Faculty Welfare Committee Final Report 2020-2021

Members: Boucher, David Chemistry and Biochemistry Associate Professor

Joe Carson, Heather Crosby, Bethany Goodier, Stephane Lafortune, Gretchen McLaine, Joshua Minor, Kenneth Soyeh, Jen Wirght, and David Boucher (Chair).

The following is a summary of the primary tasks and issues the Faculty Welfare Committee (FWC) addressed during the 2020-2021 academic year.

I. COVID-19 Response on Campus

- Early in the year the ongoing response to the COVID-19 pandemic was a priority across campus and the FWC unanimously agreed to table all other unresolved and ongoing issues from the previous year to focus on any emergent issues related to COVID-19. For example, in August 2020 the FWC received a letter of concern regarding COVID-19 and equity presented by The Women’s and Gender Studies Faculty Executive Committee. Chair Boucher discussed his online research on the matter and how other institutions were addressing the concerns in the letter. An outline of this research is enclosed on at the end of this report (COVID-19 EID Policies and Guidelines at Other Institutions). Overall, other institutions had provided online resources with guidelines or recommendations to (1) ensure equity and inclusion was kept at the forefront of their policy-making decisions, (2) mitigate social and economic inequities, and (3) provide a supportive positive and inclusive campus climate during the COVID-19 crisis. However, there was no evidence of tangible policies and procedures implemented at these other institutions that the college could adopt to address the specific concerns outlined in the WGS FEC letter of concern.

Ultimately, Chair Boucher obtained a list of members for thirteen workgroups established to address ongoing COVID-19 concerns across campus. The chairs of these workgroups were contacted to ensure that they were aware of the concerns in the WGD FEC letter and that these concerns were being considered as part of the broader decisions and policies regarding COVID-19 practices and procedures on campus.

- At the start of the 2020-2021 academic year, the FWC received a few other letters or inquiries made by individual faculty or faculty groups. It became evident early on that the FWC lacked any ability to directly affect or implement the policies concerning COVID-19 operational procedures. These policies and procedures were being effectively managed by the COVID-19 working groups. As a result, the FWC primarily served as an active and resolute intermediary between the faculty and administration, by maintaining a steady and robust line of communication with the working groups, faculty senate, and other college-wide committees, and notifying these entities of the issues, concerns, and disputes of the faculty as they arose.
II. Faculty Concerns Regarding Physical Plant and Facilities Management

- Over several years the Faculty Welfare Committee (FWC) has received consistent complaints about lack of facility maintenance, lack of cleanliness in classrooms and hallways, and efficiency of the facilities and maintenance work flow. Many of these issues stem from an unclear administrative structure of Physical Plant. Back in March 2018 the FWC met with the newly hired VP of Facilities Planning John Morris who stated that he was working to create a clear responsibility chart aimed at improving the response times, communication, efficiency and accountability of facilities and maintenance work requests. In 2019 VP Morris, working with the provost and the Academic Council, implemented a building liaison program (https://facilitiesmanagement.cofc.edu/building-liaison/index.php), aimed at improving the communication between Facilities Management and the College community.

- In October 2020 the FWC received many complaints regarding the operational performance and transparency of physical plant and facilities management. The FWC members agreed to collect additional feedback from faculty and chairs about the state of the buildings and workspaces across campus, as well as their satisfaction with the job performance and interactions with physical plant and facilities management. The research done by the FWC revealed that the building liaison program had not been very successful, and a common complaint among faculty is the apparent lack of an effective strategy and communication by Physical Plant and Facility Management. Additionally, using the feedback and anecdotal evidence from faculty, the FWC was able to compile a long list of specific emergent and persistent issues with buildings and workspaces on campus. A copy of this is included at the end of this report (Faculty Concerns Regrading Physical Plant and Facilities Management).

- In January 2021 the list of faculty concerns were presented to President Hsu and John Morris at a meeting of the Faculty Advisory Committee to President.

III. Guidance on Compilation and Physical Construction of Tenure and Promotion Packets

- In Spring 2021 the FWC discussed issues regarding the compilation of tenure and promotion (T&P) packets that were brought to the committee in fall 2020. The specific issues brought to the committee concern the enormous expenditure of faculty labor in preparation of T&P packets, and the lack of clarity and guidance in the Faculty Administration Manual (FAM) for the compilation and the physical construction of packets. The expectations of what must be included in T&P packets and the level of detail required for each entry, e.g., the justification of editorial rigor, vary between departments. Additionally, the FAM (Section VI, “Evaluation of Faculty”) is somewhat vague about the minimum expectations and requirements, so there is a tendency to adopt a “more is better” approach, which helps contribute to the onerous and time-consuming nature of the process. Before moving forward with this issue, the FWC agreed that a Qualtrics poll should be made available to all faculty that have just recently gone through the T&P process, so we can get a better understanding of the different expectations for T&P packets across all schools and departments. Member Wright agreed to compose the Qualtrics poll and to reach out to current and former member of the T&P committee for additional input. Additionally, Chair Boucher contacted academic affairs requesting the T&P committee reports from the previous five years.
The T&P reports (1) described an issue with “excessive lengths” of packets (though no specifics were given about where this occurred), and (2) called for a better process for summarizing Course Instructor Evaluation that is shorter and standardized across all departments (“...documents of 300+ pages are unwieldy and difficult to evaluate. In addition, former and current members of the faculty T&P review committee identified a high degree of volume-related variability is in the candidate’s Departmental Public Folder and the Department Public and Evaluation Supplementary Materials, as summarized below:

