FACP 2020-21 Agendas

Please Note: Because some of the agenda items concerned sensitive content, meeting notes are not included, but a summary of meeting notes can be made available about any agenda item by contacting the Chair, Laura Turner at turnerl@cofc.edu

FACP Sept. 11, 2020 Agenda for Meeting with the President

I. Laura - Brief Introductions

II. Faculty Budget concerns
   A. Melissa - Frank discussion concerning decision-making process and projected timeline that the administration is working from to address shortfalls
      1. What role will/have faculty serve(d) in that decision making process?
      2. Triggers for different kinds of budget decisions (where we stand now and in different enrollment scenarios to deal with potential 4-40 million deficit)
      3. What strategies are on the table and how are they prioritized currently?
         i. Furloughs:
            a. how would they be administered?
         ii. Force reduction parameters:
            a. individual faculty?
            b. adjuncts?
            c. programs?
            d. Focus on staff given the ratio?
         iii. Government intervention:
            a. Federal: potential for further support to universities
            b. State: what is being discussed in terms of support for state institutions
            c. City: what is perspective and coordination with local government in terms of health and economic impact of bringing students back to campus
      iv. Other Tactics:
         a. Increasing tuition?
         b. Eliminating abatements?
         c. Sweeping unspent indirects budgets?
         d. Additional efforts to rein in non-personnel expenses (Xerox, phones, software, completely revising/streamlining business processes, etc.)

B. Dan - Messages from Admin to Faculty:
   1. Faculty are feeling they are carrying the major burden to retain students
   2. Faculty are getting a message many times that their efforts are inadequate, even when furloughs are in the air

C. Bob - Messages from Admin. to parents and students about Faculty efforts
1. Clearer communication about value of diverse set of teaching modalities (Faculty feel parents are being given an inadequate explanation of where asynchronous learning may provide opportunities, effort being made by faculty to make all modalities effective through VOLUNTEER training)
2. Clear communication about importance and use of full tuition payments to provide high quality education under circumstances
3. Clear communication about ways that student experience will be enhanced by the College under these circumstances (could be better prepared with specific examples of novel programs that college is putting into place)
4. Are we collecting any data from students and faculty right now about how the semester is going?

D. Steve - Health Concerns
   a. Concerns about going forward with in-person learning given experience at other schools
   b. How can students report activities where students gather for extracurricular activities such as parties where COVID protocol is not being followed without fear of being reported for alcohol/drug violation?

III. Laura - What are expected shifts in priorities of Strategic Plan under these circumstances

IV. President concerns and how we can contribute

FACP Oct. 30, 2020 Agenda for Meeting WITH the President

1. Presidents Concerns
2. Assessment (Steve S.): In the town hall we learned that no plans are in place to assess the students’ current experience and their plans for spring classes. We now have only a few weeks before the majority of students make decisions about the spring. We also understand that parents, based on Facebook comments, are wanting more interaction. We are wondering if the real interaction they are missing (more than classroom interaction) is the type they would normally participate within a social interaction. The faculty feel that there is a disconnect between what the students and parents say they want vs reality - for example, students and parents say they want F2F ideally, but then the students elect to do those classes online via Zoom. Do the parents even know the student is turning the F2F into an online synchronous experience? How do we give some power back to the Faculty to get students into the classroom for F2F courses? We understood that we needed to be accommodating to any students with health concerns, but now we are in a very fluid modality no matter what the designated course delivery is. The faculty are concerned that anecdotes are informing our decisions instead of systematically collecting data. What we hear from the SGA, parents, and some student emails regarding experiences in asynchronous classes may not reflect the majority of students’ experiences. Here’s a few broad survey questions we think would be helpful:
a. Student survey (Steve S):
   i. How many classes are you currently enrolled in that are hybrid, online-synchronous exclusively, and online asynchronous? What’s working well and what could be improved?
   ii. If your class is now being taught in-person, are you actually attending the class in person? What has influenced your decision to attend in-person versus attending online synchronously?
   iii. What’s influencing your decision to enroll in classes this Spring?

b. Faculty Survey (Melissa):
   i. If you are teaching any F2F classes how many students asked to be online for the entire semester?
   ii. Did you have students attending online sporadically without any communication about why they were attending that way?
   iii. How did you deal with that?
   iv. What’s midterm grade data look like for each class format? Do you see any changes in class averages this semester?

c. Parent Survey (Dan):
   i. Have you talked with your student about which format of class they have a preference for?
   ii. Did your student end up attending a F2F online instead of in person?
   iii. Faculty would also like to educate the parents (and students) on the value of maintained quality for asynchronous education. There seems to be a misunderstanding about the blurry line between “out of class” time expectations vs “in class” in asynchronous classes. Some students do not seem to recognize that in a F2F they would spend that time in class and then still have “homework”. We understand it is a delicate balance of offering different modalities without making it seem like students do not need to be on campus and that is a MAJOR factor in our budget.

d. Institution-wide (Laura):
   i. There will be some data available when students register for this spring as to what modalities they are choosing (online, f2f, async), but then the problem is how the students actually take the class? How do we track that?
   ii. Can we make any useful inferences from the data collection suggested above about retention and how we should offer courses in the future?
   iii. We ask faculty to assess their courses and implement changes all the time, what’s happening at higher levels of the College?

