH - 201 - Cultural Anthropology; (REI) Global Context
   https://cofc.curriculog.com/proposal:3357/form
Q. ANTH - 205 - Language and Culture; (REI) Global Context
https://cofc.curriculog.com/proposal:3358/form
R. JWST - 230 - The Holocaust; (REI) Global Context
https://cofc.curriculog.com/proposal:3383/form
S. JWST - 315 - Southern Jewish History; (REI) US Context
https://cofc.curriculog.com/proposal:3385/form
T. JWST - 350 - Jews and Muslims: Coexistence and Conflict; (REI) Global Context
https://cofc.curriculog.com/proposal:3386/form
U. JWST - 220 - History of Israel; (REI) Global Context
https://cofc.curriculog.com/proposal:3382/form
V. JWST - 250 - The Arab-Israeli Conflict; (REI) Global Context
https://cofc.curriculog.com/proposal:3384/form
W. THTR - 310 - Theatre History and Literature to 1750; (REI) Global Context
https://cofc.curriculog.com/proposal:3305/form
X. THTR - 311 - Theatre History and Literature after 1750; (REI) Global Context
https://cofc.curriculog.com/proposal:3306/form
Y. THTR - 315 - Feminist Theatre; (REI) US Context
https://cofc.curriculog.com/proposal:3328/form
Z. THTR - 316 - African American Theatre; (REI) US Context
https://cofc.curriculog.com/proposal:3307/form
AA. WGST - 200 - Introduction to Women's and Gender Studies; (REI) US Context
https://cofc.curriculog.com/proposal:3304/form
BB. HPCP - 325 - Community Planning for Preservationists (REI) Global Context
https://cofc.curriculog.com/proposal:3353/form
CC. MEDH - 200 - Introduction to Medical Humanities (REI) US Context
DD. PSYC - 330 - Psychology of Prejudice and Discrimination (REI) Global Context
https://cofc.curriculog.com/proposal:3317/form
EE. PSYC - 332 - Psychology of Social Change (REI) Global Context
https://cofc.curriculog.com/proposal:3318/form
FF. RELS - 118 - Modern History of Religions (REI) US Context
https://cofc.curriculog.com/proposal:3387/form
GG. RELS - 215 - Religion and Globalization (REI) Global Context
https://cofc.curriculog.com/proposal:3388/form
HH. RELS - 250 - Religion in America (REI) US Context
https://cofc.curriculog.com/proposal:3389/form
II. RELS - 260 - Native American Religions (REI) US Context
https://cofc.curriculog.com/proposal:3390/form
JJ. RELS - 270 - African-American Religions (REO) US Context
https://cofc.curriculog.com/proposal:3391/form
KK. RELS - 305 - Topics in Indigenous Religions (REI) US Context
https://cofc.curriculog.com/proposal:3392/form
LL. SOCY - 102 - Contemporary Social Issues (REI) US Context
https://cofc.curriculog.com/proposal:3309/form
MM. SOCY - 107 - Issues of Race and Ethnicity (REI) US Context
https://cofc.curriculog.com/proposal:3310/form

NN. SOCY - 326 - African American Culture and Society (REI) US Context
https://cofc.curriculog.com/proposal:3372/form

PP. SOCY - 366 - Race and Ethnic Relations (REI) US Context
https://cofc.curriculog.com/proposal:3312/form

ii. FDR Proposal – No issues with this on OAKS or from the Senate floor. The FDR proposal below approved.
   A. JWST - 260 - American Jewish History: Colonial to the Present; 2021-2022 Founding Documents Requirement (FDR)
      https://cofc.curriculog.com/proposal:3413/form

iii. Math/Logic Alternative – this was retracted and will be discussed in January or February.
   A. CSCI - 115 - Website Design; Math Logic Alternative
      https://cofc.curriculog.com/proposal:3459/form

d. Committee on Graduate Education (Shawn Morrison)
   i. Mathematical Sciences, MS - No comments on OAKS. None from the floor. All in favor. The change below approved.
      A. MATH 700 - Thesis: change grade mode to P/F, add pre-reqs, require 6 total hours
         Proposal | Curriculog
   ii. Public Administration, MPA - No comments on OAKS. None from the floor. All in favor. This change below approved.
      A. PUBA 554 – Human Resource Mgmt for Non-Profit Orgs: course deactivation Proposal | Curriculog

6. Constituents’ General Concerns
   Jason Vance, Senator-At-Large, SSM – May be some delays with Respondus. Mark Staples, CIO lets us know that this is not an issue caused by CofC but a problem with the Respondus software. Ashley Pagnotta, Physics – Might be good to let faculty know that there are problems, as some students are reporting issues and faculty need to be aware they are legitimate.

   Simon Lewis – Holiday party is Friday, December 10 from 6-9 in Cistern Yard

7. Adjournment – Motion to adjourn passed at 6:27
Faculty Senate, Tuesday, November 2, 2021 5:00 PM
Meeting via Zoom

Agenda

1. Call to Order at 5:01 pm – Faculty Secretariat confirmed quorum present

2. Approval of the October 5, 2021 minutes – approved by unanimous consent

3. Announcements and Information
   • Speaker Lewis – welcome to all especially Provost Austin who was not originally scheduled. She will need to leave tonight’s meeting after her presentation for another appointment. Please remember: speak only twice on a given topic and introduce yourself. Will probably gather in-person in December as College has lifted in-person capacity. Adhoc REACH committee is being formed now. FYE course proposals due soon. Watch for other dates. Hope all are getting used to upgrades to DegreeWorks.

4. Reports
   • Speaker of the Faculty Simon Lewis

     The College’s Board of Trustees (BOT) approved the new majors put forward and discussed the REI proposal. They were generally in favor of the REI proposal but did not vote. Dean survey and CETL survey are due.

   • Provost Suzanne Austin

     • REI update – BOT met on campus approximately 2 weeks ago. Suzanne presented a timeline of the REI proposal starting with the student group that brought it forward through the vote at the last Senate meeting, a structure of the initiative and its intent, and the implementation plan. BOT responded favorably. They asked for information on how other institutions in SC and beyond titled these initiatives and what they entail. Speaker Lewis, Anthony Greene, Morgan Koerner, Suzanne, and Mark Del Mastro met and got together information from other institutions that will be presented to the board in January. Dr. Austin talked about implementation and need for Director to show expertise on race in their pedagogy and scholarship. Whoever this person is, Dr. Austin would like to send the Director to visit other institutions around the country that have done this well. Director position will sit in CETL as they will offer (particularly in beginning) opportunities for faculty development in REI.
     • Academic Affairs task force met the previous week to discuss the attendance policy for Spring 2022. The Fall 2021 attendance policy gives much authority to faculty. Some concern anecdotally that DWF rates are higher and attendance is a problem. Dr. Austin wonders if this is due to “bad habits” developed over the last year.
     • Dean surveys due. 31% response rate across College when Dr. Austin last checked.
     • For each School, meetings with Kennedy & Co have been scheduled to discuss Strategic Plan.
     • At the Board meeting, three women chairs presented on three different new majors: statistics, special education and software engineering. They did a fantastic job. The BOT members came up and said how impressed they were with the work happening at the College. The Board was excited to hear about the great work happening and how the College
is in place to address work force issues in the community and in SC. One of Suzanne’s proudest moments at the College.

• Questions:
  • Q: Tom Carroll (Senator, EHHP) – In updates on School of EHHP and particularly the Department of Health and Human Performance? A: 3rd dean candidate for EHHP was on campus this week with the 4th one coming onto campus this evening. Gave an overview of Health Sciences to the BOT and they were positive. No vote as they want to look at budget projections provided by John Loonan’s office. (John Loonan is the CFO of the College.) She believes it will be on the agenda for a formal vote in January.
  • Q: Henry Xie (Senator, Management & Marketing) – Will you share Dean’s survey? A: Deans will be addressing the surveys. Not going to share all of the data.
  • Q: Ashley Pagnotta (Senator, Physics & Astronomy) – In reference to DFW, she’s sending students to CSL and counseling center. She’s hearing the Counseling Center is inundated. A: Dr. Austin had heard the same thing that wait times are long. Counseling Center has hired a new Director. Thinks things will start to improve as she transitions into this new role. Could be that the new Director sees (she doesn’t know) that there is a need to hire more counselors or invest into tele-counseling services. She will pass this along to Alicia Caudill. Speaker Lewis: Might be good to invite Alicia to a Senate meeting.
  • Jonathan Neufeld (Senator, Philosophy) – Does not having a director hinder curriculum proposals? What’s output of director? A: The Board wants to be prepared for families who say that the College is teaching critical race theory. Wants the director to see what other colleges call this and what they are doing to hopefully establish good system here at CofC. But we are moving forward with the proposal.
  • Tom Ivey (Senator, Mathematics) – What are COVID protocols for next semester? A: Don’t know yet, but know that College is planning to continue requiring masks even though other institutions are no longer doing so.

