Faculty Senate, Tuesday, September 1, 2020, 5:00 PM
Via Zoom

Voting/unanimous consent results appear in red.

1. The meeting was called to order at 5:00 PM.

2. Announcements and Information:

   Noting that there is no provision in our by-laws for electronic/virtual meetings, Speaker Lewis asked for unanimous consent that senate continue to conduct business via Zoom this semester, with the understanding that our votes are provisional until such time as we can assemble and formally ratify all votes taken during virtual meetings. Meanwhile, the Committee on the By-Laws and the Faculty/Administration Manual will work on amending the by-laws to allow for electronic meetings.

   Parliamentarian George Pothering and Senator Bob Mignone (SSM) discussed the possibility of using the electronic faculty ballot system to conduct a vote validating the provisional votes cast via Zoom by the Senate.

   **Unanimous consent was given to proceed as Speaker Lewis proposed.**

3. The April 7-14, 2020, minutes were approved.

4. Reports

   a. Speaker of the Faculty Simon Lewis

   Speaker Lewis thanked faculty and staff for all their efforts over the summer and acknowledged the dilemma facing the administration regarding re-opening decisions. He stressed the importance of maintaining a sense of community among students in online classes, and the difficulty of maintaining a sense of community among faculty when we are unable to meet in person, for instance at the Faculty House. He recommended joining the Faculty Governance listserv and making use of the IRIE database (interdisciplinary research --- irie.cofc.edu).

   b. President Andrew Hsu

   President Hsu reported that he has received a great deal of feedback from the campus community regarding the decision to move forward with plans to bring students back and teach hybrid courses on campus starting September 14; the response has been about evenly split for and against coming back. Our goal, he said, is to try to capture as much of the semester as we can with students living on campus with some form of face-to-face
instruction. He reiterated that “nothing is written in stone” and that the College will pivot as science and data dictate. He thanked the faculty for their strength and hard work, and for continuing to move the institution forward.

President Hsu also affirmed that the College will move forward with our strategic plan, having identified student retention as the top priority for the coming year.

He introduced three members of the leadership team who are new to the College: Provost and EVP of Academic Affairs Suzanne Austin, EVP of Business Affairs and CFO John Loonon, and Vice President of University Marketing and Enrollment Management Amy Takayama-Perez.

Q&A:

Senator Todd Grantham (Philosophy) asked for an update on enrollment. President Hsu reported that we ended up with 2060 entering freshmen, 60 more than this time last year. Unfortunately, that figure falls short of our target of 2300, which, prior to COVID, we were on track to surpass by 100. EVP Takayama-Perez added that we exceeded targets for transfers, with about 500.

Responding to a question from Jon Hakkila (Associate Dean, Graduate School), President Hsu said that we lost about 160 continuing students plus another 150 or so non-degree students, but that the latter group does not represent much lost revenue.

Senator Irina Gigova (HSS) asked, in the event that the number of infections significantly increases and we revert to all-online classes, is the plan to close the campus and send students home or try to keep them here? President Hsu replied that the plan is to keep them here if possible, with infected students isolating or in quarantine. To some extent, he said, we’re already doing that with the cases we’ve seen so far. He added that, based on the experience of other colleges in the state that have re-opened, on-campus activities are relatively safe and easy to control, but off-campus activities, especially on weekends, are the problem.

Prof. Jacob Steere-Williams asked what the College intends to do to accommodate faculty who have young children at home during the pandemic. He stressed the difficulties facing faculty members in this situation. Pres. Hsu replied that senior leadership has discussed assembling a task force on supporting faculty and staff. He said that he recognizes the importance of the issue and invites faculty to send suggestions gleaned from the practices of other institutions.

Senator Bob Mignone (SSM) asked for an update on state appropriations. Pres. Hsu replied that the state legislature has not yet passed a budget and will likely just pass another continuing resolution. Based on conversations with other university presidents, he believes funding for higher ed in the state will probably stay the same as last year.
Senator Mignone asked if there were other schools in South Carolina that had resumed face-to-face instruction and were doing okay. Pres. Hsu responded that other than USC, schools in the state were doing reasonably well, particularly smaller colleges.

Senator Elaine Worzala (Finance) asked why there does not appear to be testing on campus. Pres. Hsu and EVP of Student Affairs Alicia Caudill replied that we currently have arrangements with MUSC and other local sites for students to be tested; that there will be testing on campus this Thursday and Friday (Sept. 3 and 4), and that they hope to have the necessary equipment to do more testing later in the semester.