1. Candidate’s Departmental Public Folder  
   - Syllabi & sample teaching materials from three courses.  
   - Three sample publications or equivalent creative works – with proof of refereed nature & quality of publication provided  

2. Department Public and Evaluation Supplementary Materials  
   a. Syllabi & sample teaching materials from additional courses taught during period of review  
   b. Additional publications or equivalent creative works during period of review, with proof of refereed nature & quality provided.

Some of the stated requirements for the T&P packets are fairly consistent and unambiguous, e.g., the requirement of 10 page narrative, but other requirements are much more ambiguous. The FWC discussed the need for a more standardized structure and specific guidance for the physical construction of the packet, e.g., limiting the length of certain sections and removing redundancies, developing standardized tables and/or templates, implementing a better process for summarizing Course Instructor Evaluation, providing examples of peer review, etc. FWC members noted that much of the ambiguity may stem from variability of the packets within each school and discussed the possibility of developing a review process at the school level, i.e., by the dean, prior to submission of the packet. This approach will (1) help account for differences between schools and alleviate department-level disparities within each school, and (2) require an initiative within each school to develop a consistent and standardized methodology for constructing T&P packets that is consistent with the FAM and Joint Memo.

Based on the results of the research into this matter, the FWC agreed to send a letter to Provost Austin calling for additional guidance and clarity in the FAM and Joint Memo regarding the compilation of T&P packets, as well as additional proposals by faculty to modify the required documentation and reduce the length of the packets. A copy of this letter is included at the end of this report (FWC Letter to Provost Austin).

IV. Adoption of AAUP Recommendations for Policies Related to Financial Exigency

The FWC was asked to work with the Budget and Committee to promote adoption of the AAUP recommendations for policies related to financial exigency in response to COVID-19 that align with the language in Recommended Institutional Regulations on Academic Freedom and Tenure (2018 Revision). Specific suggestions include modifications of the relevant
College of Charleston  
Faculty Welfare Committee  
September 9, 2020  
11 a.m.  
Zoom Meeting ID: 221 378 8987  

Minutes  

Attendance: Jen Wright, Joe Carson, Stephane Laforluna, Kenneth Soyeh, Heather Crosby, Bethany Goodier, Joshua Minor  

Call to Order  
The meeting was called to order by Committee Chair Boucher at 11:00 a.m.  

Old Business  

- The committee reviewed the unresolved and ongoing issues from the previous year. Given that the ongoing COVID-19 pandemic has taken such a priority across campus the FWC unanimously agreed that the best use of this committee is to focus on any emergent issues related to COVID-19. All unresolved and ongoing issues from the previous committee will be revisited at a later date.  

- The FWC discussed the letter of concern regarding COVID-19 and equity presented by The Women’s and Gender Studies Faculty Executive Committee. Chair Boucher discussed his online research on the matter and how other institutions were addressing the concerns in the letter. An outline of this research is enclosed on p. 2-4. Overall, other institutions had provided online resources with guidelines or recommendations to (1) ensure equity and inclusion was kept at the forefront of their policy-making decisions, (2) mitigate social and economic inequities, and (3) provide a supportive positive and inclusive campus climate during the COVID-19 crisis. However, there was no evidence of tangible policies and procedures implemented at these other institutions that the college could adopt to address the specific concerns outlined in the WGS FEC letter of concern.  

- Chair Boucher had received a list of members for thirteen workgroups established to address ongoing COVID-19 concerns across campus. The chairs of these workgroups were contacted to ensure that they were aware of the concerns in the WGD FEC letter and that these concerns were being considered as part of the broader decisions and policies regarding COVID-19 practices and procedures on campus.  

- Given the inability of the FWC to directly affect or implement policies concerning COVID-19 operational procedures, which are being effectively managed by the COVID-19 working groups, the FWC will to continue to serve as an active and resolute intermediary between the faculty and administration by maintaining a steady and robust line of communication with the working groups, faculty senate, and other college-wide committees, and notifying these entities of the issues, concerns, and disputes of the faculty as they arise.
Adjournment

• The meeting was adjourned at 12:00 p.m.
College of Charleston
Faculty Welfare Committee

September 9, 2020
1 p.m.
Zoom Meeting ID: 953 5687 9503 (Passcode: FWC2020)

Agenda

Old Business

• Briefly review and discuss unresolved or continuing FWC matters (refer to FWC 2019-2020 Final Report).

