Honors College Meeting via ZOOM  
Wednesday, October 6th, 2021  
11am-12pm

MINUTES

Present:  Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Janine McCabe, Elizabeth Meyer-Bernstein, Gaby Principe

Meeting began at 11am.

Attachments previously circulated via email:
• Draft of goals for the Honors Committee

I. Introductions of committee members and Honors College leadership.

II. Discussion of potential changes to HONS curriculum.
   A. Adding REI courses.
   B. New course creation for longstanding special topics offerings. Also certifying those as GenEd.

III. Discussed timeline for Admissions (recruiting phase), November/December
   A. There will be a training on reading scholarship student applications.
   B. Reading files begins in early December.
   C. Change from last year, fewer applications to read for the committee. However, the applications read by the committee, will be reviewed in their entirety.

IV. Discussed timeline for Admissions (yield phase), February/March
   A. We will participate in Interview Weekend (February 4th and 5th).
   B. Also, Accepted Students Weekend (Friday, March 18th).
   C. Committee reach out to accepted students via telephone to accepted students after March 18, trying to get students to enroll by May 1.
   D. Beth Meyer-Bernstein discussed enrollment trends and goals in the Honors College
      1. Last year 1500+- applications, 286 students enrolled, acceptance rate up.
      2. Aspirations for upcoming admissions cycle: 1700-1800 applications, accept 11000 to yield 275 new students enrolled.

V. Discussed program management
   A. Discussed the future review of assessment data, particularly the senior survey and DEI objective.
   B. Discussed the potential for honors immersed to include REU (Research Experiences for Undergraduates).
   C. We will give feedback to faculty on new course proposals (April).
   D. If funded, we will read faculty fellows applications later in this semester.
MINUTES

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Nick Plasmati, Gaby Principe

Meeting began at 11:05am.

Attachments previously circulated via email:
  • Agenda
  • Potential Curriculum Changes

I. Nick Plasmati introduction: Associate Director of Marketing and Academic Programs

II. Adding REI course offerings, US and Global.
   A. Foundations Classes: proposals from home departments will update HONS version.
   B. Colloquium Classes: will use new numbers HONS 265 (US) and HONS 266 (Global).
   C. Advanced Classes: will use new numbers HONS 388 (US) and HONS 389 (Global).

III. GenEd course numbers
   A. Two options to create GenEd HUMS and GenEd SS course offerings
      1. Either, add two new courses to each of the colloquium categories
      2. Or, recycle HONS 381 and HONS 382.
   B. Nick Plasmati explained the evolution of the HONS curriculum.
   C. Lancie Affonso noted the student perspective.
   D. Ezra Cappell asked for clarification regarding pre-2018 curriculum.
   E. Ezra also asked about potential enrollment trends that could result from these changes.
   F. The committee unanimously agreed that recycling HONS 381 and 382 was the appropriate course of action regarding these changes.

II. Vote on student representative
   A. There have been no applications for the student representative and the deadline for application is extended two weeks.
MINUTES

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Janine McCabe, Melissa Negreiros, Gabby Principe

Meeting began at 11:05am.

Attachments previously circulated via email:
- Student’s Letter of Appeal for Honor Code Violation
- Application for Student Representative to the Honors Committee

I. Melissa Negreiros introduced herself and the Committee members did the same.

II. Student Representative Applications
   A. Accepted Joelle Reich as Honors College Student Representative
   B. Discussion as to the low number of applications.
      1. Bryan: it is an issue with student schedules being incompatible with the Committee schedule.

III. Honor Code Violation: Review of student petition to remain in the Honors College
   A. Committee’s spirited discussion of student’s appeal
      1. Ezra questioned the student’s understanding of her transgression and her unclear explanation.
      2. Paige questioned the students’ understanding of how serious academic dishonesty is.
      3. Janine inquired as to potential loss of scholarships.
         a. Bryan confirmed this possibility.
      4. Lancie: important to understand if this was premeditated and intentional.
      5. Bryan recounts meeting with student and her remorse. Clarifies class 2 (Expunged from HONS) vs class 3 violations (remains in HONS).
   B. Committee votes via Zoom
      1. Six votes to allow the student to remain in HONS. One vote against.
      2. Committee suggests the same sanctions for an HONS student whose GPA falls below 3.0.

