Faculty Senate, Tuesday, January 11, 2022 5:00 PM
Meeting via Zoom

Agenda

1. Call to Order

2. Approval of the December 7, 2021 minutes

3. Announcements and Information

4. Reports
   a. Speaker of the Faculty Simon Lewis
   b. Paul Patrick (Office of the President)
   c. Margaret Hagood (CETL)
   d. Reapportionment (N&E, Laura Penny)

5. New Business
   a. Curriculum Committee (Xi Cui, Chair)
      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

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 Currculog link

b. General Education Committee (Suanne Ansari, Chair)

i. REI
      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
   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

C. Committee on Graduate Education (Shawn Morrison)
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

7. Adjournment
Center for Excellence in Teaching and Learning (CETL)
Fall 2021 Faculty Survey Highlights

Margaret Hagood, Director
Survey Construction

● CETL Advisory Committee, made up of representatives from all schools, a member of Faculty Senate, and a representative from TLT, worked with divisions across campus.
● 74 statements with Likert scale response and open-ended comments at end of each section.
● Survey ran from October 20, 2021 to November 1, 2021.
● Distributed via email to all faculty (877 emails).
● Six sections:
  
  Teaching pedagogy
  Students

  Support of Teaching
  Support Materials

  Advising and Student Mentoring

  Supporting

  Learning

  Culture of Wellness & Well-Being
Responses: 25.9 % response rate

HSS: 26.8%

SSM: 19.7 %

SOB: 15.4%

LCWA: 13.2%

EHHP: 11 %

SOTA: 7%

Associate Professor: 29.8 %

Full Professor: 28.5%

Assistant Professor: 19.3%

Adjunct Professor: 8%

Senior Instructor: 5.7%

Instructor: 4.8%

Visiting Faculty: 3.8%
Survey Highlights

- Faculty value professional development and include it in their annual goal setting, but they have a difficult time finding time to fit it in.
  - Most faculty want professional development opportunities offered during 10-month contract
  - Faculty prefer small group professional development, followed by workshops, conferences, one-on-one consultations, on-demand, online groups
  - Most faculty prefer communication from CETL via email and on the website
- Pandemic conditions since March 2020 have made thoughtful professional development difficult as face-to-face instruction moved online and faculty needed to focus on new forms of instruction.
- More than 80% of the responding faculty are interested in learning about new pedagogies and strategies to enhance teaching.
- 78% of the responding faculty want to learn more about strategies for student engagement
- Faculty would like to have more incentives/recognition for excellent/innovative teaching.
Survey Highlights continued

- 84% of respondents would like additional tools beyond student evaluations to inform their instruction.

- Peer evaluation varies widely across schools/departments.

- Over half of the responding faculty would like support in connecting advising and mentoring into their annual reviews and major evaluations.

- Resources to support instruction are often unknown to and underutilized by faculty.

- 70% of respondents believe wellness and well-being are important components of teaching and learning; 48% feel confident in their abilities to infuse a culture of wellness and well-being into their courses.
CETL Next Steps

- Monthly email communication
- Collaborate with units across campus
  - To curate and share resources for teaching and learning
  - For creation of pedagogies to support faculty development
- Provide one-on-one consultations for instructor goal setting and feedback
- Spring Offerings
  - First few weeks of classes online check-in
  - QEP/OID/CETL REI Spring Book Club Discussion
  - February-March-April Lunch and Learn topics TBD
  - ORGA workshop for NSF Early Career Development Program Award
  - Writer’s Retreat (March and May)
  - Course Re/design Retreat (May)
CETL Advisory Committee Members

Tamara Butler, Libraries
Janine McCabe, SOTA
Yu Gong, SSM
Zach Hartje, TLT
Lei Jin, LCWA

Steve Litvin, SOB
Brooke Permenter, Honors
College/Senate
John Peters, Graduate School
Nenad Radakovic, EHHP
Chris Warnick, HSS
Allocation of Faculty Senators for 2022 - 2025

Emily Beck, Irina Gigova, Thomas Ivey, Phyllis Jestice, Natalia Khoma, Namjin Lee, and Laura Penny (chair)
Why and what’s the process?

• “Every three years, beginning in the fall semester of 2015, the Committee on Nominations and Elections shall...report, at the January meeting of the Faculty Senate, the allocation of Faculty Senators for each School to be effective at the start of the next fall semester.” ~ Faculty/Administration Manual

• Process:
  1. Acquire numbers from Academic Affairs
  2. Apply Huntington-Hill method to the data
  3. Determine new senator count for each school
  4. Report at January meeting
The numbers as reported by Academic Affairs

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Faculty</th>
</tr>
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<tbody>
<tr>
<td>EHHP</td>
<td>41</td>
</tr>
<tr>
<td>HSS</td>
<td>141</td>
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<tr>
<td>LCWA</td>
<td>57.5</td>
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<tr>
<td>LIBR</td>
<td>23</td>
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<tr>
<td>SBE</td>
<td>65</td>
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<tr>
<td>SOTA</td>
<td>45</td>
</tr>
<tr>
<td>SSM</td>
<td>131.5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>504</strong></td>
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</table>
The Huntington-Hill Method

1. Find the divisor \( D = \frac{\text{Total number of faculty}}{\text{number of Senate seats}} \)

2. Find the school quota \( (\text{quota} = \frac{\text{number of school faculty}}{D}) \)

3. Compare the school quota to the geometric mean (i.e. quota is 4.125, geom. mean = \( \sqrt[5]{4 \times 5} \approx 4.472 \))

4. If the school quota exceeds the geometric mean, give that school an extra seat

5. Adjust the divisor as necessary to make sure all seats are apportioned, total number of senate seats is 50.

https://sites.google.com/site/huntingtonhillmethod/the-huntington-hill-method
## Allocated Senators for Fall 2022 – Spring 2025

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Faculty</th>
<th>2022-25 Number of Senators</th>
<th>Departmental Senators</th>
<th>At-large Senators</th>
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<tr>
<td>EHHP</td>
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<tr>
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<tr>
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<td>57.5</td>
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<td>4</td>
<td>2</td>
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<tr>
<td>LIBR</td>
<td>23</td>
<td>2</td>
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<tr>
<td>SSM</td>
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## Resulting Changes

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<th>2022-25 Number of Senators</th>
<th>2019-22 Number of Senators</th>
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Questions?