Prof. Steere-Williams asked for more information about the College’s finances and how they factored into the decision to return to in-person instruction. Pres. Hsu and VP for Business Affairs John Loonon answered that because the state has not passed a budget, we don’t have one. Mr. Loonan added that before the pandemic, the College was facing an $8.7 million budget deficit. We did believe that, if we went online-only, we would lose a lot of revenue, possibly around $40 million in tuition, fees, and services. Just by delaying the fall semester, auxiliary services took a significant hit. Now that we know our fall enrollment, we are going into a second round of contingency planning. Meanwhile, he said, we are also thinking about how this affects the spring semester and potential enrollment loss.

c. Provost Suzanne Austin thanked everyone for their sympathy and support over the past few months, and for the extra work they’ve done since the COVID outbreak.

Regarding the promotion and tenure calendar: her office is extending the deadline for submission of packets by two weeks, and candidates have the option of adding a one-page statement addressing the impact the pandemic has had on their work. Provost Austin emphasized that the evaluation of teaching is holistic, not overly reliant on course-instructor evaluations.

She encouraged faculty to focus on what we can control right now, which is the classroom experience of students. She said we should continue to help students learn what we think is important in our discipline. As expected, she and others in Academic Affairs have heard concerns about the remote learning environment, some of which stem from misunderstandings regarding asynchronous instruction. We need to educate students and parents about the nature and the potential advantages of asynchronous instruction. Meanwhile, we must think about how best to engage students productively in the subject matter of all our courses.

Provost Austin expanded on Pres. Hsu’s announcement that student retention would be the primary focus coming out of the strategic plan for this year. We will look for more ways to support students and to help as many as possible graduate within four years.
She discussed preliminary plans for a Faculty Development Center. Despite the current financial challenges, Provost Austin would like to begin a program of support for innovative teaching and learning strategies. Such a program would not duplicate the work of TLT, as it would not be tied explicitly to technology. One possibility (as an example) would be a certificate program for faculty, something that could serve as an additional credential for performance reviews.

Finally, Provost Austin expressed how much she looks forward to working with everyone and being able one day to meet in person.

Senator Jessica Streit (Art and Architectural History) asked if it might be possible to postpone the deadline for sabbatical proposals. Provost Austin said that it seemed like a reasonable request and that she would look into it.

5. New Business

a. Speaker Lewis: Resolution thanking Dean Fran Welch PDF

Prof. Hakkila suggested one correction: adding “Education” to the reference to the “School of Health and Human Performance.” Speaker Lewis said that we would make that correction. The motion passed by acclamation.

b. Committee on Academic Standards, Admissions, and Financial Aid (Meta Van Sickle, Chair): Course Alternative Math Policy PDF

Prof. Van Sickle explained that the proposed change to the undergraduate catalog would enable academic departments to allow students with approved accommodations to count alternative gen-ed math courses toward the major or minor. It would be up to individual departments to make this determination.

Sen. Mignone asked for some clarification as to the extent of this proposed change: under what circumstances it allows students to substitute courses for math requirements in their majors, and whether it would allow departmental substitutions for these courses on a case-by-case basis. Registrar Mary Bergstrom and Associate Provost Mark Del Mastro explained that the proposal simply allows a department to change its curriculum so that students with approved accommodations for the gen-ed math courses could count the alternative courses toward the major as well. They stressed that this change is separate from the issue of approving substitutions on a case-by-case basis. To allow students to meet program requirements with alternative courses, departments would have to change their curricula, stipulating specifically which alternative course(s) could apply to their degree program.
The motion passed by a vote of 37-4, with one abstention.

6. Constituents’ General Concerns

Professor Kris De Welde (Director of Women’s and Gender Studies) brought the senate’s attention to a letter the executive committee of Women’s and Gender Studies program sent to Interim Provost Welch. The letter outlines the differential impact of COVID-related disruptions on women and people of color. WGST is seeking formal support for the letter; she will send it to Speaker Lewis and share it through other venues. PDF

She explained that the letter urges administrators to intentionally and explicitly prioritize equity when making decisions about policies related to the pandemic. Race and gender should be an important part of these conversations.

For example, she said, research suggests that the recent move to extend the tenure clock, while well-intentioned, may contribute to inequities. Research also suggests that telecommuting results in increased household labor and stress on working women more than on working men.

The executive committee is calling for task forces and faculty committees, working closely with the administration, to make changes and revisions to policies and processes. She added that just being attentive to these issues without structures of accountability may exacerbate these problems.

Provost Austin added that she looks forward to working with the senate and others on campus to address these issues.

Professor Lisa Covert (History) announced that a small group of faculty met yesterday to revive the AAUP chapter on campus. The next meeting will be held on September 21. Feel free to email her for more information.