IV. Expanding Honors Immersed to include Research Experiences for Undergraduates (REU).
   A. Bryan explained the proposed change and spoke of the possibility to include high-quality research experiences, if they fit the criteria in place for evaluating these types of experiences.
B. Lancie provided his experience with students and spoke in favor of expansion: unnecessary to have a CofC professor lead the experience. Often, these students have similar experiences with professors from other institutions.
C. Gabby voiced hesitations regarding the quality of some lab experiences: students sign up for one type of experience and end up doing something different.
D. Committee agrees to the expansion of REUs under the Honors Immersed umbrella.

V. Committee’s questions, concerns, announcements
   A. None
Honors College Meeting via ZOOM  
Wednesday, November 17th, 2021  
11am-12pm

MINUTES

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Gabby Principe, Joelle Reich

Meeting began at 11:05am.

Attachments previously circulated via email:
• New Honors Course Proposal: Grantham, Coy, Landis

I. Joelle Reich New Student Representative to the Honors committee.
   A. Joelle introduced herself.
   B. The Committee members introduced themselves.

II. Update on committee’s role in the admissions process.
   A. Bryan explained that the committee’s participation on the front end of the admissions process will no longer be needed. No longer necessary for committee members to read 100+ essays a piece. The committee will still be needed at other stages in the admissions process.
   B. Bryan asked for “emergency readers” in case the admissions team gets backed up with scholarship seeking students during 12/9-12/10. Mike had already volunteered; Ezra volunteered.

III. Committee feedback on new course proposals.
   A. Todd Grantham – Essence of Being Human
      1. Joelle liked the description of small group work in the proposal.
      2. Paige suggested adding a field for course title to the form.
      3. Gabby expressed her participation in this course as part of the faculty fellows initiative. She also expressed her satisfaction with the course proposal.
   B. Jason Coy – Witchcraft in Early Modern Europe
      1. Paige questioned how this course will be different from the non-Honors version.
      2. Bryan explained the reading load in the History department and how that demonstrated the increased student workload in this proposal.
      3. Joelle expressed the importance of additional reading to not feel like “busy work.
      4. Mike said the focal question and the assessment fields of the application could be developed further.
      5. Ezra felt as though the focal question should include how this topic is relevant today.
C. Cristy Landis – Live theatre in America today
   1. Joelle stressed HONS students’ desire to see more courses of this nature in the HONS colloquia.
   2. Bryan expressed how excited the HONS College is to have this course and the potential future for collaboration with Cristy and the Theatre Dept.
   3. Lancie thanked Joelle for her feedback.

D. Ezra Cappell – Hollywood’s Chosen: The Jewish Experience in Film
   1. Ezra introduced his course proposal.
   2. Joelle said that she loves blogging incorporated into a course.
   3. Ezra spoke of incorporating blog discussions into class. Joelle voiced her approval.
   4. Lancie really appreciated that the course requires student reflection.

NB. Next meeting, same time and place on December, 1st
MINUTES

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Janine McCabe, Melissa Negreiros, Nick Plasmati, Gabby Principe, Joelle Reich

Joelle Reich, student representative to the Honors committee, provided the student perspective on the HONS curriculum and sentiment of certain HONS student populations.

I. Joelle expresses that Art and Humanities Students feel underrepresented.
   A. Need to display work.
   B. Social media outlets lacking
   C. Students feel HONS is STEM Oriented
   D. Joelle’s suggestions
      1. Offer more arts related courses.
      2. Art student mixer
      3. Spoleto Festival collaboration
      4. Publish an HONS art magazine
   E. Nick agrees with Joelle and asks if Joelle knows of students willing to participate in focus groups for the upcoming spring to discuss precisely these issues.
   G. Janine: Theatre and dance students do not feel incorporated. Mentions the problematics of a lacking GenEd arts requirement.
   H. Bryan: speaking about the new budget model as an opportunity to forge new collaborations and partnerships. Expansion of HONS Immersed will help also.