New Business

• Discuss role of FWC developing ongoing COVID-19 policies and guidelines.
• Address the letter of concern regarding COVID-19 and equity presented by The Women’s and Gender Studies Faculty Executive Committee.

Adjournment
COVID-19 EID Policies and Guidelines at Other Institutions

I. McGill University

COVID-19 Best Practices for Equitable & Inclusive Student-Centered Learning


“To ensure that our new reality does not affect the quality of education and our commitment to equity, we put together a list of best practices and resources to better support student learning during this crisis. Please do not hesitate to reach out to any of us should you require further information or support.”

II. University of Maryland

Inclusive Excellence During the COVID-19 Pandemic


“Key pillars to support a framework for action:
• Make culturally relevant decisions
• Support diverse communities
• Digitize inclusive excellence
• Communicate thoughtfully and inclusively”

UMB Recovery | Novel Coronavirus (COVID-19): Diversity, Equity, and Inclusion Work Group

https://www.umaryland.edu/coronavirus/rtf/diversity/

“Strategies for Focus Area Leaders & Teams
• Develop formal mechanisms to ensure that DEI is a guiding principle in COVID-19 recovery and response...
• Seek input from individuals who bring a diverse perspective prior to finalizing recommendations...
• Review and assess past COVID-19 efforts and identify areas where a DEI perspective is needed in the future...
• Consult with other institutions to learn how other colleges and universities are addressing similar items.
• Consult with other institutions to learn how other colleges and universities are addressing similar items.”

III. University of California

Equity and Inclusion During COVID-19

https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html

IV. University of Buffalo

Promoting Equity and Inclusion during COVID-19

V. University of Cincinnati

**COVID-19 Diversity and Inclusion Resources**

Links to articles: [https://ucblueash.edu/about/diversity/diversity-inclusion-resources.html](https://ucblueash.edu/about/diversity/diversity-inclusion-resources.html)

VI. Northwestern University

**Diversity, Equity and Inclusion COVID-19 Resources**

[https://www.northwestern.edu/diversity/resources/covid-19/](https://www.northwestern.edu/diversity/resources/covid-19/)

“Our office understands that the COVID-19 pandemic is affecting all of us but will likely magnify and exacerbate social and economic inequities for many. We ask that our friends and colleagues across the University keep our commitment to diversity, equity and inclusion at heart as we adjust and reimagine the work ahead of all of us. In this unprecedented moment, we have been taking note of our brilliant colleagues and students across campus and remotely doing innovative and responsive work to support our campus and our broader community.”

**Faculty & Staff Resources**
- Counseling and Psychological Services (CAPS)
- Human Resources
- Learn From Where You Are (Live Virtual Learning)
- NU Cares (Fund for Faculty and Staff in Crisis)
- Office of Equity

VII. University of South Carolina

**Office of Diversity, Equity and Inclusion: Diversity, Equity, and Inclusion Considerations During Covid-19**


This is a general webpage with no specifics policies or procedures.

VIII. Coastal Carolina University

**Equity and Inclusion during COVID-19**

[https://www.coastal.edu/dei/COVID-19](https://www.coastal.edu/dei/COVID-19)

“As CCU strives to keep our students, faculty and staff safe in these unusual times, we are all wondering how we can continue to ensure that support and strengthen our community. This guide provides suggestions to help all members of our community provide a supportive positive and inclusive campus climate during the COVID-19 crisis.”

This webpage contains a list of general guidelines and recommendations.

IX. Clemson University

**Office of Access and Equity**


This is a general webpage with no specifics policies or procedures; it provides links to other COVID-19 websites and for requests for workplace accommodations.
X. George Washington University

Office for Diversity, Equity and Community Engagement (ODECE)

https://diversity.gwu.edu/covid-19-guidance-1

“...ODECE provided guidance to support us as we continue to move forward. Below you will find six documents with links to additional resources:

- GW's Fall 2020 Update
- Addressing COVID-19 Related Bias & Discrimination
- Maintaining Diversity, Equity and Inclusion in Virtual Learning Environments: Guidance for Faculty
- Disability Support Services for Virtual Learning
- Digital Accessibility Checklist for Faculty
- Title IX Protections and Responsibilities During the COVID-19 Crisis”

XI. Brown University

Inclusion & Equity Resources during the COVID-19 Crisis

https://www.brown.edu/about/administration/institutional-diversity/resources/inclusion-equity-resources-during-covid-19-crisis

“The Office of Institutional Equity and Diversity is committed to maintaining an inclusive environment for the entire Brown community during this difficult time. As the University continues to transition learning and business operations to virtual spaces, all members of the community are encouraged to keep equity and inclusion at the forefront of their interactions. Below we share a list of ways you can help to ensure that we continue to uphold our values in regards to diversity, equity, and inclusion.”