7. The meeting adjourned at 6:32.
College of Charleston Faculty Senate Resolution of Appreciation

Whereas, prior to her appointment as Interim Provost, Dr. Frances Welch had already served the College of Charleston with distinction since her arrival at the College in 1992;

Whereas she had already shown herself to be a gifted leader through her deanship of the School of Health and Human Performance between 2001 and 2019;

Whereas, as Interim Provost and Executive Vice-President for Academic Affairs for 2019-2020, Dr. Welch’s intimate knowledge of the College of Charleston and our region provided essential stability and continuity under a new president;

Whereas 2019-2020 posed a unique combination of challenges, from hurricane disruption, through an outbreak of mumps, to the COVID-19 pandemic and public protests;

Whereas Dr. Welch strengthened shared governance at the College of Charleston by working closely with faculty and others on campus to address these challenges;

Be it resolved that the Faculty Senate of the College of Charleston expresses its deep appreciation for the calmness, good grace and efficiency with which Dr. Welch led the Division of Academic Affairs through a literally and metaphorically tempestuous year.
Course Alternative Math Policy Proposal

Faculty Committee on Academic Standards (FCAS)

Faculty Senate Meeting
April 7, 2020
History:

- Currently, students may be approved for a curriculum accommodation to the math/logic general education requirement (see http://disabilityservices.cofc.edu/accommodations/math-alternatives/course-alternatives.php).
- However, current policy prohibits students from using curriculum substitutions for math courses required by a major when math is "an essential component of the student's declared major."
- Because major program requirements are determined by disciplinary faculty with the approval of the Faculty Senate, the wording of the current policy for general education math alternatives contradicts this traditional authority.
Rationale

- The Department of Psychology has proposed a change to its B.A. Psychology program, effective fall 2020, that will allow declared majors with approved accommodations in math to satisfy the Psychology major math requirement by completing one of 11 prescribed math courses (MATH 104, 105, 111, 120, 207, 220, 250 and HONS 115, 215, 216 and 217) and one course from the list of "course alternatives" approved for general education credit.

- FCAS’ proposed amendment to the campus-wide policy for math alternatives would complement the Department of Psychology’s proposal.

- The proposal has the approval of the Curriculum Committee and the General Education Committee
Amend the undergraduate catalog, with amended wording in red:

**General Education Course Alternatives**

Students approved for alternatives to the math/logic requirement will need to take two courses to replace the general education math/logic requirement. A mixture of math courses and alternative courses may be used. The courses you may choose from include:

- **FINC 120 - Personal Finance**
- **PHIL 115 - Critical Thinking**
- **PHIL 120 - Symbolic Logic**
- **MATH 101 - College Algebra**

Students approved for alternatives to the math/logic requirement may also take any math course numbered 100 or higher if they believe they can successfully complete it (e.g., **MATH 101; MATH 103; MATH 104**).

For students who transfer to the College of Charleston and are awarded 3 credit hours for MATH 1EE, this will go towards satisfying 3 hours of the math alternative requirement.

If math is an essential component of the student’s declared major (e.g., business, education, psychology, etc.), alternatives to the math/logic requirement will not be acceptable.

NOTE: Courses used as alternatives to the general education math/logic requirement may not be used to meet any other requirements, and this includes major and minor requirements. However, when a major requires a specific math course(s) to fulfill program degree requirements, the respective department may determine that students with an approved accommodation for math course alternatives can substitute the program’s required math course with an alternative class. Where applicable, this decision is noted in the program of study requirements in the Undergraduate Catalog.
Date: August 07, 2020

To: Fran Welch, Acting Provost
    Ed Pope, Vice President of Human Resources

Cc: Andrew Hsu, President
    Kimberly Gertner, Director of the Office of Equal Opportunity Programs
    Deanna Caveny, Associate Provost for Faculty Affairs
    Simon Lewis, Speaker of the Faculty Senate
    Gibbs Knotts, Interim Dean, School of Humanities and Social Sciences
    Tim Johnson, Dean, School of Languages, Cultures and World Affairs
    Sebastian van Delden, Dean, School of Sciences and Mathematics
    Alan Shao, Dean, School of Business
    Courtney Howard, Interim Dean, School of Education, Health & Human Performance
    Godfrey Gibbison, Interim Dean, Graduate School
    David Boucher, Chair, Faculty Welfare Committee
    Alicia Caudill, Executive Vice President for Student Affairs
    Rénard Harris, Vice President of Access and Inclusion

As WGS faculty who work on intersectionality and equity, we have growing concerns about Covid-related disruptions on instructional faculty and staff, particularly women and employees of color who are disproportionately and differentially impacted by the effects of the pandemic, and who can expect to have these effects accumulate over the next several years. Therefore, we urge the administration to intentionally and explicitly prioritize intersectional equity when making all Covid-19-associated decisions related to faculty and staff. By this we mean that CofC as an institution must take into consideration not only disproportionate impacts according to gender, race, ethnicity, physical ability, sexual orientation, citizenship status, family status, age, etc., but also how these factors interact.