II. Joelle expresses that non-premed STEM students feel neglected.
   A. Feel there is a lack of advanced course offerings.
   B. Colloquia are very much lecture based.
   C. Joelle suggests
      1. More work not necessary, but more discussion and critical thinking.
      2. It simply feels good to speak and discuss.
      3. Interdisciplinary non-med possibilities, e.g., Anthro-Eco.
      4. More HONS course offerings that satisfy GenEd requirements.
      5. Less Euro-centric, more trans-national, intercultural
      6. Courses that prepare students for the future, e.g., grant writing, manuscript writing, etc.
   D. Janine applauds Joelle.
      1. Theatre and dance skills are important and universal.
2. Bringing things that exist (The arts) into the HONS College as opposed to having profs in place trying to supplement their courses with material that they are not specialized in.

E. Paige suggest showcasing student achievements more.
   1. Public speaking, cross disciplines.
   2. HONS students present to non-HONS students

F. Lancie agrees.
   1. HONS mentors for those outside of the HONS College is a great idea. Opportunities for presentations, public speaking. Augment arts and STEM course.

G. Janine believes that the College devalues the arts and a larger more significant change is needed.

H. Ezra thanks Joelle
   1. Proposes a type of conference at the end of the year or even at the end of each semester for students to present work and then also be able to network.

III. Joelle’s final thoughts. We are all one HONS college and not just SSSM. Joelle mentioned the registration process as stressful.

   A. Bryan asks about registration process and if it hurts the HONS College brand?
      1. Joelle answers regarding initiatives that unite and include all should be primary focus.

NB. Doodle Poll to be circulated for Spring 2022 Meeting Schedule
Honors College Committee Meeting via Zoom
February 15, 2022
3:30-4:30pm

MINUTES

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Melissa Negreiros, Nick Plasmati, Gabby Principe, Joelle Reich, Nick Plasmati, Molly Paige, Joelle Reich

I. Mike thanks those who participated in Interview Weekend.

II. Joelle presents on HONS students’ sentiments regarding impending housing shortage. https://docs.google.com/presentation/d/1k5MH3SeXZQFnFu9FVYYdp0FEUggxymYyJjadTPnPgY/edit?usp=sharing
A. Discussion and reaction to Joelle’s presentation.
   1. Paige asks about a roommate networking service.
   2. Paige individuates two main issues: (1) transportation, (2) rent prices.
   3. Mike asks about the root of this problem and if it is temporary or to become the new normal.
      a. Renovations on current dorms
      b. large incoming class

II. Honors College Exit Survey Data
   A. Bryan introduces Graduate Assistant Molly Paige and her project.
   B. Graduate Assistant Molly Paige’s presentation. (Pasted below)
      1. Take-aways from the data
         a. Students felt that the Honors College experience was valuable
         b. Diversity and Inclusion scores have improved
         c. Students want more flexibility in Honors requirements
         d. Students leaving the Honors College tended to be less involved
         e. Faculty and staff were well received
         f. Impacts of COVID-19 on mental health
   C. Committee discussion/suggestions
      1. Ezra asks for clarification on some of the slides
      2. Ezra notes that these were students that left and may be a potentially disgruntled sample.
      3. Gabby suggests we add a question to the survey for self-selected race to help further identify the students who are leaving.
      4. Bryan addresses the future flexibility in the curriculum as a result of the curriculum changes passed through by this committee in Fall 2021.
Honors College Exit Surveys

College of Charleston

January 2022
Survey Information

• 60 Surveys Completed
• 31 Questions
• 6 sections
<table>
<thead>
<tr>
<th>Students Leaving the Honors College</th>
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<tbody>
<tr>
<td><strong>Reasons for Attending CofC:</strong></td>
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<tr>
<td>➢ Location</td>
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<tr>
<td>➢ Cost</td>
</tr>
<tr>
<td>➢ Scholarships</td>
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<tr>
<td>➢ Available Opportunities</td>
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<tr>
<td>➢ Honors College</td>
</tr>
<tr>
<td><strong>Benefits of Honors Program:</strong></td>
</tr>
<tr>
<td>➢ Small class sizes</td>
</tr>
<tr>
<td>➢ Community engagement</td>
</tr>
<tr>
<td>➢ Community of like-minded peers</td>
</tr>
<tr>
<td><strong>Average Number of Semesters</strong></td>
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<tr>
<td>Completed in Honors:</td>
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<tr>
<td><strong>Exiting Students Transferring</strong></td>
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<tr>
<td>Universities:</td>
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<tr>
<td><strong>Reasons for Leaving the Honors</strong></td>
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<tr>
<td>College:**</td>
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<tr>
<td>➢ Unable to complete requirements</td>
</tr>
<tr>
<td>➢ Culture of the Honors College is not a good fit</td>
</tr>
</tbody>
</table>
Diversity and Inclusion