Website has links to “Tip sheets”

- Tips for Maintaining Equity and Inclusion in a Virtual Space
- Tips for Maintaining Equity and Inclusion while teaching remotely
- Tips for Maintaining Equity and Inclusion while learning remotely
- Tips for Maintaining Equity and Inclusion while working remotely
- Tips for Maintaining Equity and Inclusion for DEI Practitioners

The website provides a link to the University of California website:
https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html
College of Charleston
Faculty Welfare Committee

November 13, 2020
11 a.m.
Zoom Meeting ID: 953 5687 9503 (Passcode: FWC2020)

Agenda

New Business

• Discuss issues and concerns regarding the compilation of tenure and promotion packages.

Adjournment
College of Charleston
Faculty Welfare Committee

November 13, 2020
11 a.m.
Zoom Meeting ID: 953 5687 9503

Attendance: Kenneth Soyeh, Gretchen McClaine, Joshua Minor, Jen Wright, Joe Carson, Stephane Lafortuna, Dave Boucher.

Call to Order

The meeting was called to order by Committee Chair Boucher at 11:00 a.m.

New Business

• The FWC discussed issues regarding the compilation of tenure and promotion (T&P) packets that were recently brought to the committee. The specific issues brought to the committee concern the enormous expenditure of faculty labor in preparation of T&P packets:
  
  o First, there is an objection to T&P candidates being required to compile and submit information that Academic Affairs already possesses, e.g., student course evaluations.
  
  o Second, there is a request that T&P candidates not be required to provide justification of editorial rigor for standard journals, such as flagship journals within respective fields.

• The major complaint is that the current system is particularly damaging because it disproportionately affects junior faculty members, who often have enormous pressures on their time commitments, e.g., new course preparations, setting up a new lab, etc., and are in a vulnerable position where they are least able to question the process.

• Prior to the meeting Chair Boucher contacted the T&P committee to pass on these concerns. With regard to each point above:
  
  o The first concern is related to a software issue, and perhaps this problem can be addressed accordingly through changes in the software.
  
  o With regard to the second issue, candidates are required to present evidence of peer-review and the type of review for each piece of evidence. In general, this process should not be onerous and it is extremely helpful at the Campus Wide T&P level. Thus, it would be unreasonable to request is to remove this evidence from the packet.

• During the course of the discussion it was revealed that beyond the two specific points listed above, it appears that the expectations of what must be included in T&P packets and the level of detail required for each entry, e.g., the justification of editorial rigor, vary between departments. Additionally, the FAM (Section VI, “Evaluation of Faculty”) is somewhat vague about the minimum expectations and requirements, so there is a tendency to adopt a “more
is better” approach, which helps contribute to the onerous and time-consuming nature of the process. Before moving forward with this issue, the FWC agreed that a Qualtrics poll should be made available to all faculty that have just recently gone through the T&P process, so we can get a better understanding of the different expectations for T&P packets across all schools and departments. Member Wright agreed to compose the Qualtrics poll. The FWC will vote on the poll after it is completed and then distribute it to the chairs of each department.

Adjournment

The meeting was adjourned at 11:55 a.m.
College of Charleston
Faculty Welfare Committee

December 14, 2020
11 a.m.
Zoom Meeting ID: 953 5687 9503

Agenda

New Business

- Discuss recent complaints brought to the FWC regarding the operational performance and transparency of physical plant and facilities management, and the state of buildings and workspaces across campus.

Adjournment
College of Charleston  
Faculty Welfare Committee  

December 14, 2020  
11 a.m.  
Zoom Meeting ID: 953 5687 9503

Minutes

 Attendance: Kenneth Soyeh, Joshua Minor, Heather Crosby, Stephane Lafortuna, Jen Wright, Gretchen McLaine, Joe Carson, and Dave Boucher.

Call to Order

The meeting was called to order by Committee Chair Boucher at 11:00 a.m.

New Business

• The FWC discussed complaints that were brought to the committee regarding the operational performance and transparency of physical plant and facilities management.

• The FWC members agreed to collect feedback from faculty and chairs about the state of the buildings and workspaces across campus, as well as their satisfaction with the job performance and interactions with physical plant and facilities management.

• The feedback will be compiled and presented to President Hsu at the first FACP meeting in January 2021.

Adjournment

The meeting was adjourned at 11:55 a.m.
College of Charleston
Faculty Welfare Committee

January 20, 2021
11 a.m.
Zoom Meeting ID: 953 5687 9503

Agenda

Old Business

• Approval of minutes from previous meeting(s).
• Revisit campus-wide consistency of standards and expectation for preparing T&P packets
• Discuss ongoing efforts to address issues with physical plant and facilities management.

New Business

• Discuss AAUP recommendations for policies related to financial exigency.

Adjournment
College of Charleston
Faculty Welfare Committee

January 20, 2021
11 a.m.
Zoom Meeting ID: 953 5687 9503

Minutes

Attendance: Kenneth Soyeh, Joshua Minor, Heather Crosby, Stephane LaFortuna, Jen Wright, Gretchen McLaine, Joe Carson, and Dave Boucher.