Mindful decisions need to be made both for the short-term (fall and spring semesters) and long-term (performance evaluations, promotion/advancement, tenure). This letter addresses the immediate issues that should be considered for the coming academic year for all employees of the College. While many of the following concerns are pertinent primarily to roster faculty, centering equity in decision making necessarily requires that we are inclusive of all personnel in our approaches: contingent, part-time, and full-time staff as well as roster, visiting, and adjunct faculty.

Several decisions that have been made recently and that will be made in the coming weeks provide cause for concern. The impending layoffs of adjunct faculty, administrative staff, and other support staff must be mindful of race and gender. For example, like many campuses, since most of our custodial and food-service workers are women, Black and Latinx, we need to be mindful of the racial disparities resulting from staffing changes and work to mitigate these.

Specifically relevant to faculty, the recent move to extend tenure clocks for pre-tenure faculty, while well-intentioned, may exacerbate gender and race inequalities. The combined announcement of reducing adjunct faculty across the College with pressures to maintain 80% of courses in face-to-face formats create tacit pressures for adjunct faculty to teach in-person classes regardless of their health, caregiving circumstances or sense of safety doing so.
The ways in which the FMLA and the EFMLA policies are being interpreted and applied may not provide sufficient coverage with respect to pay or leave time allotted, and are inaccessible for employees who have had previous medical or care-giving needs this year, or whose children’s schools will be partially open. Moreover, some faculty or staff facing care-giving responsibilities are unable to take FMLA or EFMLA for financial or other reasons. There has been much confusion about what other options are open to these members of our community who need to balance workload with care giving.

Attending to these issues by centering intersectional equity and implementing policies and processes related to them “advanc[es] our commitment to diversity, equity, and inclusion” as per our strategic plan. It furthers our overarching goal in the pillar of Employee Experience & Success “to create an inclusive workplace that inspires excellence and innovation resulting in a thriving faculty and staff community.”

Our concerns fall broadly across several categories:

**Child and Other Care constraints.** Labor inequality within the home results in disproportionate impacts on women who perform the majority of household labor, child care, schooling, and care of elders and other adults. “In times of health, social, political, and economic crises, gender inequities are exacerbated, and deepen when factors relating to income level, race and ethnicity, gender identity, sexuality, non-traditional family structures, and ability are added to the equation.” (UW System Gender Consortium letter). Closure of daycare services and K-12 schools in spring 2020 resulted in major disruptions for instructional and research faculty with children. These are expected to persist given the uncertainty of school opening in the fall. These disruptions are likely to be most acute for the parents of younger than school age children, who face daycare closure and limited access due to class size restrictions and shortened hours, as exemplified by the closure of ECDC.

Staff employees who will be increasingly required to report to work will need to make even more difficult decisions than usual about child care, schooling, and their employment. And, given stricter protocols for isolating children and family members who present with cold/flu symptoms, we can expect the burdens for coordinating care and schooling to be magnified for most families until there is a vaccine.

Those with elder care responsibilities and who live with adult family members who have underlying health conditions also face more substantial pressures for procuring groceries, medicines, health care services, etc. so that these members of the household are not unnecessarily exposed to the virus.

Supervisors should be mindful of these disparate responsibilities when making decisions about teaching and service assignments for faculty, and “on the bricks” responsibilities for staff. For example, employees with young children may need considerable accommodations to pivot to online/remote work to provide care and schooling support to young children during regular workday hours. *Emerging research* indicates that telecommuting results in increased household labor and increased emotional distress for working women more so than in comparison to working men. A broad policy allowing flexible choices to be made without fear of repercussion in terms of promotion or contract stability is critical. The recently announced COVID-19 Special Requests for Accommodations is a welcome improvement, but not sufficient to ensure equity and fairness.
Scholarly Productivity. Empirical research is already emerging with evidence of diminished scholarly productivity for women in the wake of Covid-19, particularly for those in STEM fields who already experience lower funding, fewer publications, and lack of access to mentoring and networks because of systemic gender-bias.