• Budget Committee (Robert Pitts, Chair) - See report
  • Strategy directs the allocation of resources; thus, budgets are the financial tools of strategy.
  • New environment has much more transparency to faculty and offers faculty input in the budget. Effective environment with CFO John Loonan and Provost Austin. Much work to be done particularly with AA approval process and RCM. College budget is in good shape.
  • 3-5 year long range planning is in process with input from faculty through Budget Committee. The Budget Committee unanimously recommends that under the RCM each school has their own Budget Committee.
  • Process of review of budget committee needs to be considered. For example, once a major has been approved by Academic Affairs then it comes to Budget Committee, but the BC cannot “un-approve” so perhaps this needs to be set up differently. Provost Austin says that the process needs to happen at the school level and committee level so that before something comes before AA, a proposal has been vetted by those of interest. The committee is trying to work with AA about getting them in the loop before things are approved.
  • Notable additions to the College’s budget:
    1. Student health – new contract with MUSC psychiatry $78,542
    2. iCharleston study abroad - $237,500
    3. Academic Strategic Plan $150,000
4. Engineering program start-up: $262,000
5. Adjunct Faculty recurring budget: $500,000
6. Admissions/University Marketing: $791,418
7. 3% merit raise: $2,689,882
8. 1% merit: $1,191,647
9. IT escalations: $857,925
10. IT strategic initiatives: $1,358,963
11. Travel Expense: $63,858

- Good news: FY2021 gain! Have about $18.5M in reserve. That number needs to be higher, closer to 15% of actual budget. Trustees accepted a proposal to take that fund balance and reallocate to good things: infrastructure, capital renew, facilities master plan, strategic initiatives, major equipment renewal, legal one-time funds: leaving fund balance remaining ($6.75M)

- Questions:
  - Mark Staples (CIO for College): Make sure that everyone understands that $857K by IT covers two fiscal years. Also, the amount covers the unusual COVID expenditures related to Zoom, etc. Agrees with Bob that it’s important for all to know where money goes and he’s happy to present the full IT budget at a later meeting. First time in 4 years that IT hasn’t taken a budget
  - Q: Julia Eichelberger (Senator, HSS): She used to be chair of Budget. There used to be a list of budget terms, and she no longer sees that. Wonders if it might be good to bring this back and change as needed for the RCM model. Will College build back reserve fund with the available balance? A: John Loonan – Goal is to get to 12.5%-15% of working budget ($20-$23M uncommitted reserve) in the next five years. $6.75M will get them well on their way. Julia remembers the time when College did not have uncommitted reserve.
  - Speaker Lewis: Thanks to William Veal, Julia Eichelberger, Bob Pitts, and others who have served on Budget Committee in past. The new 5-year allowed in FAM to serve on committees allows good understanding of issues.
  - Q: Julia Eichelberger (): Important to have Faculty present/input on what special appropriations are asked for. A: Bob Pitts – This is part of the long range planning, already looking at possibilities for A: John Loonan – used to getting state support for other institutions, John went to Columbia and presented to Governor on what our requests are. Looked at history of appropriations, many years the College took appropriation deductions. Hopefully we won’t see that in future as SC is doing well. This year the College asked for $4M in appropriation (increase from $3M) because of higher cost of living in Charleston over other state colleges where cost for building and salaries isn’t as high. Also asked for additional $10M to support infrastructure (steam, chilled water, electrical) this will cost $20M+ so hoping state will help with that infrastructure. As we get next steps about the process, he will let Budget Committee know. Julia – to be clear: For example, we may get two lines, which position are we going to ask for (more College level). Would be good to have a faculty voice in those type of discussions. She’s thinking, before you get to Columbia, good to have faculty in the room.

5. New Business

- Curriculum Committee (Xi Cui, Chair)
• No comments or questions on OAKS for any of the proposals put forward. Xi Dr. Cui provided a brief description of each. Poll 1 – Voted on all curriculum changes detailed below. 44/44 voted to approve all changes. All proposals listed below by FCC were approved.
  i. MATH change to major: Remove the remaining tracks under MATH major and add a capstone requirement to the MATH major. Curriculog link
  ii. Minor termination BLFR: terminate Business Language Minor in French (due to low enrollment) - BLFR Curriculog link
  iii. Course deactivation FREN 330: deactivate FREN 330 Collateral Study Curriculog link
  iv. New course PHYS 430: Department of Physics and Astronomy is turning a successful special topic course into a regular offering PHYS 430 - General Relativity – was a special topics course in past years. Curriculog link
  v. Change to major Astronomy BA (ASTR-BA): add PHYS 430 General Relativity to ASTR major electives Curriculog link
  vi. Change to major Astrophysics BS (ASTP-BS): add PHYS 430 General Relativity to ASTP major electives Curriculog link
  vii. Change to major Physics BA (PHYS-BA): Add PHYS 430 - General Relativity to PHYS BA electives: Curriculog link
  viii. Change to major Physics BS (PHYS-BS): Add PHYS 430 - General Relativity to PHYS BS electives: Curriculog link
  ix. New minor in Business Applications of Weather and Climate (BAWC): Joint venture between Physics and Management. Curriculog link
  x. New course PHYS 305: a new course PHYS 305 The Nexus of Management and Weather is proposed for the BAWS minor. It is cross-listed with MGMT 305. Curriculog link
  xi. New course MGMT 305: the cross-listed counterpart of PHYS 305 Curriculog link
  xii. Change to major Physics BA (PHYS-BA): Add PHYS305/MGMT305 to general electives of PHYS B.A. Curriculog link
  xiii. Change to major Physics BS (PHYS-BS): Request to NOT list PHYS305 in PHYS BS electives – this course does not support the Physics BS SLOs. Curriculog link
  xiv. Change to major Meteorology BA (METR-BA): add GEOG101 (World Regional Geography), GEOG219 (Reading the Lowcountry Landscape), and PHYS305/MGMT305 (The Nexus of Management and Weather) as general electives for majors. Curriculog link
  xv. Change to minor Meteorology (METR minor): add GEOG101 (World Regional Geography), GEOG219 (Reading the Lowcountry Landscape), and PHYS305/MGMT305 to the general electives of the minor. Curriculog link

b. General Education Committee (Suanne M. Ansari, Chair)

• REI was approved by a land-slide vote at last faculty meeting. Gen Ed committee is reviewing REI proposals. Many more are being put forward. No discussions on OAKS page on REI proposals. The criteria for a REI requirement was presented that came from the REI adhoc. These courses had been pre-approved by the REI adhoc committee. Poll 2- US courses: 41/43 in favor, 1/43 against, 1/43 – abstained. Poll 3 – vote on Global context: 41/43 in favor, 0/43 against, 2/43 – abstained. All REI designations listed below were approved.
  i. REI Courses: - See REI Criteria
     A. AAST - 270 - Folklore of the African Diaspora for REI Global Context
        https://cofc.curriculog.com/proposal:3291/form
B. AAST - 200 – Introduction to African American Studies for REI US Context
https://cofc.curriculog.com/proposal:3289/form

C. AAST - 280 – Introduction to African American Music for REI US Context
https://cofc.curriculog.com/proposal:3290/form

D. AAST - 300 Special Topics for REI US Context
https://cofc.curriculog.com/proposal:3397/form

E. AAST - 315 Black Women Writers for REI US Context
https://cofc.curriculog.com/proposal:3293/form

F. AAST - 330 Black Images in the Media for REI US Context
https://cofc.curriculog.com/proposal:3294/form

G. AAST - 333 Studies in Black Feminism for REI Global Context
https://cofc.curriculog.com/proposal:3301/form

H. AAST - 340 Race, Violence, and Memory in American History for REI US Context
https://cofc.curriculog.com/proposal:3296/form

I. AAST - 345 Race and Sports in America for REI US Context
https://cofc.curriculog.com/proposal:3295/form

J. AAST - 350 Comparative Black Identity for REI Global Context
https://cofc.curriculog.com/proposal:3298/form

K. AAST - 360 Mass Incarceration and Its Roots for REI US Context
https://cofc.curriculog.com/proposal:3299/form

L. ARST - 100 - Introduction to Arab and Islamic World Studies 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3351/form

https://cofc.curriculog.com/proposal:3352/form

N. ASST - 101 - Introduction to Asian Studies 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3350/form

https://cofc.curriculog.com/proposal:3315/form

P. FREN - 334 - Interpreting Francophone Literature and Film 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3340/form

Q. GRMN - 326 - German Media 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3373/form

R. GRST - 221 - The African Diaspora in German-speaking Cultures 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3374/form

https://cofc.curriculog.com/proposal:3375/form

https://cofc.curriculog.com/proposal:3316/form

U. INTL - 100 - Introduction to International Studies 2021-2022 Race, Equity, and Inclusion (REI): Global Context
https://cofc.curriculog.com/proposal:3288/form
c. Committee on Graduate Education (Shawn Morrison, Chair)
   • No questions on either on OAKS. Dr. Morrison described the proposals. No questions or comments. Poll 4 – 42/42 voted in favor. Both changes listed below by Graduate Education were approved.

i. Languages, MED
   A. LALE 695: pre-req change Proposal | Curriculog

ii. Urban & Regional Planning Graduate Certificate
   A. Program change: add PUBA 519 to Policy & Management course options Proposal | Curriculog

6. Constituents’ General Concerns
   • Frank Duvall (Adjunct Senator, Music Department) – Received an email from an adjunct that health insurance being canceled; Concerned and hoping that this could be changed on appeal. Deanna Caveny: speaking as person from AA team who was on the HR team that worked on guidelines for Affordable Care Act: Probably they aren’t losing insurance now, but they probably didn’t teach enough in the past year to measure for stability for the coming year. Might be able to change this if they teach more in Spring and Fall 22. ACA sets guidelines for eligibility and measurement period, which must be used for adjuncts: over three semesters so they are weighted. HR uses a multiplier of 3 (full time load is 12 credit hours). The College can’t change that based on circumstances (like the pandemic).
   • Speaker Lewis: Will adjuncts teaching 27 hours be getting the $500 bonus? Deanna: For adjuncts, HR is going to use stability and the 10 credit contact hours or 30 hours to qualify. She believes, if either makes them eligible, they will get the bonus.
   • Julia Eichelberger: Clarification, an adjunct teaching 10 hours or more qualifies for health insurance? Deana: This is correct, but they may not have stability. If an adjunct faculty drops down to fewer than 10 hours in subsequent semesters and is not stable, they may lose health insurance eligibility.
   • Tom Ivey (Math, Senator): Seeing more concussions. Is this due to an increase in reporting? Is this genuine? Answer: None available to respond. Speaker Lewis will reach out to Health Services.
   • Ashley Pagnotta: Asked for clarification on how adjuncts are eligible for bonus. Deanna: Adjuncts teaching 10 credit hours this semester or if over three semesters they averaged 10 credit hours, they qualify for bonus.
   • Frank Duvall: Would be good to award some adjunct faculty a percentage of the bonus. He thought it would have been nice to give a prorated bonus to faculty who didn’t meet the 10-credit hour mark. Some adjuncts have taught here for a long time, and it would have been nice to reward that. Deanna: She knows that there was much discussion and they tried to be equitable for all employees. She will convey Frank’s point to Ed Pope but imagines that it is too late to change.