Call to Order

The meeting was called to order by Committee Chair Boucher at 11:00 a.m.

Old Business

- Approval of minutes from previous FWC meeting on December 14, 2020.
- FWC members spent the winter break gathering information about the state of buildings and facilities across campus, and ongoing issues with physical plant and facilities management. This information was presented to President Hsu at the meeting of the Faculty Advisory Committee to the President (FACP) on January 2021. John Morris, the Vice President of Facilities Management, was also present at the FACP meeting. The document presented to President Hsu and John Morris is included at the end of this document.
- FWC members agreed to conduct a survey of faculty, department chairs, and members of the T&P committee to gather specific details about how to improve the process of physical construction and compilation of T&P packets. Once these surveys are complete the FWC can identify distinct areas requiring improvement, at which point the committee can present a list of specific recommendations to the T&P and FAM committees, Academic Affairs, and the Provost.

New Business

- The FWC was asked to work with the Budget and Committee to promote adoption of the AAUP recommendations for policies related to financial exigency in response to COVID-19 that align with the language in Recommended Institutional Regulations on Academic Freedom and Tenure (2018 Revision). Specific suggestions include modifications of the relevant sections of the FAM, i.e., FAM part VII, C.1.a-b: (1) include the AAUP definition of financial exigency (FE), (2) describe the faculty role in determining that FE exists, (3) outline the role of faculty in determining which positions and programs should be terminated, (4) information that must be provided to the faculty body to make these decisions, and (5) efforts that must happen before resorting to termination of faculty positions.
Adjournment

The meeting was adjourned at 12:30 p.m.
College of Charleston
Faculty Welfare Committee

March 3, 2021
11 a.m.
Zoom Meeting ID: 953 5687 9503

Agenda

Old Business

- Review results of polling and feedback from faculty about the volume-related variability T&P packets, and the lack of clarity and guidance in the FAM and Joint Memo regarding the compilation and physical construction of T&P packets.

Adjournment
Minutes

Location: Zoom Meeting (Meeting ID: 934 8999 6672)

Attendance: Bethany Goodier, Kenneth Soyeh, Joshua Minor, Heather Crosby, Stephane Lafortuna, Jen Wright, Joe Carson, and Dave Boucher.

Call to Order

The meeting was called to order by Committee Chair Boucher at 11:00 a.m.

Old Business

• Approval of minutes from previous meeting on January 20, 2021.

New Business

• Chair Boucher contacted academic affairs requesting the T&P committee reports from the previous five years. The T&P reports, which were distributed to FWC members, (1) described an issue with “excessive lengths” of packets (though no specifics were given about where this occurred), and (2) called for a better process for summarizing Course Instructor Evaluation that is shorter and standardized across all departments (“...documents of 300+ pages are unwieldy and difficult to evaluate...”).

• Member Wright discussed contacts with a former and current members of the faculty T&P review committee regarding the T&P packet preparation process. It appears that the places where members of the T&P committee seeing a high degree of volume-related variability is in the candidate’s Departmental Public Folder and the Department Public and Evaluation Supplementary Materials, as summarized below:

  1. Candidate’s Departmental Public Folder
     a. Syllabi & sample teaching materials from three courses.
     b. Three sample publications or equivalent creative works – with proof of refereed nature & quality of publication provided

  2. Department Public and Evaluation Supplementary Materials
     a. Syllabi & sample teaching materials from additional courses taught during period of review
b. Additional publications or equivalent creative works during period of review, with proof of refereed nature & quality provided.

- Some of the stated requirements for the T&P packets are fairly consistent and unambiguous, e.g., the requirement of 10 page narrative, but other requirements are much more ambiguous. The FWC discussed the need for a more standardized structure and specific guidance for the physical construction of the packet, e.g., limiting the length of certain sections and removing redundancies, developing standardized tables and/or templates, implementing a better process for summarizing Course Instructor Evaluation, providing examples of peer review, etc.

- FWC members noted that much of the ambiguity may stem from variability of the packets within each school and discussed the possibility of developing a review process at the school level, i.e., by the dean, prior to submission of the packet. This approach will (1) help account for differences between schools and alleviate department-level disparities within each school, and (2) require an initiative within each school to develop a consistent and standardized methodology for constructing T&P packets that is consistent with the FAM and Joint Memo.

**Adjournment**

The meeting was adjourned at 11:47 a.m.
College of Charleston  
Faculty Welfare Committee  

April 28, 2021  
11 a.m.  
Zoom Meeting ID: 873 4977 3690  

Agenda  

New Business  

- Approval of minutes.  
- Updates and progress regarding T&P process.  
- End-of-year review and discussion of any new or unresolved issues for incoming FWC.  

Adjournment
sections of the FAM, i.e., FAM part VII, C.1.a-b: (1) include the AAUP definition of financial exigency, (2) describe the faculty role in determining that financial exigency exists, (3) outline the role of faculty in determining which positions and programs should be terminated, (4) information that must be provided to the faculty body to make these decisions, and (5) efforts that must happen before resorting to termination of faculty positions.