*COVID-19’s effects are driving more of a wedge between women and men in academia in terms of research opportunities. When disseminating scholarly work, women are already confronted with bias in peer review and grant review panels. For example, women must be 2.5 times as productive to be judged as equally competent in grant applications. With the recent decrease in scholarly visibility, women are less likely to be invited to speak at conferences and seminar series, to serve as grant panelists, or be asked to review articles. These combined factors will lead to a quantifiable slump in publications and grant submissions from women ([https://www.pnas.org/content/early/2020/06/24/2010636117](https://www.pnas.org/content/early/2020/06/24/2010636117)).*

Increased service and teaching expectations, combined with intensified family obligations and pandemic-elevated expectations for emotional labor from students and colleagues, which are generally higher for women academics, (*Bird 2011, Tunguz 2016*), will further exacerbate women’s ability to create time for scholarship, carve out time to focus on now-online conferences, be physically present in their labs or field sites, and apply for funding, fellowships, etc. These all have long-term impacts.

**Service Assignments, Invitations and Responsibilities.** The reality is that the small number of faculty and staff of color disproportionately advise and mentor students of color, and women faculty and staff overall are sought out more frequently for support with mental health concerns. Given current stressors unlike any others faced in our or our students’ lifetimes -- rampaging health crises in their families and communities; a series of blatant, systematic and markedly visible acts of violence against Black and Brown people, a deepening economic recession -- these students will be seeking out trusted staff and faculty mentors even more. These same individuals are also being tapped to serve on new task forces, committees, advisory boards, etc. related to addressing systemic racism and entrenched white supremacy at the College. If service assignments and “invitations” are imperative (and most are not immediately so such as curriculum revisions, peer teaching reviews, attendance at non-essential faculty meetings, assessment), there should be options to engage remotely and/or asynchronously on family-friendly schedules.

**Teaching.** It is inevitable that the workload for instructional faculty will increase for the fall semester with expectations for hybrid learning, ensuring increased student access to course content in multiple formats (F2F, recorded, synchronous, and asynchronous), requiring flexibility in student evaluations and assignment deadlines, etc. Despite careful planning and thorough training, disruptions inevitably impact students’ expectations and experiences of their courses. Suspending student’s feedback on teaching (aka “evaluations”) without undue threat of negative consequences, and exploring ways to value and reward the extraordinary efforts faculty are expending on their pedagogy and course design are imperative.

As the College of Charleston continues to adjust its expectations and plans for teaching, research, and service during COVID-19, we might consider pursuing strategies that other institutions have implemented. For example, some workload adjustments at other institutions include:
• Changes to or suspension of teaching evaluations as a strategy to account for burdens caused by pandemic-related care-giving disruptions
• Development of a research accommodation opt-in policy
• Coordination of sick leave pools and efforts to share tutors, nannies, and care providers
• Options to direct professional development funds to help offset costs of care-giving as an alternative way of investing in a scholar’s professional development as it frees them to write, conduct research, etc.
• Suspension of all non-essential service responsibilities.

The issues and strategies outlined here are not comprehensive. Thus, we recommend that faculty-driven and staff-driven task forces, including the Faculty Welfare Committee, should take up this work with urgency and with the authority to make actionable recommendations to College administrators who will in turn take steps to support College employees in this moment of crisis through policies and processes. Simply being attentive to these issues without structures for accountability and transparency is insufficient. We urge all supervisors to center equity in all decision-making, with attention to the interlocking and accumulated disadvantages resulting from systemic oppressions on axes of gender, race/ethnicity, physical ability, sexual orientation, citizenship status, family status, age, etc. Anything less perpetuates existing inequities and will result in exacerbated inequalities.

Respectfully,

The Women’s and Gender Studies Faculty Executive Committee:
Vivian Appler, Department of Theater & Dance
Kris De Welde, Women’s and Gender Studies Program
Cara Delay, Department of History
Melissa Hughes, Department of Biology
Christy Kollath-Cattano, Department of Health & Human Performance
Julia McReynolds Perez, Department of Sociology & Anthropology

Resources:
• Labor Inequalities for Faculty and GE Caregivers During COVID-19: A Call to Action
  https://csws.uoregon.edu/labor-inequities-covid-19/
• The Gender Studies Working Group on Gender and COVID-19, University of Notre Dame, letter to campus leaders, July 01, 2020
• University of Wisconsin System Gender Studies Consortium letter to campus leaders, June 23, 2020
• University of Pennsylvania “contingency planning for loss of daycare or school closures” policy
• In the Wake of COVID-19 Academic Needs New Solutions to Ensure Gender Equity
• Women Researchers are Publishing Less Since the Pandemic Hit...
• Reopening Campuses, Racial Disparities
• Gender Differences in Telecommuting and Implications for Inequalities at Home and Work
• Fall’s Looming Child-Care Crisis