7. Adjournment – Julia Eichelberger presented motion to adjourn and many seconded - Adjourned at 6:32 pm
Budget Committee Report to the Faculty Senate November 2021

Role of the committee “…Membership duties include reviewing College policies relating to long-range financial planning, budget preparation, the allocation of funds within budget categories, and the recommendation of policy changes is also included. Committee members review, in particular, projected costs of proposals for new College programs, initiatives, and program termination (brought forth by the Provost). The members inform the Senate, before these proposals are put to a vote, of the Committee’s overall evaluation of their potential budgetary impact. Finally, committee members review each annual College budget. The Chair of the Budget Committee, or a designated representative, attends meetings of the Budget Committee of the Board of Trustees.”

I remind the committee and the Senate that Strategy directs the allocation of resources thus budgets are the financial tools of strategy.

Working with CFO John Loonan and Provost Suzanne Austin the Budget Committee is experiencing a new environment of transparency and commitment to faculty inclusion in budgetary decisions. Further the College has adopted sounder budgetary process and made significant progress in the development of the monetary reserves (and admissions and scholarship administration) necessary for financial stability.

So far this year we reviewed the 2021 College budget after approval by the trustees with a new level of detail and reviewed the budgets of the three new major approved by the Senate last month. Most importantly the Committee is now working with the CFO and Provost to address major issues concerning (1) The Role of Budget Committee in Academic Affairs Program Approval and (2) RCM Development & the Role of Budget Committee under RCM.

RCM Development & the Role of Budget Committee under RCM.

A major part of this discussion is a shift in the committee’s orientation to a role in the long range (3-5 year) budget planning anticipated under RCM. It is anticipated that The Senate Budget Committee will operate at the College level assisting in review of allocations to strategic programs (Strategic Initiative Funds), review new program proposals and RCM policies and procedures. The process through which the Budget Committee will make recommendations on allocations and policies is being developed with CFO John Loonan. In addition to its role at the College level the Committee unanimously recommends that each School have a Budget Committee to make school level recommendations to their school’s dean. This application of transparency under RCM would be accompanied by a yearly budget report of sources and uses of funds by the dean.

Scott Harris (former chair of the Budget Committee and I are members of the RCM Steering Committee. The Committee has received an update from the Kennedy & Co. on RCM development. The consultants Kennedy & Co. are working toward a first look at school level
numbers comparing school expenses (cost accounting) against revenue allocations over the next number of weeks.

Let me remind the Senate that RCM numbers are managerial tools. The real issues are how the numbers are used in decision making.

The Role of Budget Committee in Academic Affairs Program Approvals

The role of the Budget Committee in the program approval process in Academic Affairs has been an ongoing issue. For the faculty committee to have real input into program budget decisions we must be part of early program discussions in Academic Affairs rather than informed of a major or other decision for approval in Curriculog. Committee questions about the Software Engineering budget provided a response from Academic Affairs that AA approval in Curriculog meant that the program and its budget had been approved by the President, Provost and CFO and that any resources needed would be provided. (Academic Affairs approval in the Curriculog approval process proceeds that of the Academic Planning, Budget and Curriculum approvals prior to Senate vote.)

The Budget Committee is now working with Provost Austin to develop a procedure in which the committee will be engaged prior to approval by Academic Affairs.

The effect of this will be to have Committee input into the development and consideration of proposal’s budget prior to Academic Affairs Curriculog approval. The provost submits budget items in mid-February thus on a yearly basis with the College’s yearly budget development timetable operationalization will require that the Committee and Provost work on a yearly input process prior to that time. The committee must also take a longer-term approach to Academic program budget consideration. Given the multiple processes necessary for approval of significant program and major additions (or deletions) (Trustees, CHE & SACS?) budget implications of such are generally not experienced until a year or more after Senate approval.

Committee Review of 2021/22 College Budget

The College Budget the Committee requested and received copies of the budget briefing detail presented to the Trustees for approval of the 2021/22 budget. We were able to review new budget items in much more detail than available in the annually published Budget Summary. https://budgetingandpayroll.cofc.edu/documents/2021.2022-college-of-charleston-budget.pdf

We asked for and received explanations of budget items from this detail. Note that the current budgetary process focus is on yearly changes from the previous year and that existing expenditures are not generally detailed nor reviewed at this level. We reviewed new funding not existing funding.
The 21/22 budgeted Education and General (E&G) Revenue of $187,039,507

2021/22 Education and General Expense Allocations

President ........................................ $ 5,157,591 In earlier CofC budgets this line included Scholarships
Marketing and Enrollment........  6,365,197
Provost ........................................... 15,455,237
Schools............................................. 63,552,467
Business Affairs .........................  16,325,119
Facilities Mgt................................13,811,673
Intuitional Advancement ..........  2,503,443
Student Affairs .........................  4,122,923
Information Technology ........  17,796,659
General Institution.....................  38,025,744

The Trustees approved a total of $8,950,075 in new expenditures for 21/22. Required new
expenses for ongoing operations totaled $1,922,731. Voluntary Retirement from 20/21
produced a net salary and benefit saving for 21/22 of $878,221.

New Spending was enumerated under the College’s Strategic Plan’s Pillars were presented to
the Trustees as follows:
“Strategic Action Items” $5,113,709

Pillar I – Student Experience and Success .......... $706, 323
Notable additions include:
    MUSC Psychiatry contract .......$ 78,542
    iCharleston Program ............. $237,500
    (First year “bridge” program –“ iCharleston participants live and study in Dublin,
    Rome or London where the College has set up academic programs with partner
    institutions.” Started in 2014 – 300 students have participated.)
    Academic Strategic Plan Adjustment ........ $150,000
    (Will support program realignments on an as needed basis.)

Pillar II Academic Distinction .....................$1,773,770
Notable additions include:
    Engineering program start up ......$262,000
    (This funding was guaranteed by previous administrations when the Engineering
    Programs were approved)
    Establish Adjunct Faculty Recurring Budget .... $500,000
    (The Committee was made aware of this need last year – in previous budgets
    adjunct salaries were funded from unspent faculty salaries)
    Admissions/University Marketing .........
New position FTE ................. $ 82,600
Student Labor........................$ 78,488
Advertising and Promotion...$630,330

Pillar III Employee Experience and Success ........ $4,509,79
  Notable additions include:
    1% Merit .................................... $1,191,647 (performance, promotions etc.)
    3% Base (net of state funding) ........ $2,689,882 (SC Legislature mandate 2.5%)
    Health Insurance ......................... $ 101,974
    Promotion etc................................ $ 374,108

“Cross Pillar Initiatives” .......... $2,838,404
  Notable additions include:
    IT Contract Escalations ................... $ 857,925
    IT Strategic Initiatives ................. $1,358,963
    Travel Expense System ................. $ 63,858
    Facilities Management Benchmarking .... $ 53,000

Looking ahead the net revenue goals/forecast from the Kennedy & Company at the October Senate meeting of 5.4, 5.1% assuming no tuition increases indicate limited discretionary funds in future years. This assumes no tuition increases and expected required new expenditures related to inflation and the desire for faculty and staff raises. The forecast increases are approximately $6,000,000 for the next 3 years and only $3,000,000 in 2025/26. This is a key topic for discussion for the Budget Committee as we shift our focus to longer term budget planning.

Submitted for the Committee by Robert Pitts (Chair)
Yaron Ayalon - Jewish Studies
Julie Davis - Communication
Adam Jordan - Teacher Education (Secretary)
Todd McNerney - Theatre and Dance
Johnathan Neufeld - Philosophy
Robert Pitts - Management and Marketing (Chair)
Agnes Southgate - Biology

-Return to Minutes
Course Criteria for REI Requirement

To count for the race, equity, and inclusion graduation requirement, the course must satisfy the following criteria:

1) It should be at least a three credit hour course.
   a) Special topics courses will NOT count unless it is clear that the course will always have an REI focus, regardless of topic.

2) It should have as its historical, narrative, applied, analytical, and/or geographic focus either the US or global context. This means two possible tracks for REI courses: US-based REI courses, or Global REI courses.
   a) For feedback on how your course would meet one of these tracks, regardless of discipline, please email Morgan Koerner (koernerm@cofc.edu) and Anthony Greene (greenead@cofc.edu)

3) It should include two of the following three SLOs as reflected in the course syllabus:

   SLO 1: Students will describe how race is socially constructed and intersects with multiple forms of oppression in US and/or global contexts.

   SLO 2: Students will identify and analyze how social hierarchies manifest in relation to legacies of colonialism, white supremacy or structural oppression in historical and/or current US and/or global contexts.

   SLO 3: Students will identify and evaluate legal, political, economic, institutional, and/or personal solutions or forms of resistance to racial inequities and discrimination.

4) In addition to including the SLOs, the syllabus should also make clear that 1/3rd of the course content, or roughly 14 contact hours or 4 1/2 weeks of class time in a 14 week semester, is focused on the SLOs in the content. This should be made clear both in the course description and in the breakdown of readings/units in the semester and/or the required readings/viewings for the class and it can be done in a variety of ways:

   a) Some courses, such as those in AAST, will consist entirely of REI content throughout;
   b) A concentrated module (minimum of 4 1/2 weeks) addressing the 2 out of 3 SLOs;
   c) 1/3 of the assignments throughout a semester address the 2 out of 3 SLOs;
   d) A recurring REI focus throughout the syllabus that adds up to 1/3rd or more content (like INTL 100).
These are just some for the ways that the ⅓ REI content could be met. For consultation on the ⅓ requirement, please email Morgan Koerner (koernerm@cofc.edu) and Anthony Greene (greenead@cofc.edu).

