Agenda

1. Call to Order

2. Approval of the October 5, 2021 minutes

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. Provost Suzanne Austin
   c. Budget Committee (Robert Pitts, Chair)

5. New Business
   a. Curriculum Committee (Xi Cui, Chair)
      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 - 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 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): Curriculog link
      x. New course PHYS 305: a new course PHYS 305 The Nexus of Management and Weather is proposed for the BAWC 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. 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)

i. REI Courses:

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
O. EDFS - 201 - Foundations of Education 2021-2022 Race, Equity, and Inclusion (REI):
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)
   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

7. Adjournment
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.


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” .............$2,838,40
   Notable additions include:
   IT Contract Escalations ......................$  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
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 ½ 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 ½ 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).