3. Faculty Concerns/Input:
   a. (Bob) For those faculty whose teaching assignments make it possible to accommodate online and remote simultaneously, can the registrar cross-list two sections, one in person and one remote, and allow students to sign up for the one they need, whereas for other faculty whose courses cannot easily be taught both ways simultaneously (e.g., those teaching labs, who would have to teach effectively two versions of the course), list only an online or only a remote option? I know this change if possible would relieve a lot of uncertainty and burden for some.
b. (Steve S) There are faculty concerns of furloughs occurring over winter or (now nonexistent) spring break. Looking at the new academic calendar, and thinking about the fiscal year, if furloughs are necessary due to decreased revenue from student attrition, would they occur in the time frame from when grades are due (Monday 5/3 @ 5pm) to end of faculty 9 month contracts on 5/15?

c. (Laura) Can we remove some items that are a burden:
   i. Roll over annual evaluations? (Is there a formal salary freeze other than promoted individuals?)
   ii. No assessments? SACSCOC is completely flexible. So much change has occurred in how we are currently teaching that will affect the efficacy of longitudinal data assessment
   iii. How is the upper administration being flexible? It would help faculty to hear more about these efforts such as the 5 day upper administration furlough.

d. (Dan) Dean Appointments
   i. We understand the appointments of the interim deans is motivated from a place of stabilization and cost saving.
   ii. Were faculty consulted about the decision to appoint the interim deans to non-interim positions?
   iii. Will the new deans' salaries be bumped up now that they're being moved off interim status? What's the cost of this?
   iv. Is there a plan for regular assessment of these “new” and continuing Deans?
   v. Will searches begin next year (if funds were found) which would allow for vetted appointees to be put in place at the end of the “converted” Deans’ 2 year appointments?

e. (Melissa) Academic calendar planning for spring and beyond:
   i. How was the plan vetted? Was there a group of faculty involved?
   ii. If not, could this committee provide that feedback now and in the future?

FACP Dec. 4, 2020 Agenda for Meeting WITH the President

1. Town Hall meetings keeping communication lines open. - Steve Short
2. President’s Concerns
3. Graduate Dean Search - Bob
   a. President’s thoughts about Ad hoc Committee on Graduate School Reorganization Report that was shared
   b. What is the administration's vision for this position?
   c. Timeline of this particular Dean search over others?
4. Pass/Fail options - Melissa
a. Glad to see decision has already been made about spring P/F option so they can plan accordingly.
b. When will students need to claim PS/NS in Spring?
c. PS/NS vs. W for low-income students. Money is lost with W option.
d. Use of this committee for reaction to policy changes and support of the P/F additions.

5. Faculty Interest/Concerns with Shift to Responsibility Center Management - Scott
a. If known, how will staff and faculty learn about the logistics of the shift and what it means to them such as:
   i. Will a price per credit hour be derived for each department/program?
   ii. How will Interdisciplinary Programs and small seminars or subjects (like fiction writing) that inherently require smaller numbers of students be factored in?
   iii. How will interdepartmental conflicts related to the enrollment interests of different departments be resolved?

b. Hiring Priorities (college employment website and Dean Wishlists)

c. Where are we with respect to expected melt for Spring and actual numbers?

d. What are the contingencies if we are down say 100 students? 200 Students?

6. Athletics (basketball returning) vs. Theatre (still on hold) - Steve L.
a. There seems to be a double standard across the nation that athletes can be unmasked in close contact, but performers cannot. Any hope/word of live theatre with an audience to begin again in an outdoor location? The theatre and dance department hopes to share the stage in an outdoor event with the music department’s opera production without masks for the performers who would be staged apart.