- Return to Minutes
Minutes

1. Speaker Simon Lewis called the meeting to order at 5:01 pm
2. Approved August 31, 2021 minutes by unanimous consent
3. Minute of silence in memory of Jeff Triblehorn, Biology faculty who passed away in September 2021
4. Announcements and Information
   a. Speaker Simon Lewis announced:
      Jeff’s memorial slide and others will now be available on Faculty Senate web page along with recognitions of notable achievements.
      • Covid dashboard says down to 15 cases.
      • Midterm grades due when Fall Break ends.
      • Explained how votes during Senate meetings will be handled via Zoom and that votes are legitimate immediately due to recent by-laws change. Remember that you can speak only twice on any topic and announce yourself before you speak.
5. Reports
   a. Speaker of the Faculty Simon Lewis – Surveys of faculty have been informative. Committees doing great work. All committees are very active doing much work that we will hear about throughout the semester. Encourages all to inform themselves about the RCM model and to be prepared to submit their thoughts when asked.
   b. Provost Suzanne Austin –
      • Center for Excellence in Teaching & Learning – up and running with Margaret Hagood as Inaugural Director – Visit CETL.cofc.edu to find information about programs – Center intended to be mechanism for faculty community building; resource for all levels of faculty for professional development; look for a survey about what faculty want CETL to provide; Wellness and Wellbeing Workshop to happen soon.
      • 36 new and visiting faculty members admitted this fall. Provost Austin believes this to be the most diverse cohort in a long time, if not ever: 59% from underrepresented groups, 11% LatinX and 11% black – Overall at CofC: 49% female, 16% underrepresented
      • T&P beginning and going well
      • Surveys of Deans’ performance will be distributed before end of October – please let us know how your Dean is doing
      • REI proposal – President Hsu and Provost Austin are supportive of this. Assuming passed during tonight’s vote, they will work to find funding for a director for REI.
Questions:
   Q: Beth Goodier – When will results of Deans’ surveys be released?
   A: Usually 60-90 days. Deans will host meeting to address the results and try to gain input on how to move forward.
   Q: Bob Mignone (Math, At Large SSM) – Time when mask mandate will be reevaluated?
   A: As far as Provost knows, there are no plans to lift it yet. Will make sure that all are notified of next plans.
   c. Strategic Enrollment (Sarah Neher for Kennedy & Co.)
Sarah Neher presented a slide presentation indicating 1) what Kennedy & Co has learned through their interviews/meetings with College of Charleston stakeholders and 2) the 5-year goals that are suggested based on what was learned.

- **Learned:**
  1. Need to diversify enrollment streams that come into College. Shouldn’t come just from freshmen. Need growth in transfers and more graduate admissions. Expansions into Engineering will help. Retention is important to revenue
  2. Recruiting – European recruiting, improved external communication and website, centralize the student scholarship process
  3. Culture & Identity – need vision for CofC identity; historic past of Charleston and College creates diversity challenge; heard over-and-over how wonderful relationships between faculty and students are

- **5-year Enrollment Goals – from what was learned**
  1. President wants more competitive freshman acceptance rate
  2. Freshman class size of 2350
  3. More incoming transfers
  4. More incoming graduate students
  5. Weighted freshman discount rate
  6. Increase in incoming freshman scholarships
  7. Improving retention (because retention translates to $)

**Questions:**

Q: Jonathan Neufeld (Philosophy, Senator) – What’s a good retention rate?
A: Clemson and USC is around 90%. We are at 82%. Hoping to get into upper 80s.

Q: Irina Gigova (History, Senator) – Revenue is set to increase but freshman staying the same; how?
A: Primary increase in revenue from increase in transfers and increase in graduate students and improved retention. Modest tuition increases.

Q: Nathaniel Walker (Art & Architectural History, Senator) – Under the Culture & Identity lessons learned, whose minds gave you the perception that the history of the College causes challenges?
A: Some folks outside of the College, but students, deans and faculty/staff shared that idea – the diversity events/activities at the College are hard to find. While College has lots of diversity programs, going to try to create a centralized location for showcasing these.

- **Board of Trustees Naming Policy and Guiding Principles (Renée Romberger)**
  - Secretary of the Board of Trustees (BoT), Renee Romberger, presented information about the drafts of the Naming Policy and Guiding Principles. They want to create a clear policy. Board of Trustees has responsibility for naming buildings and monuments. Have SC Heritage Act which prevents changing of current names and that has been upheld by the SC Supreme Court. Want to tie naming with gifts acceptance policy. Guiding Principles – try to help BOT and future BOT to be consistent in naming process. Studied many policies from other institutions over the past months. – Tried to capture the philosophy around naming. Brown University has a naming policy that is most like the BoT’s views. Brown granted permission for our BoT to use their policy as a starting point. Presently, on draft 16 of the Guiding Principles. The process is timely because Racial Inclusion Equity is important, and this is larger than just naming. More about addition than subtraction – how can we add recognition to some who should be recognized (not remove recognition from those already noticed), encouraging recruiting and retaining
minority students. Changed much of the script for campus tour to highlight the work done on our campus by former slaves. Trying to talk with all stake holders: have had 11 meetings with numerous groups and individuals, including Speaker Lewis, SGA, Black Student Union, Foundation Board, Alumni Board, and the Black Alumni group, and is scheduled to meet with Athletic Club.

Questions
Q: Julia Eichelberger (HSS, AtLarge): Thanks for your work. Reminder that faculty has created an ad hoc committee - Committee on Commemoration and Landscapes - Wants to be sure that BoT is aware much of the wording came from that group
A: Definitely impressed with work of that group and finds that committee really important
Q: Julia follow-up: Encourage BoT to remember that you have content experts, researchers, and scholars who would like to help do some of the work related to the policies
Q: Bob Podolsky (SSM, AtLarge) – Where is board in its understanding of Heritage Act and the terms “historic figure”
A: Her understanding is that they have no authority to rename buildings

Ms. Romberger ended with compliment to faculty for having heard during her interviews with students how much faculty know and connect with their students.

6. New Business
   a. Curriculum Committee (Xi Cui, Chair)
      1. Voted in bundle on i, ii, and iii: Passed unanimously
         i. LACS Latin American and Caribbean Studies (LACS)
            A. Remove LTSP 250 from major electives; add HISP 251* and 252 to major electives.
               Proposal | Curriculog
            B. Add HISP 251* and 252 to minor electives Proposal | Curriculog
            C. *HISP252 sections must have more than 1/3 content relevant to LACS
         ii. HTMT
            A. Remove ACCT203 from HTMT minor requirement. Proposal | Curriculog
         iii. CSCI 250
            A. Add CSCI 218, in addition to CSCI220 to CSCI 250’s pre-req. Proposal | Curriculog
      2. vi. Gen-ed natural science – Motion passed with 45/48 in favor
            A. Remove the mention of credit hours for the two-course Gen-ed natural science requirements because some transfer students’ previous institutions do not use a “3-hr lecture + 1-hr” lab system. Proposal | Curriculog

Comments from Xi Cui: This change will make it more friendly for transfer students.
Questions:
Q: Ashley Pignota (Physics, Senator) – If there is not a lab’s check box, concerned that labs will be accepted that don’t meet the learning objects of CofC lab.
A: Chris Korey (Biology) – Doesn’t remove lab requirement and there will still be separate approvals. Students may need to make up missed lab hour(s).

3. v. REI requirement - Approved with 47/50 voting in favor.
1. A two-course REI requirement will be added to the college curriculum. Proposal | Curriculog

Discussion:
Anthony Greene (Chair of REI) – Thanks to Provost Austin for promising funding support. Explained the need to infuse diversity into the curriculum. An earlier proposal had been made in 2012, but the current proposal stemmed from a recommendation from the Gen Ed Committee in November 2019. Morgan Koerner (Co-chair of REI) – challenge from sciences, this will add credit hours to overall major. 74 US sections and 70 global sections are already in place. Honors College, History and Poli-Sci have already created new classes. Provision if transfer student with 45+ hours, will only have to take 1 course. Assessment will be as pragmatic as possible. Not voting tonight on funding but on the proposal. Chance for faculty to say who we are in response to CofC history

Marissa Haynes (Senior at CofC): Learned much related to Critical Race Theory during time at CofC and wants to encourage that this is an important skillset regardless of major. This proposal is an obvious next step.

Zora Brewster (Junior at CofC, President of Black Student Union): This plan is good for sustainable change at the College.

Ryan Thompson (Senior at CofC, President of SGA): Issue in SGA every year brought forward by students, encourages faculty to vote in favor as this will improve critical thinking skills and understanding of our peers.

Chels Hagan (Senior at CofC, Member of iCan and on behalf of PRISM): Will help make other students of color feel safe and accepted by the College and that the College understands the history of black students.

Jerome Stewart (Guest, Asst Prof Management): He mentioned that he accepted the position at CofC because we were doing more than just talking about race, equity and inclusion, we were actually taking action and trying to encourage change. Agree with Zora, we are behind in our requirements, let’s make a change that shows the College is taking a strong step to understand diversity.

Andrew Clark (Biology Department, At Large): Agrees that this needs to pass, but this needs to be long term to work. Is there a way that we can have a diverse group teaching these courses not just the minority faculty?

David Hansen (Guest, Entrepreneurship): Agrees it should pass. There is a course in his school that he can teach as a white male that falls in the REI.

Julia McReynolds-Perez (Sociology, Guest, REI Committee Member): Many of the courses already gathered are not taught by faculty of color.

Jocelyn Evans (Assoc Dean School of Business): Business School had already voted separately on the proposal and overwhelmingly approved it; business students need to be able to work in diverse groups. Believes this could be an authentic area of distinction.

Andrew Clark (Biology, At Large): Thanks to colleagues stepping up and doing this. Need to hire more diverse faculty. Glad that we did that this past hiring term.