- Students felt Honors College is doing a good job
- Recruiting more diverse faculty members
- LGBTQ+ and Disabilities
- Majors outside of STEM

Do you think the Honors College fostered a diverse, inclusive, and equitable culture?
Living in Honors

• 72% of surveyed students lived in Berry Hall
• Overall, students felt “Neutral” about their experience
• Major Concerns:
  • The dorms need updates
  • Mold problem
  • Issues with separate Honors housing
Honors Curriculum

• Students felt that they were unable to fit all requirements into their schedule
  • Math requirement
  • Bachelor’s essay
  • STEM majors

• Overall impression of Honors Classes

• Student suggestions:
  • Offer more classes
  • Variety of topics
  • Mental health

<table>
<thead>
<tr>
<th>Did you think that courses were intellectually engaging and academically challenging?</th>
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<tbody>
<tr>
<td>yes</td>
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<tr>
<td>Number of Responses</td>
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<tr>
<td>Orange: campus wide courses</td>
</tr>
</tbody>
</table>

Legend:
Orange: campus wide courses
Blue: Honors College courses
Student Engagement

• Students were satisfied by extracurricular activities offered by the Honors College
• Generally, students leaving the Honors College were “not involved” in extracurricular activities
• Students were aware of the activities available
• Faculty and advising staff were well received by students
• Advisors were concerned with the wellbeing of their students
• Faculty was accessible and helpful
• Scholarships were well advertised
COVID-19 Impact

• The impact of quarantines and COVID-related restrictions continues to be a problem
• Few students had were leaving because of the pandemic
• Students unable to go abroad during 2020-2021
• Toll on student’s mental health
Overall Experience

• Students felt that the Honors College experience was valuable
• Diversity and Inclusion score have improved
• More flexibility in Honors requirements
• Students leaving the Honors College tended to be less involved
• Faculty and staff were well received
• Impacts of COVID-19
## Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Note</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>1.47</td>
<td>(positive)</td>
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<tr>
<td>Extracurricular Engagement</td>
<td>2.83</td>
<td>(average)</td>
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<tr>
<td>Diversity and Inclusion</td>
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<td>(positive)</td>
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<td>Academic Advising</td>
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<td>(positive)</td>
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<td>Experience in Berry Hall</td>
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<td>(average)</td>
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<td>Staff</td>
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<td>Community Engagement</td>
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<td>(positive)</td>
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<tr>
<td>Scholarship Awareness</td>
<td>2.29</td>
<td>(positive)</td>
</tr>
<tr>
<td><strong>Overall Experience</strong></td>
<td>2.48</td>
<td>(average)</td>
</tr>
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MINUTES

Documents circulated prior:
Honors College Change of Status Appeal Form x 2

Present: Lancie Affonso, Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Janine McCabe, Melissa Negreiros, Gabby Principe

I. Honor Code Violation Discussion: review of Kate Ashby’s appeal to remain in the Honors College.
   A. Mike introduced the appeal
   B. Gabby, should we have documentation of the transgression or mental health issues?
   B. Janine would have liked the student to own up to their mistake.
   D. Bryan advises students in this case to be transparent.
   E. Lancie notes stress and inadequacy of student services in place.
   F. Janine agrees with Lancie and suggests faculty could handle these situations better. Extra help in high demand right now. Counseling center stretched thin. Faculty not trained for the situation in which they find themselves.
   G. Ezra expresses sympathy for student’s roommate situation while expressing a desire for the student to have demonstrated remorse.
   H. Lancie believe student services are breaking down.
   I. Gabby suggests empathy for what was a traumatic time for the student.
   J. Melissa would have like more admission of guilt.
   K. Ezra questions the instructor who puts students in certain types of test-taking situations.
   L. Mike asks if there is middle ground in terms of punishment.
   M. Bryan says that we can make recommendation to Beth that puts the ultimate decision in her hands.
   N. Ezra asks if XXF grade stays on transcript while student remains in HONS.
   O. Bryan, ‘yes.’
   P. The committee agrees to suggesting that the Dean finds some middle ground short of expelling the student from HONS.