7. Dropping students for nonpayment (DFNP) - Dan
a. Dropping students for nonpayment (DFNP) causes logistical and pedagogical problems. Students can be DFNPed at several points in the semester, but those points aren’t always announced to faculty. If it’s still drop/add, another student typically snaps up the open seat. Once DFNPed students have resolved the situation (which might require bouncing back and forth among several offices) they need to ask the department to re-enroll them. At that point, they might’ve missed a week or more. Worse, there might not be any open seats left—and during COVID, we can’t just stuff one more student in.
b. Can students attend while they resolve the DFNP?
   i. Academic regulations and the Treasurer’s Office contradict each other. The Treasurer’s Office says that “you can only request re-entry into your class(es) [after drop-add] if you have been consistently attending your original class(es).” (See https://treasurer.cofc.edu/cancellation/fall-spring.php)
   ii. The academic regulations prohibit consistent attendance, stating that “students may attend a course only if they are officially registered in the course and appear on the instructor’s official course roster,” which DFNPed students wouldn’t (see https://catalog.cofc.edu/content.php?catoid=17&navoid=801).
c. Possible steps to take:
   i. Resolve the contradiction;
   ii. Post the DFNP date on the Academic Calendar
       (https://registrar.cofc.edu/calendars/);
   iii. Streamline the process of resolving DFNPs and getting
        students re-enrolled. We understand people need to pay (so that we can all get
        paid), but could it be done more smoothly?

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FACP Agenda for meeting 1/15/21

1. President’s concerns
2. Faculty Welfare Concerns (Dave)
   a. Physical Plant/Facilities
      Physical Plant and Facilities Management Outline_VER 2_13JAN21.docx
3. Revisit drop for nonpayment (DFNP) policy (Dan)
4. Knowing that COVID has put into hyper-drive online learning trends that were already
   happening pre-COVID:
   a. Is there data available on pre COVID vs. DURING COVID grades for different
      delivery modes broken down into disciplines vs major vs minor vs humanities vs
      electives? Any conclusion yet on trends?
   b. Is there data available on pre COVID vs. DURING COVID registration patterns
      for different delivery modes broken down into disciplines vs major vs minor vs
      humanities vs electives? Any conclusion yet on trends?
   c. Do we still try to sell the non-academic aspect of college that an online only
      school doesn’t offer no matter COVID?
      i. Do we have any media trying to capture the social aspect that shows
         students still connecting with masks on and with no mask on in their living
         quarters.
      d. Is it possible to learn more specifics about the online learning information that is
         being shared with parents by the Provost?
5. “Spring melt” update on students not registered for spring as of our December meeting
6. Any update on required Diversity training being offered via Zoom or could be
   offered/organized more systematically in other ways?

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Agenda for Feb. 12th meeting with the President:

1. Can we learn more specifics about the plans for the Center for Teaching Excellence?
   a. How might it interface with programs already on campus like TLT?
2. What future do you see for the academic components of the Sustainability programs on our campus?
3. School of the Arts Festival at Stono Preserve plans
4. What potential pedagogical impacts do you see resulting from RCM, and how might we mitigate them?
   a. Is there a document summarizing potential costs and benefits of moving to this model that could be shared with faculty?
4. Is there a formal staff reduction plan?
5. Are there any Strategic Plan Specifics you could share beyond what was shared on Friday?
6. Has there been any progress on the process of de-naming and re-naming campus facilities as a result of the BoT meeting?
   a. Grice Marine Lab as a model case.
7. When and how will the vaccination list be put together prioritizing who can get vaccinated and when here at CofC? Any clarity on Higher Ed Teachers vs. K12?

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Agenda for March 29th, 2021 Meeting:

I. President’s Advisory Agenda
   A. Regular meeting agenda: What do you view as the current strengths, weaknesses, opportunities, and threats at the College?
      1. How can we better play our advisory role in giving you feedback?
   B. How has the Back to work plan progressed? How can we help?

II. Faculty Committee Items
   A. Provost Autin (if in attendance)
      1. Can we learn more specifics about the plans for the Center for Teaching Excellence? How might it interface with programs already on campus like TLT?
      2. What future do you see for the academic components of the Sustainability programs on our campus?
   B. President Hsu
      1. In the new strategic plan, excluding student retention, what are your top priorities for undergraduate education?
      2. What do you think will distinguish the College over the next 5-10 years?

III. Brief Points
A. Deans
   1. Changes in leadership in School of Education?
B. Merit Raises or Bonuses?
   1. During the 2/18/21 townhall merit increases were noted to potentially occur in the interim before salary increases. Are merit raises or bonuses still being considered?
C. Can the College register its employees in the VAMS system to help make it easier for us to receive the vaccines?

Agenda for April 29th, 2021 Meeting:

II. President’s Advisory Agenda
   D. What’s on your radar?

IV. Faculty Committee Items
   A. President Hsu
      1. Shared Governance Issues
      2. Follow up on natural attrition of staff (Bob)
      3. Findings of the Historical Review Taskforce and the mission of the new standing committee
   B. Provost Austin (can be moved to convenient time for Provost to attend during the meeting)
      1. Evaluation of Deans
      2. Experiential Learning Concerns
      3. Center for Teaching Excellence interaction with TLT Concerns
      4. Assessment Committee survey research (Steve Short)

V. Brief Points
   A. College Ticketing system fees impacting School of the Arts now being required to use the system