Chris Korey (Biology, Assoc Dean): I teach a course for HONS and WGS that covers genetics and society that covers this material. It will be a course that can be made a permanent part of the Biology Curriculum to educate STEM students in their own field.

Anthony Greene (Chair of REI): Diversity sessions, Decolonizing the Curriculum, being offered on how to incorporate topics of race into your discipline.

4. vi. SWEN – Motion passed 44/49
Discussion: Computer science is creating a Software Engineering major (SWEN) with a global/cultural minor requirement. Xi Cui: New major with global component – the Curriculum Committee expressed concerns that high credit hours in Engineering are taking away from liberal arts. But this proposal only has 50 hours in major and 18 hours in minor – minor is in liberal arts field which “builds on liberal arts skills” with minor in LCWA college.

Questions:
Q: Nathaniel Walker (Senator, Art & Architectural History): Consider adding minor in Art & Architectural
A: Renee McCauley (Chair, Computer Science): We only considered minors from LCWA
Q: Hector Qirko (Anthropology, Senator): Consider adding minor in Anthropology
A: Tim Johnson (Dean, LCWA): Minors were chosen to help the majors that combined second language acquisition with courses in 300+ level. Other minors could be considered if this is passed.
A: Sebastian van Delden (Dean, SSM): The proposers hadn't intended to exclude any minors. Initially language acquisition but even proposers have changed. Let’s talk about adding other minors

5.vii. EDFS: A multicategorical Special Ed B.S is proposed to replace the categorical special ed program. Related proposals for course change or new courses are also submitted. - Passed unanimously 48/48
A. EDFS 401: change course title and description to incorporate language of neurodiversity. Proposal | Curriculog
B. EDFS 403: A new course proposed to in accordance with the multicategorical certification Special Ed program Proposal | Curriculog
C. EDFS 404: A new course proposed to in accordance with the multicategorical certification Special Ed program Proposal | Curriculog
D. EDFS 405: A new course proposed to in accordance with the multicategorical certification Special Ed program Proposal | Curriculog
E. EDFS 406: A new course offering training on working with families of students with disabilities and social workers Proposal | Curriculog
F. EDFS 408: A new course training students to work with school mental health providers Proposal | Curriculog
G. EDFS 437: change course title and description to be more self-explanatory. Remove pre-reqs Proposal | Curriculog
H. Special Ed, Multicategorical B.S. Proposal | Curriculog

Discussion:
Xi Cui: EDFS – students will be certified to work with students with varying learning challenges. Is the goal of 100% certification too ambitious – this is in keeping with their current standards.

6. viii. Statistics B.S. – Passed unanimously 47/47
Mathematics department is making the statistics track of math major a standalone major. Proposal | Curriculog
Comment: Dan Greenburg (Chair, Planning Committee) – His committee voted in favor.
b. General Education Committee (Suanne Ansari, Chair) – Passed unanimously 47/47
   i. General Education
      A. ANTH-115 Introduction to Cultural Sustainability for Social Science credit in General Education Proposal | Curriculog

c. Committee on Graduate Education (Shawn Morrison)
   i. Public Administration, MPA – Passed unanimously 47/47 *Note this vote was taken twice. The original course number given for deactivation and presented in the agenda was PUBA 632. This was not the correct course number to be deactivated. Once the problem was discovered, a new vote was immediately taken to actually deactivate PUBA 623.
      A. PUBA 623: course deactivation Proposal | Curriculog

ii. Languages, MED Poll 1 (reused) – Passed unanimously 46/46
      A. SPAN 614: course description change, make repeatable Proposal | Curriculog
      B. SPAN 615: course description change, make repeatable Proposal | Curriculog
      C. SPAN 655: course deactivation Proposal | Curriculog
      D. SPAN 671: course deactivation Proposal | Curriculog

d. REACH Act Resolution (Jonathon Neufeld – Senator, Philosophy presenting on behalf of Irina Gigova) - Vote in favor 45/45
   Discussion: In our August 31 Senate meeting, Claire Wofford outlined the requirements of the REACH Act. She explained why this was a legislative overreach. – After that a committee was formed to express the CofC unease with legislative interference in academic freedoms, propose creation of new committee to create
   Questions:
   Q: Lisa Covert (Guest, President of AAUP) – Working with State AAUP to work on legislative overreach with the REACH ACT
   Q: Larry Krasnoff (Guest, Philosophy) – While he does not believe the REACH Act violates an instructor’s 1st Amendment rights, he appreciates that the resolution addresses what he sees as a definite violation of Academic Freedom, hopes Senate will support this resolution.

6. Constituents’ General Concerns –
   Frank Duvall (Music Department, Adjunct Senator): Hope that a raise will be considered for adjuncts as they contribute heavily to the College’s teaching load. Would appreciate not just a 3% raise but a significant raise.
   Suzanne Austin (Provost) – Raise for adjuncts is “in the budget plan for next fiscal year.”

7. Meeting adjourned at 7:12 pm
Supporting Documents:

In the pages that follow, find

1. A copy of the presentation by Kennedy & Co.
2. A draft of the Naming Policy for CofC Building, Monuments, Academic Schools, Spaces, Programs or Positions
3. A draft of the CofC Guiding Principles for Naming
4. A resolution from the Faculty Senate Regarding Implementation of the REACH Act
Complicating Factors

A number of factors impact the potential for College of Charleston to grow its enrollments, from limited entry points to disjointed recruiting and a history that creates current challenges.

Diversify Enrollment Streams
- The current model relies almost entirely on freshman entry growth
- Transfer application strategy has focused on transfers from 4-year institutions rather than technical/community college partnerships with guaranteed entry
- Graduate programs offered in limited areas and with significant abatements
- Current expansion into engineering underway will help
- Retention challenges limit long-term revenue

Recruiting Focus & Processes & Policies
- For Admissions to grow enrollment, the entire institution must be focused on external communication and the website
- Focus on European recruiting, both through partnerships and Athletics has come at the expense of other opportunities
- Changes to policies that will encourage applications are already underway, but the general education core and major requirements are still opportunities
- Incoming student scholarship process is not strategic or centralized

Culture & Identity
- The Community has a lack of future vision for the College of Charleston identity – as a liberal arts college or professional school-focused institution
- The historic past of Charleston and the College create diversity challenges that other schools do not have
- Students, Staff, and Faculty all highlighted the incredible access and quality of the faculty that led to strong, unique relationships
## College of Charleston 5 Year Enrollment Goals

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<th>Net Tuition Revenue</th>
<th>2021-2022</th>
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### Additional Growth Potential

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### Assumptions

**Yield**
- 21% In-state (FTF)
- 14% Out-of-state (FTF)
- 45% Transfer

**Application #s**
- Assumed to stay level; if app #s decrease, more scholarship money will be required to achieve targets

**Incoming Class Growth**
- Transfer: 5%
- Graduate: 0% in 2021-22, 10% onward

**Tuition**
- 3.4% Tuition Increase in 2021-2022, but no increase in next years

### Additional 2022 Targets

<table>
<thead>
<tr>
<th>Freshman:</th>
<th>Transfer:</th>
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<tbody>
<tr>
<td>46% In-State</td>
<td>80% In-State</td>
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<table>
<thead>
<tr>
<th>URM</th>
<th>Honors College</th>
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<tbody>
<tr>
<td>18%</td>
<td>275</td>
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<table>
<thead>
<tr>
<th>Spring 2022</th>
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<tbody>
<tr>
<td>300 Transfer</td>
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Naming Policy for College of Charleston Buildings, Monuments, Academic Schools, Spaces, Programs or Positions

1.0 Policy Purpose

The purpose of this policy is to define how the College of Charleston manages and approves proposals for the naming of College buildings, monuments, academic schools, spaces, programs or positions in honor of a donor, individual, organization or entity.

2.0 To Whom the Policy Applies

This policy applies to the Board of Trustees of the College of Charleston/University of Charleston, S.C. (the Board), the President, the Executive Vice President of Institutional Advancement, and to any member of the College of Charleston community who engages in management or approval of proposals for the naming of College buildings, monuments, academic schools, spaces, programs or positions.

3.0 Policy Statement

The College may acknowledge gifts and/or honor an individual or organization by naming a building, monument, academic school, space, program or position. Naming is one of the ways in which the College acknowledges the generosity of donors and honors those whose service to or affiliation with the College of Charleston enhances the College. It is the responsibility of the President and the Board to nurture, preserve and protect that legacy.
In considering proposals to name a building, monument, academic school, space, program or position, the President and the Board shall exercise judgment with regard to the individual or entity the proposal is intended to honor and evaluate the proposal based on a set of Guiding Principles developed by the Board.

In accordance with state law, the College reserves the right to rename a building, monument, academic school, space, program or position in the event of unusual or compelling circumstances.

In general, the President and the Board, or those to whom authority to approve naming is delegated, will not approve proposals for naming where, in their judgment, doing so:

(1) Is not aligned with the College’s mission:
   Founded in 1770, the College of Charleston is a public university grounded in the principles of the liberal arts and committed to developing ethically centered, intellectually versatile and globally fluent citizens who create innovative solutions to social, economic and environmental challenges;

(2) Is not aligned with the College’s core values:
   - **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.
   - **Academic Excellence**: We are committed to a dynamic intellectual community, high academic standards, strong academic programs, exceptional teacher-scholars, engaged students and lifelong learners.
   - **Liberal Arts Education**: We encourage intellectual curiosity and foster each student’s ability to think creatively and analyze, synthesize, apply and communicate knowledge from many sources.
   - **Diversity, Equity & Inclusion**: We create and nurture a diverse and inclusive community demonstrated through our thoughts, words and actions. We value and respect the unique perspectives, backgrounds and experiences every individual has to offer.
   - **Student Centeredness**: We are devoted to nurturing thriving scholar citizens through the intellectual, ethical and social development of each individual student.
• **Innovation**: We act with an entrepreneurial spirit to imagine and implement creative, bold and sustainable solutions in our pursuit of excellence and continuous improvement.