• Chair Boucher met with Scott Harris, the Chair of the Budget Committee (DC) to discuss this matter. Both agreed that research should be conducted to determine how the issue of financial exigency is being addressed at other institutions and that a joint meeting between BC and FWC should be scheduled to discuss the matter and devise a proposal and set of recommendations for handling financial exigency at College of Charleston.

• The joint meeting was not scheduled this year and issue of financial exigency remains unresolved at the time this final report was submitted.

Respectfully submitted, May 2021
David S. Boucher
Chair, Faculty Welfare Committee 2020-2021

Attachment: COVID-19 EID Policies and Guidelines at Other Institutions (3 pages).
Attachment: Faculty Concerns Regarding Physical Plant and Facilities Management (3 pages).
Attachment: FWC Letter to Provost Austin (2 pages)
COVID-19 EID Policies and Guidelines at Other Institutions

I. McGill University

COVID-19 Best Practices for Equitable & Inclusive Student-Centered Learning


“To ensure that our new reality does not affect the quality of education and our commitment to equity, we put together a list of best practices and resources to better support student learning during this crisis. Please do not hesitate to reach out to any of us should you require further information or support.”

II. University of Maryland

Inclusive Excellence During the COVID-19 Pandemic


“Key pillars to support a framework for action:
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“Strategies for Focus Area Leaders & Teams
• Develop formal mechanisms to ensure that DEI is a guiding principle in COVID-19 recovery and response...
• Seek input from individuals who bring a diverse perspective prior to finalizing recommendations...
• Review and assess past COVID-19 efforts and identify areas where a DEI perspective is needed in the future...
• Consult with other institutions to learn how other colleges and universities are addressing similar items.
• Consult with other institutions to learn how other colleges and universities are addressing similar items.”

III. University of California

Equity and Inclusion During COVID-19

https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html

IV. University of Buffalo
Promoting Equity and Inclusion during COVID-19


V. University of Cincinnati

COVID-19 Diversity and Inclusion Resources

Links to articles: https://ucblueash.edu/about/diversity/diversity-inclusion-resources.html

VI. Northwestern University

Diversity, Equity and Inclusion COVID-19 Resources

https://www.northwestern.edu/diversity/resources/covid-19/

“Our office understands that the COVID-19 pandemic is affecting all of us but will likely magnify and exacerbate social and economic inequities for many. We ask that our friends and colleagues across the University keep our commitment to diversity, equity and inclusion at heart as we adjust and reimagine the work ahead of all of us. In this unprecedented moment, we have been taking note of our brilliant colleagues and students across campus and remotely doing innovative and responsive work to support our campus and our broader community.”

Faculty & Staff Resources
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- Human Resources
- Learn From Where You Are (Live Virtual Learning)
- NU Cares (Fund for Faculty and Staff in Crisis)
- Office of Equity

VII. University of South Carolina

Office of Diversity, Equity and Inclusion: Diversity, Equity, and Inclusion Considerations During Covid-19

https://www.sc.edu/about/offices_and_divisions/diversity_equity_and_inclusion/about_us/news/2020/covid-19_considerations.php

This is a general webpage with no specifics policies or procedures.

VIII. Coastal Carolina University

Equity and Inclusion during COVID-19

https://www.coastal.edu/dei/COVID-19

“As CCU strives to keep our students, faculty and staff safe in these unusual times, we are all wondering how we can continue to ensure that support and strengthen our community. This guide provides suggestions to help all members of our community provide a supportive positive and inclusive campus climate during the COVID-19 crisis.”

This webpage contains a list of general guidelines and recommendations.
IX. Clemson University

*Office of Access and Equity*


*This is a general webpage with no specifics policies or procedures; it provides links to other COVID-19 websites and for requests for workplace accommodations.*

X. George Washington University

*Office for Diversity, Equity and Community Engagement (ODECE)*

https://diversity.gwu.edu/covid-19-guidance-1

“...ODECE provided guidance to support us as we continue to move forward. Below you will find six documents with links to additional resources:

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- Addressing COVID-19 Related Bias & Discrimination
- Maintaining Diversity, Equity and Inclusion in Virtual Learning Environments: Guidance for Faculty
- Disability Support Services for Virtual Learning
- Digital Accessibility Checklist for Faculty
- Title IX Protections and Responsibilities During the COVID-19 Crisis”

XI. Brown University

*Inclusion & Equity Resources during the COVID-19 Crisis*

https://www.brown.edu/about/administration/institutional-diversity/resources/inclusion-equity-resources-during-covid-19-crisis

“The Office of Institutional Equity and Diversity is committed to maintaining an inclusive environment for the entire Brown community during this difficult time. As the University continues to transition learning and business operations to virtual spaces, all members of the community are encouraged to keep equity and inclusion at the forefront of their interactions. Below we share a list of ways you can help to ensure that we continue to uphold our values in regards to diversity, equity, and inclusion.”

Website has links to “Tip sheets”

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- Tips for Maintaining Equity and Inclusion while teaching remotely
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- Tips for Maintaining Equity and Inclusion for DEI Practitioners

The website provides a link to the University of California website:

https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html
**Faculty Concerns Regarding Physical Plant and Facilities Management**

Below is an outline of ongoing issues and concerns recently compiled by the Faculty Welfare Committee based on feedback from faculty and department chairs across campus. The outline below is not a comprehensive list, but it is intended to highlight the scope and breadth of the issues. Beyond the specific issues listed below, a common complaint is the apparent lack of an effective strategy and communication by Physical Plant and Facility Management. These concerns seem urgent to solve, and frankly difficult to ignore at this point because of their deleterious effects on teaching and research effectiveness and productivity. It is our hope that we can finally make some meaningful and substantive changes to resolve them.

**SSM Buildings**

**A. SSMB:**

- Roof problems, e.g., leaks around light fixtures on 3rd floor.
- Mold on ceilings and vents.
- Consistent, ongoing issues with HVAC and steam disruptions, often without any communication or expectations about times for repair.
- Long wait times for work orders to be addressed, and most often without notice.
- Continuous emergency and deliberate service maintenance interventions result in significant disruption in research.
- Molds present in the air contaminate and ruin the experiments of students that work with yeasts.

Inadequate environmental (temperature and humidity) control:

- affects experimental results, e.g., chemical reactions are often moisture-sensitive.
- can damage sensitive instruments, which is most likely not covered by maintenance contracts and insurance policies.
- Affects long term storage of chemicals, causing degradation and premature disposal of expensive reagents.

**B. Rita Liddy Hollings Science Center:**

- Issues getting custodial work done on a regular basis (trash cans weren't being emptied in labs, etc.).
- Faculty having to wait several months for Physical Plant to change a light bulb.
- Ongoing HVAC issues.
- HVAC systems causing loud noise in the classrooms.
- Outside contractors accessing facilities without notifying faculty and staff.
- As with SSMB, there is a general unresponsiveness of physical plant and facilities management personnel.
C. Robert Scott Small Building:

- Persistent cold temperatures in the 3rd floor offices and corridors in RSS especially along the internal hall at RSS 355, and RSS 328.
- The 3rd floor thermostats are often incorrectly set to low temperatures. If they were set to higher temperature (72 for example), that would help (and perhaps solve) this persistent problem.

D. 4 Greenway:

- There are still cracked windows in the stairwell and the second-floor adjunct office, and the HVAC unit in one of the top floor offices isn’t powerful enough to either heat or cool the office, and fills up with black mold.

E. Maybank Hall:

- There’s the "faculty" bathrooms that have zero ventilation, causing odors.
- The halls are unable to accommodate all the students during class changes due to the double doors, elevators, stairs, and general overcrowding.
- Sometimes the AC is so loud you can’t hear yourself lecture. The rooms in Maybank have a generally run-down appearance.

HSS buildings

A. 7 College Way

- Rooms 100 & 105: AC/heat units were broken all year. This has allowed for mold buildup in 100, some of which was remedied through a direct work order in September.
- The accessibility ramp leading to the WGS office, and also to offices on that bottom floor of 7 College Way, has a huge hole in it from rotted out wood.
- Recently, campus workers had remedied mold in the bathroom on that lowest level of the building, but the walls and new sheet rock needed to be repainted.

B. 9 College Way: Several work orders have been submitted in the past year or so and still have not been completed.

- Water damage to wall from leaking AC unit (in kitchen, 2nd floor)
- Doors to conference room 202 need to be painted/stained after mold remediation
- Double-door leading to porch (on 2nd floor) needs to be repaired
- Cracked plaster in ceiling of hallway between conference rooms and in 202 conference room.

C. 14 Coming Street:

- Remove water fountain – the water is not potable.
• The air conditioner in 201 leaked over the summer. We made a request to have the carpet cleaned because the musty-moldy smell was pretty rough. **Still has not been completed.**
• Maintenance started, but never finished, repairing a broken window in office 101.
• There is broken glass in a window in office 202 that needs to be repaired.
• Remove plants growing on the roof, which we suspect are contributing to the **rodent problem** in the office.

**D. 19 St. Philip**
• The exterior desperately needs painting and repairs.
• There is mold growing around the building, paint is peeling, and window casings are rotten.

**E. 88 Wentworth**
• There is evidence of mold throughout the building
• There have been serious problems with the bathrooms.
• The carpet is old and moldy.
• There is staining from leaks throughout the building and missing or damaged ceiling tiles.