• **Public Mission**: We demonstrate social responsibility in meeting the educational and professional needs of our community, our state, our nation and the world.

(3) Compromises the academic freedom of the university community; and/or

(4) Could inflict damage on the College’s reputation, standing or integrity through association with the proposed name.

### 3.1 Naming a College Building or Monument

Proposals for the naming of a College building or monument associated with a gift must be submitted to the Office of the Executive Vice President for Institutional Advancement (as noted in the College of Charleston Gift Acceptance Policy, 4.2). The proposal must include a description of the building or monument to be named, its current use and any relevant information regarding the history of the facility, together with a description of the name proposed and its significance to the College, including the amount of the gift and the identity of the donor(s).

If the Executive Vice President in accordance with the process outlined in the Gift Acceptance Policy 4.2 supports the proposal, it shall be forwarded to the Office of the President for review by the President and, if approved by the President, inclusion on the agenda of the next scheduled meeting of the Board of Trustees Development, Alumni, Governmental and External Relations Committee (DAGER Committee) to make a recommendation to the full Board for consideration and final approval. If timing or other special considerations merit urgency, the Board may opt to consider the proposal via a specially called meeting.

In the naming of buildings, a distinction should generally be made between the name of the facility and the name of the program housed in the facility. Since programs, centers, institutes, labs and departments may from time-to-time change, grow, move, merge or dissolve, the College will generally distinguish between the name of the facility and the name of the program or programs it houses.
3.2 Naming a College Academic School

Proposals for the naming of a College academic school associated with a gift must be submitted to the Office of the Executive Vice President for Institutional Advancement (as noted in the College of Charleston Gift Acceptance Policy, 4.2). The proposal must include a description of the school to be named, together with a description of the name proposed and its significance to the College, including the amount of the gift and the identity of the donor(s).

If the Executive Vice President in accordance with the process outlined in the Gift Acceptance Policy 4.2 supports the proposal, it shall be forwarded to the Office of the President for review by the President and, if approved by the President, inclusion on the agenda of the next scheduled meeting of the Board of Trustees DAGER Committee to make a recommendation to the full Board for consideration and final approval. If timing or other special considerations merit urgency, the Board may opt to consider the proposal via a specially called meeting.

3.3 Naming a College Space, Program or Position

Proposals for the naming of a College space (including, but not limited to, fields, terraces, greens and courtyards), program (including, but not limited to, centers, departments, institutes, labs, scholarships, fellowships, lectures, societies and awards) or position (including, but not limited to, deanships, professorships and coaches) associated with a gift must be submitted to the Office of the Executive Vice President for Institutional Advancement (as noted in the College of Charleston Gift Acceptance Policy, 4.2). The proposal must include a description of the space, program or position to be named, its current use and any relevant information regarding its history, together with a description of the name proposed and its significance to the College, including the amount of the gift and the identity of the donor(s).

As outlined in the College of Charleston Gift Acceptance Policy, if the Executive Vice President supports the proposal, it shall be forwarded to the President for review and approval.
3.4 Duration of Naming

Naming for an honoree or a donor is generally granted for the useful life of the entity. The College may deem the naming period concluded in certain circumstances, including, but not limited to:

• If the purpose for which the named entity is or needs to be significantly altered or is no longer needed/ceases to exist.

• If a physical entity is replaced, significantly renovated or no longer habitable/usable.

• The period of time of the naming specified in the gift agreement has expired.

The appropriate College representative will make all reasonable efforts to inform in advance the original donors or honorees when the naming period is deemed concluded. The College may provide alternate recognition as may be appropriate in recognition of the original gift or honor.

3.5 Right to Rename a College Building, Monument, Academic School, Space, Program or Position

In consideration of a renaming proposal, the sole responsibility rests with the Board of Trustees who will use the Guiding Principles in making any such determination.

In the case of the renaming of a building or monument for which the South Carolina Heritage Act (ACT 292 from Year 2000, SC Code Section 2. Section 10-1-165) applies, the Board will make the recommendation to the South Carolina General Assembly in accordance with the Heritage Act.

The appropriate College representative will make all reasonable efforts to inform in advance the original donors or honorees (and/or families or designated estate representative) when the naming period is deemed concluded. The College may provide alternate recognition as appropriate for the original gift or honor.
3.6 Other Considerations

With regard to naming proposals associated with a gift, any special circumstances or request for exceptions to this policy must be referred to the Executive Vice President of Institutional Advancement who will recommend the course of action, which will include consultation with the President and/or the Board.

The College will generally not name a building, academic school, monument, space, program or position in honor of a current faculty, staff member or administrator. Such naming proposals may be approved to take effect upon the retirement of the individual faculty, staff member or administrator.

3.7 Honorific Namings

From time to time the College may consider proposals to name a building, academic school, monument, space, program, or position in honor of an individual not associated with a gift. Such proposals shall be considered and approved under this policy subject to the principles in Section 3.0 and the processes described in Sections 3.1 and 3.2, except that the Office of the President shall be substituted for the Office of the Executive Vice President for Institutional Advancement.

4.0 Definition of Gift

A gift, or contribution, has the same meaning as a gift, or contribution, pursuant to the College’s Gift Acceptance Policy.

5.0 Responsibilities

All individuals to whom this policy applies are responsible for becoming familiar with and following this policy. College supervisors are responsible for promoting the understanding of this policy and for taking appropriate steps to help ensure compliance. Senior officers are responsible for the development of appropriate practices and protocols to ensure compliance.

6.0 Related Policies and Statutes:

• South Carolina Heritage Act https://www.scstatehouse.gov/code/t10c001.php
According to SC Code SECTION 10-1-165. Protection of certain monuments and memorials. “No street, bridge, structure, park, preserve, reserve, or other public area of the State or any of its political subdivisions dedicated in memory of or named for any historic figure or historic event may be renamed or rededicated.”

• The Board of Trustees reviewed the naming policies from numerous institutions of higher learning. The rationale and philosophies behind Brown University’s naming policy, in particular, provided an appropriate and thoughtful framework, upon which the College of Charleston’s naming policy was developed.
In developing these guiding principles for naming, the Board of Trustees reviewed and considered similar work conducted by numerous colleges and universities (listed in the “resources” section), specifically their research and writings around the proper acknowledgment of an institution’s full history and their general philosophies of naming and commemoration.

**PRINCIPLE OF HISTORICAL CONTEXT**

*We maintain our campus as a historical record and as a transformational site of learning and knowledge.*

The College believes our campus is an extension of our classrooms and that lessons of the past can be studied in our landscape and better understood in the present. That understanding is the heart of the College’s core mission of preserving and increasing human knowledge, articulated so succinctly in our motto: “Wisdom Itself Is Liberty.”

The College of Charleston recognizes that some aspects of its past do not necessarily align with the institution’s current values, mission and vision. As one of the oldest institutions of higher learning in the country and the oldest in South Carolina, the College of Charleston engages with history – for the past has a very real impact on the present and the future. The study of history, understanding its effects on different populations – especially those previously excluded – and acknowledging the contributions and histories of all people are vital to the College of Charleston’s mission of educating the whole person in an effort to improve society.

Ongoing scholarship provides an opportunity for the College of Charleston to act in a thoughtful, constructive and restorative way. Scholarly consensus about principal legacies is a powerful measure in naming decisions. Principal legacies are typically the lasting effects that cause a person’s name to be remembered. In considering principal legacies, the Board of Trustees should consider how an individual’s viewpoints and actions align, or misalign, with the values of the College of Charleston and should, therefore, determine that principal legacy’s overall impact on campus.

Decisions about naming made today may be at issue in the future. Therefore, out of humility and appreciation for the past and present, the Board of Trustees and the campus
community should give the same respect to previous decision makers that they would like their decisions to be accorded in the future.

**PRINCIPLE OF MISSION**

*We affirm, embrace and hold ourselves accountable to the College of Charleston core values.*

The College of Charleston embraces its role as a training ground for citizens and future leaders.

As a public university on public land, we, the College of Charleston, believe in approaching our campus as a public space. Campus names and historical interpretative signage should reflect the institution’s desire that all students, faculty and staff feel welcomed, valued and represented.

When the College of Charleston reviews its history, as it relates to naming and individuals who served or were connected to the institution, the Board of Trustees, through careful scholarship and research, will determine the principal legacy of a namesake and that principal legacy’s overall impact on campus.

The College of Charleston encourages a culture of listening and empathy, which we believe is essential to a vibrant campus community and healthy democratic society.

**PRINCIPLE OF VISION**

*We affirm our values through our actions.*

Grounded in history and a liberal arts tradition, the College of Charleston must view history in context and with a longitudinal, future-oriented perspective that will serve the community beyond the particular moment. The College recognizes its moral responsibility to understand its past in order to live in the present and shape the future as a continually welcoming and inclusive institution.

The College of Charleston cannot undo the past or ignore it. Rather, the College should use it wisely in the landscape by looking for the best in people, respecting differences of opinion and learning important lessons, especially tolerance, to help move forward as one people.

**PRINCIPLE FOR THE DUTY OF CARE**

*We strive to maintain a complete public historical record.*

Under the duty of care, the Board of Trustees is responsible for preserving our institution’s resources for future generations.
The process around naming a university building or place must be thoughtful and deliberate, as is fitting with the College of Charleston’s longstanding liberal arts tradition. The Board of Trustees will use academic research to inform its decisions and actions.

The Board of Trustees supports the institution’s efforts to tell a more complete story of the College’s history, especially with the addition of historical interpretative signage, new naming opportunities and the publishing of more information (both physical and virtual) in order to better recognize the College’s underrepresented populations.