**School of Business Buildings**

**A. Tate Building:**
• Sheetrock from the ceiling of the Atrium on rainy days falls to the floor and sometimes have hit students and others in the area.
• Leaks through the front glass (i.e., the large glass in front of building, 5 Liberty Street)
• Leaks in the faculty offices on the 3rd (305, 302, etc.).
• Sheetrock falling off the window casing, wetting papers, etc.
• Leak on 4\(^{th}\) floor hallway.
• Tate Gallery by Jack Tate’s picture.
• Tate Gallery-window leak.
• Near Tate 305 leak in corner.
• Supplies in restrooms not always replaced in a timely manner.
• Water spraying in Ladies room on the first floor for hand drier.
• Clogged toilets not fixed immediately.
• Tate 202 always cold in winter hot in summer. Never able to correct problem.
• Not always able to locate cleaning staff in time of emergency and refusal by some to help.
FWC Letter to Provost Austin

May 10, 2021

Suzanne Austin
Provost and Executive Vice President for Academic Affairs
College of Charleston
Office of the Provost and Academic Affairs
Randolph Hall, Suite 210
66 George Street, Charleston, SC 29424

Provost Austin,

As members of the Faculty Welfare Committee (FWC) we were pleased to receive your e-mail on April 27, 2021 announcing your work to modify the Joint Memo on Tenure, Promotion, and Third-Year Review (Joint Memo), and the potential modifications to the relevant sections of the Faculty/Administration Manual (FAM). Over the course of the spring 2021 semester the FWC has been addressing concerns that have been raised by faculty about the physical construction of the Tenure and Promotion (T&P) packet. Our research on this matter has identified a few key problems with the preparation of T&P packets. Moreover, feedback from faculty, including current and former members of the T&P committee, has produced many valuable suggestions for reducing the burden of this process for candidates and reviewers.

Faculty have described the packet preparation process as onerous and time-consuming, stemming in large part from the vagueness of the FAM and the Joint Memo. Some of the stated requirements for the T&P packets are fairly consistent and unambiguous, e.g., the requirement of ten-page narrative, but other requirements are much more ambiguous. The FAM provides guidance on what counts as evidence of teaching, research, and service, but it provides little, if any, guidance on the physical construction of T&P packets. Additionally, our review of recent T&P committee reports and discussions with current and former members of the T&P committee have revealed several areas of the T&P packet where there is significant variability in volume and level of detail – specifically:

- **Candidate’s Departmental Public Folder**
  - Syllabi & sample teaching materials from three courses
  - Three sample publications or equivalent creative works (with proof of refereed nature & quality of publication provided)

- **Dept Public and Eval Supplementary Materials**
  - Syllabi & sample teaching materials from additional courses taught during period of review
  - Additional publications or equivalent creative works during period of review (with proof of refereed nature & quality of publication provided)

Without clear guidelines in the FAM and Joint Memo, faculty are effectively adopting a “more-is-better” approach and packets with hundreds of seemingly superfluous pages of pdfs and/or...
Powerpoint slides are not uncommon. The compilation of these massive packets is not only time-consuming for the candidates, T&P committee, etc., but ultimately much of the content is expendable and does not benefit the candidates or the reviewers at different levels.

It is clear that a more standardized structure and specific guidance for the physical construction of T&P packets are needed. Efforts to reduce the burden of documentation should de-emphasize volume in favor of meaningful curation of more concise and compelling T&P packets. Indeed, apart from the volume disparities noted above, faculty have proposed practical changes to specific parts of packets that will help streamline the compilation and review processes, e.g., limiting the length of certain sections and removing redundancies, developing standardized tables and templates, implementing a better process for summarizing Course Instructor Evaluation, and reducing the number of representative courses needed to demonstrate teaching effectiveness.

Significant changes to the FAM will ultimately be needed to codify new guidelines for constructing T&P packets. We acknowledge that a “one-size-fits-all” approach is not feasible across all schools and departments. Indeed, some of the ambiguity of the FAM and Joint Memo may be a deliberate attempt to manage differences in assessment criteria across campus. Future initiatives within each school can help alleviate department-level disparities by establishing standardized guidelines for assembling T&P packets that are consistent with the FAM. In the short term, however, we believe that the Joint Memo is the most effective way to expedite substantive changes to make packet preparation easier and uniform across campus. As your office works to modify the Joint Memo to address how major faculty reviews are handled in response to the pandemic, we encourage you also consider the faculty concerns regarding the physical construction of T&P packets. We welcome the opportunity to meet with you to discuss our findings, and we suggest that you meet with current and former members of the T&P committee – such as Chris Korey, Vijay Vulava, Irina Gigova – who have offered specific details to streamline the documentation process and reduce the burden of both candidates and reviewers.

Sincerely,

Faculty Welfare Committee (2020-2021):
Dave Boucher, Chair (Department of Chemistry and Biochemistry)
Joe Carson (Department of Physics and Astronomy)
Heather Crosby (Department of History)
Bethany Goodier (Department of Communication)
Stephane Lafortune (Department of Mathematics)
Gretchen McLaine (Department of Theater and Dance)
Joshua Minor (Library)
Kenneth Soyeh (Department of Finance)
Jennifer Cole Wright (Department of Psychology)