**RESOURCES**

- Brown University (Naming or Renaming University Buildings, Spaces, Programs and Positions)
- College of Charleston Historical Review Taskforce
- Duke University (2017 Commission on Memory and History Report: Guiding Principles)
- George Washington University (Naming Task Force)
- Oklahoma State University (Consideration of Removing Names of Facilities)
- Rhodes College (Principles for the Process of Discernment Related to Contested Names)
- Stanford University (Principles and Procedures for Renaming Buildings and Other Features)
- University of Cincinnati (McMicken Working Group to the President)
- University of Michigan (President’s Advisory Committee on University History)
- University of Minnesota (Task Force on Building Names and Institutional History)
- University of Virginia (President’s Commission on the University in the Age of Segregation)
- William and Mary (Working Group on Principles for Naming and Renaming)
- Yale University (Committee to Establish Principles on Renaming)
A Resolution from the Faculty Senate Regarding Implementation of the REACH Act

The Faculty Senate of the College of Charleston wishes to express its grave concern with the South Carolina state legislature's efforts to regulate and direct college curricula. Most recently, the legislature has dictated the content of certain courses via the REACH Act, approved on April 28, 2021. We fully support the goal of teaching students about the fundamental documents and principles of American history and government, and many classes of the existing curriculum already do so. However, we object to legislative overreach that violates the principles of academic freedom and institutional autonomy embedded in the South Carolina Code of Laws, the standards of our accreditor SACSCOC, and the Faculty/Administration Manual (FAM) of the College of Charleston.

The faculty takes issue with this legislation for the following reasons:

First, The REACH Act represents a slippery slope in terms of legislative and political interference with the college curriculum and academic freedom. Its intent to regulate the specific subject-matter and content of courses usurps the role of faculty in determining what material best serves our students. As such, it goes against the spirit of SECTION 59-104-660 of the SC code of laws, which states that “all state-supported institutions of higher learning shall establish their own procedures and programs to measure student achievement,” that must “(1) derive from institutional initiatives, recognizing the diversity of South Carolina public colleges and universities, the tradition of institutional autonomy, and the capacity of faculty and administrators to identify their own problems and solve them creatively; 2) be consistent with each institution’s mission and educational objectives; (3) involve faculty in setting the standards of achievement, selecting the measurement instruments, and analyzing the results.”

Second, by demanding in late April the immediate implementation of the act in the 2021/22 academic year, the Legislature prevented the College of Charleston from following its established policies and procedures for handling curricular change. This jeopardizes our compliance with the SACSCOC accreditation standards. By seeking to manage on a granular level the content of courses, the REACH Act goes against the curricular autonomy of faculty embedded in Section 6 (Faculty) of our accreditor’s Principles of Accreditation, which states that “The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution’s mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.” In the process, the hurried implementation violated the practice of academic governance, articulated in Section 10.4(c), which stipulates that the institution “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.”

Third, the College of Charleston FAM’s Statement of Academic Freedom (Art. IV, Sect. C.1) affirms that “Academic freedom in its teaching aspects is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning.”
Both the College’s BOT ByLaws (Art. X, Sect. 6) and the FAM acknowledge that the College of Charleston’s faculty has a collective responsibility for the curriculum. In particular, the FAM states: “The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees” (Faculty ByLaws, Art. IV, Sect. 1.B).

Be it resolved then that the Faculty Senate shall take charge of the review and implementation of the REACH Act requirement through the creation of an ad hoc committee that will work with relevant departments and standing faculty committees to design course work and evaluation measures as consistent with our institutional mission, educational objectives and curricular policies as possible.

Be it further resolved that the Faculty Senate shall charge the Speaker of the Faculty to convey the faculty’s serious concern with the current legislative overreach and other pending or future bills usurping the faculty’s authority over curriculum to the President and Board of Trustees of the College of Charleston.
Faculty Senate, Tuesday, August 31, 2021 5:00 PM
Hybrid: Wells Fargo Ballroom (Beatty Center 115) and via Zoom

Voting/unanimous consent results appear in red.

1. Speaker Simon Lewis called the meeting to order at 5:01pm

2. Speaker Lewis asked for a moment of silence in honor of Lucille Whipper and Richard Nunan.
   - Lucille, an alumna of the College of Charleston, was active in the civil rights movement as well as working with the College where, among many contributions, she was instrumental in establishing the Avery Research Center for African American History and Culture.
   - Richard, a recently retired faculty member from Philosophy, and an active presence in Faculty Senate, died soon after retirement from a brain tumor.
   - Simon Lewis gave an opportunity for attendees to speak names of those they know who have died from Covid.

3. An in-person count was taken, and a quorum was deemed present. The April 6, 2021 minutes were approved.

4. Speaker Lewis asked if there was any objection to his modifying the meeting order in the agenda by moving the two voting matters from New Business forward to ensure a quorum was present. Hearing no objections, the agenda order was changed by unanimous consent.
   - The Senate voted to approve all motions passed during the virtual 2020-21 Senate meetings.
   - Irina Gigova was elected as Speaker Pro Tempore

5. Announcements and Information
   - Speaker Lewis welcomed senators new and old and Raquel Gleicher as the new Faculty Secretariat and RoxAnn Stalvey as the new Faculty Secretary. Meetings are being recorded for Secretary’s use only. Change of meeting date from first Monday in September was due to Rosh Hashanah. Reminder that the by-laws limit a speaker to speaking no more than twice on a given issue and for two or fewer minutes per time. Reminder (although not normally a need in this environment), please treat each other with civility. Attendance Verification is due September 14. The CofC library is doing great things to keep our students safe, including requiring face coverings at all times when in the building and requiring Cougar Card to gain access. Please look over their new requirements. In order to take advantage of access to student records on the upgraded DegreeWorks, faculty need to remember to take the FERPA test and familiarize themselves with College privacy policies.

6. Reports
   - Speaker of the Faculty Simon Lewis
     ◊ Remember to be kind to ourselves and each other.
     ◊ Much to discuss: Strategic Plan, REI, but also external factors: ban on requiring vaccinations, consequences to changes in SC gun laws – campus can still ban guns on
campus, REACH Act (on tonight’s agenda) which stifles faculty ability to control curriculum.

◊ Complimented President Hsu, the administration, IT folks and campus for their commitment to keeping us informed

- President Andrew Hsu

◊ Happy to see us in person since it’s been since March 2020. Thank you for all the faculty has done to keep this “great institution going.” College has had a very successful year despite the unusual year.

◊ COVID-19 Mitigation Policies

- We are still in crisis mode and struggling. Will need us all working together to lead to another successful year.
- This semester a bit more difficult as the state prevented us from requiring masks. Supreme Court reversed this and within 2 hours of that ruling the Board of Trustees passed ruling the College could require masks. Since 8/17/2021 the College has required masks while indoors. This will be reviewed monthly.
- Cannot require vaccinations for students/employees but as of today we are at almost 74% of our students who are vaccinated. This is better than many other state universities who are around 50%. MUSC is the exception at 95%. CofC is higher than all other institutions in the state.
- CofC has provided many incentives to encourage vaccination. 15 employees and 9 students were drawn to receive professional development and scholarship dollars respectively. Names of the winners are not allowed to be announced as that violates privacy rights because it reveals vaccination status, but the winners are encouraged to announce via social media.
- Holding vaccination clinics with Johnson&Johnson and Moderna vaccines on campus. Also, providing rapid testing kits to employees as available. 385 kits will be on campus tomorrow (Wednesday 9/1). People on campus are going to local pharmacies to buy kits to give to employees.
- Providing free face coverings and N-95 masks. Have 25,000 maroon cloth masks that can be given to students. Get them from Central Stores. Faculty can get those masks to give to students who are without.
- Asked students to upload proof of vaccination or negative test. 97% of students have complied. They are chasing the rest. Those students’ Cougar Cards are no longer active and there is a hold on their account preventing registration. Dr. Hsu is also considering fines. He is not a fan of these punitive measures but must do things to keep the campus safe.
- Questions: (Response, as applicable, italicized)
  a. Thomas Ivey – Senator from Mathematics – Students need to be reminded to wear masks over their noses. He asks that official announcements should encourage this. President will get that added to Vax on Bricks and in future communications
  b. Lisa Covert – guest from History, president of AAUP – question about high temperatures in the classroom that make it difficult to teach – thinks the drop in masks being properly worn may be partly due to the heat of the room. What are the College’s short-term plans? President Hsu walked around to classrooms
on Monday and went to Maybank first floor where temperatures were high. Spoke with VP for facilities who is searching for temporary solutions. This has been a problem in the fall each of the three semesters he has been here. He too is frustrated and ties it to the lack of budget earmarked for facilities work. Starting last year $3M has been allocated for maintenance – note that paint and the look of buildings has improved, but it will take probably 5-10 years to fix all of the problems. Planning to put $1M this year into HVAC preventative maintenance so that parts can be pre-ordered. John Morris added that Maybank has temporary replacement bearings, replacing chillers in Bell and Johnson Silcox. $1M will renew some old infrastructures.

c. Elisa Jones – guest, History - Has the College spoken with public health experts to give Chairs and faculty/instructors guidance for when class/community/campus spread indicates that it might be time to move a class online? Or alternatively, does the College have a situation in mind that is the tipping point for going online? It is great to give faculty flexibility to make that decision since it might depend on classrooms and the type of class, but guidance seems like it would prevent a major outbreak. – President Hsu: giving faculty authority to move classes online as desired, consulting with health care experts – none able to give a number that says when to adjust to online, continue to consult and listen to CDC and DHEC; last year’s high-water mark was 250 active Covid cases and CofC was able to handle the situation. Saw a spike at start of semester, as expected, which topped at 62 cases much less than last year’s “high water mark”; hoping to never get as high as last year again. Hoping for best but prepared for the worst.

d. Jacob Steere-Williams – Guest, History -- Can faculty move class online? Provost Austin: Yes if one or more students tests positive in the class. Also, if a faculty member has a family member that you are caring for at home, you can also move class online.

e. Irina Gigova, Senator, History – Is that the decision of individual faculty? Do I have to talk to my chair or just move it? Provost Austin: She would hope a faculty member would let the chair know and would hope that the chair would notify the Dean, but only for their information. The decision is up to the faculty. President Hsu: Make certain to let your students know that it is only temporary during quarantine

f. Bob Mignone – SSM Senator, Math department – How will we know if a student has Covid? Bridget McLernon-Sykes: Good system that has been in place for letting faculty know via the contact tracing team. They get data from registrar where they are looking for trends in classroom

g. David Hansen – Marketing and Management, guest – What if a faculty member doesn’t feel safe? Provost Austin: If faculty
member has concerns about their own health, they should contact HR on the possibility of qualifying for an accommodation to allow them to teach online. 8 faculty have requested, 6 have been approved and 2 are waiting for physician paperwork.

h. Lisa Covert – Wondering if more frequent testing on campus?
   Bridget McLernon-Sykes: Encourage students with symptoms to reach out to Health Services as they can test all day long every day at Health Services. CofC has a Covid management team that can perhaps consider more tests, but the College hires a third party to do those tests.

• Positive notes to end on –
  ◊ Last year, CofC did really well thanks to hard work of the faculty. Clemson had 15 furlough days, USC one-time pay cut, Winthrop and Coastal had 20 furlough days, and MUSC laid off 900 employees while the College of Charleston had a small surplus last year with no furloughs nor any reduction in take-home pay – only furloughs were volunteers including President Hsu and some of his leadership team to show that they were in support of the struggles. Not expecting any fiscal burden this year. This shows the importance of planning and vision and the strategic plan.
  ◊ Strategic Plan
    ♦ Pillar I – Student Success: Retention was the focus for last year: fall to spring retention improved and hoping fall to fall retention data is strong. Every 1% retention rate is worth $.5M to bottom line. Software solutions being implemented to assist students in academic success. Focus on improving student well-being and have hired new Counseling Center Director who starts in October. Adding a second-year experience this fall.
    ♦ Pillar II – Academic Distinction: Center for Excellence in Teaching and Learning has been established with Margaret Hagood as director.
    ♦ Pillar III – Employee Success: Employee tuition program, cost-of-living increases (3% - 2.5% of which came from the state and .5% from the College), Strategic Merit Raise Exercise – in last year’s survey 60% of faculty said they were underpaid – so also allocated some funds for merit raises. Capped raises at no more than 15%.
  ◊ New and Noteworthy:
    ♦ Passage of DP/U language in proviso to allow universities like CofC to offer up to 5 terminal degrees;
    ♦ Increased state funding to 2008 funding level which was the high-water mark.
    ♦ Athletics and Academics are winning awards
    ♦ This past year was record-setting: applications were up from 12,477 in 2019 to over 20,000 applications in 2021. Decided to take more students this year and accepted a few more freshmen (2476), which is the highest number in College history. Future goal is still 2300 per year.
    ♦ Philanthropy: $20.2M in new commitments, the highest ever figure and up from $17.7M last year which was itself an increase from $15.8M in 2019; 6 seven-figure gifts received.
  ◊ Questions: (Response italicized)
Jacob Steere-Williams – guest, History: Where I’m seeing a worrying disconnect, is that the R&D budget in my department has been slashed to a historic low in the last decade ($1000 or less per faculty). How are we supposed to realize this success in light of decreased faculty R&D funds? President Hsu: Didn’t realize this had been reduced, but this is controlled on departmental level not by the president. However, if College increases fundraising then there will be more funds for R&D. Administration is considering a new model where each School will become a revenue center (Responsibility Center [RCM] Model) and as long as your School raises and invests in R&D your R&D funds will increase.

David Boucher - Biochemistry, Senator: Did pay increase extend to adjunct? Hsu: No. Austin: Trying to see if we have financial ability to increase for this year.

Irina Gigova – History, Senator: Will faculty be able to review the RCM model? Also, thanks to leadership for all they have done this year. Hsu: Yes. We are leaning on external specialists to help with this. Plan on multiple town-hall meetings.

Nathaniel Walker, Senator for Art & Architectural History: Will schools have any control over the revenue gain system—in other words, for tuition rates? Hsu: No local control on tuition rates; that is up to the Board of Trustees.

7. New Business

- <See above for new business related to votes moved to the start of the meeting>
- REACH Act – Claire Wofford – Associate Professor in Political Science, Guest – Reinforcing College Education on America’s Constitutional Heritage Act (REACH Act) – SC legislature requires 3-credit class in American History, American Government, or some other course where students must read at a minimum: Constitution, Declaration of Independence, Emancipation Proclamation, five essays from Federalist Papers, one document foundational to African American Freedom Struggle – Provost and Speaker identified 12 courses at CofC that would satisfy the Act for this year and were forced to identify these courses quickly because of the time line in place from SC legislature. Prof Wofford believes universities are traditionally protected from government legislature of curriculum, but with the REACH Act SC legislators have prescribed which parts of American history must be taught, violating faculty rights to academic freedom. The Act also violates the 1st Amendment in Prof. Wofford’s opinion – government isn’t allowed to regulate what you say or compel you to speak but she feels that the REACH Act does exactly that by compelling faculty to speak on certain prescribed texts and usurping our ability to determine if some other documents or projects might be more engaging or better suited than simply reading the documents prescribed; Most troubling is the “slippery slope” possibility that failing to challenge this Act could encourage the state legislature to dictate more content in future for other courses.

◊ Comments

- Lisa Covert, History, guest – Thanks for bringing the topic up. Dr. Covert encouraged Senators to consider a resolution related to the Act. It is on the agenda for the AAUP state-wide conference on September 11.
- Suanne Ansari, guest, Chair of General Education Committee, explained that her committee, in order to comply with the REACH Act, will have to review
course proposals to satisfy the Act. She hoped Faculty Senate will consent to review standards for approval in Curriculog.

♦ Speaker Lewis thanked committee chairs.

- Sustainable Literacy Institute – Laura Turner, Theater, guest – Based on what she hears, she believes Darcy Everett will retain her position but Todd LeVasseur will lose his job at the end of this year. (He did not ask her to speak.) QEP program is ending but she does not believe SLI should end. For example, QEP initiative led to FYE program and peer advisors. She noted our core commitments which include “sustainable solutions” and “diversity & equity”. Sustainability education creates gains in our students and allows for education of our faculty. She shared data showing that CofC students are at or above the national average in understanding sustainability concepts. Also concerned that sustainability content is being shifted to Facilities Management away from academics. Encourages retention of the SLI program and the retention of Todd LeVasseur who has “shouldered $.5M QEP successfully while being a temporary employee”. Dissolving SLI seems counter to our College’s strategic plans. Hopes Senate will support this.

◊ Questions/Comments: <Responses italicized>

♦ Irina Gigova – history, senator: Didn’t know there were plans to close SLI, can we hear more? Provost Austin: Thanks, Laura, for bringing forward. There are no plans to move away from the institution’s commitment to sustainability. Dean Knotts and others talking about creating a major in environmental studies and sustainability. The College is a SACS COC accredited institution, and SACS expects we will institutionalize results of QEP. We have 1.5 years to turn in that report and are then required to have the next QEP in place. Creating a major in this area is the way CofC is planning to institutionalize the current QEP. Further, moving the experiential piece to Facilities Management provides a way that students can have hands-on learning; this is in keeping with most other institutions. Margaret Hagood will be working with current QEP director to solidify. Since Provost Austin and Laura met last year, she was surprised to discover that a previous Provost had authorized a tenure-track position in this area – she’s researching this more. Dr. Austin stressed the takeaway: “There is a firm institutional commitment to doing more and doing better and making this a signature program at the College of Charleston.”

♦ Allison Welch – Biology, guest: 90 faculty across 34 departments have been trained in Sustainability. Data from before the creation of the QEP showed that our students were mostly below national average. What is our plan to institutionalize the QEP? Dr Welch explained that her hope is to have 1) an SLI that helps educate faculty and 2) dedicated programs in sustainability.

♦ David Hansen, Management & Marketing, guest: SLI should not be moved to Facilities but should be in Academics. Provost Austin: Agrees, academic concepts need to be taught in the classroom. The experiential piece, which may be managed through facilities or through the community, gives students an opportunity to experience what they learn in classroom.

♦ Kris de Welde – Women & Gender Studies: (Copied from typed comment in Zoom) “It is confusing to me if there is a plan to institutionalize academic aspects of the QEP why the Director and sustainability affiliated faculty have
not been involved in these conversations such as about the shifting of the sustainable development center to facilities, when that particular siloing of “sustainability” is precisely what our QEP strove to change.” Provost Austin: Brian Fisher was involved in many of these conversations as well as many faculty who are involved right now. Deanna Caveny, Associate Provost: The QEP was not designed as the center for sustainable development. There was also the Office of Sustainability in Business Affairs. The QEP and this office were merged into a center then renamed as the Sustainability Institute (SLI). The original institute was not broken apart but instead the melding occurred of QEP and Office of Sustainability, now there is a separation that occurred over a couple of years.

♦ Laura Turner: How will the College maintain the levels of learning and understanding regarding sustainability that we have gained across campus thanks to SLI? We need someone at the helm. William & Mary, one of our peer institutions, has experiential piece in Institutional Effectiveness. Encourage the College to continue our momentum and be innovative.
Provost: Will continue to offer faculty development.

♦ David Hansen offered to speak with Provost Austin to provide her with fuller history as he drafted the original QEP.

8. Constituents’ General Concerns
- Chris Day, Political Science, Director of African Studies, Senator – drew the Senate’s attention to the LCWA signature series called “Black Lives” with many events planned for fall and more coming in spring. Encouraged all to check out https://blogs.cofc.edu/lcwa-signature-series-black-lives/ and invited all to attend the Ranky Tanky concert being held September 9 at 7 pm in the Cistern Yard.

9. The meeting adjourned at 7:20 pm.