II. Honor Code Violation Discussion: review of Sean Cruz’s appeal to remain in the Honors College.
   A. Ezra asks about how this was handled prior to arriving at our committee. Other students? How did this play out for them?
   B. Gabby asks about the exam being proctored.
C. Janine appreciates this student’s transparency.
D. Melissa and Lancie concur with Janine.
E. Gabby express the importance about setting a precedent. Covid has changed everything.
F. Bryan points out that Covid has increased the amount of Fast reports and academic dishonesty instances.
G. Ezra asks about having this student serve as an advocate for HONS.
H. Melissa asks about a possible curriculum module in HONS that outlines academic dishonesty as we are starting to get into some grey areas with all of the on-line and virtual formats.
I. Committee recommends to keep Sean in HONS with conditions decided by the dean.

III. Subsequent to the meeting, Bryan asked for the committee’s email approval for language drafted to present to the dean. The committee approved of the language below.

Kaitlin Ashby:

In her favor, she (1) had terrible roommate issues, (2) health concerns, and (3) performed well in her other classes in the fall. Against her is the fact that (1) she did not really explain to the committee what happened and (2) she did not fully take responsibility for her actions. The committee was conflicted about what to recommend, so they would like to send their assessment on to Beth and let her come up with the final decision. In part this is because covid-19 seems to have put students in situations that they otherwise would not have encountered.

Sean Cruz:

In his favor he (1) explained what happened and (2) took full responsibility for his actions. The committee believes that he is committed to honors and deserves a second chance. They recommend that his honors penalty be modified so that he can continue in honors so long that he agrees to take some specific remedial action (which can be left to the discretion of the dean).
MINUTES

Present: Paige Bressler, Ezra Cappell, Bryan Ganaway, Mike Maher, Janine McCabe, Melissa Negreiros, Gabby Principe, Joelle Reich

I. Honors College Curriculum Changes for Academic Year 2022-’23.

II. Bryan introduced the potential curriculum change: Creating an REI version of the HONS history courses (HONS 226/227) to mirror the new HIST 117/118 sequence.

III. Bryan introduced curriculum change: HONS 101 (1 cr) – Foundations in Engaged Scholar Citizenship a requirement for all honors students.

IV. After the meeting, Bryan summarized the committee’s discussion in a draft to be presented to the dean as the committee’s recommendation. This language is currently be circulated amongst the committee for approval. The draft below also serves well as minutes. Thank you Bryan!

1. Creating Honors versions of HIST 117/118 – The history department recently gained faculty senate approval to offer HIST 117/118 as REI versions of HIST 115 (pre-modern) and HIST 116 (modern) history. These new general education classes will satisfy the REI and general education history requirements. The committee’s recommendation is that the honors college should strongly consider creating HONS versions of HIST 117/118 (the new course numbers could be HONS 228/229). Committee members unanimously agreed that the honors college should support the REI requirement. They also pointed out that the new HONS 228/229 sequence would provide a number of useful synergies. These courses would count as (1) general education history, (2) REI, and (3) as a colloquia. The committee’s student representative pointed out that these types of courses are very popular among students, and can help to address the stress they feel during course registration in particular and progressing through the honors curriculum in general.

2. Modifying the FYE - adding HONS 101 as a requirement for all freshmen. Bryan explained that the honors college ran an experiment this spring. Brooker Permenter and Jennifer Cavalli offered an on-line class, HONS 101, that allowed students to get course credit for their honors engaged project. The logic behind this is that it helps students see the seriousness of the engagement and it provides a way to standardize assessment for students in the service and direct democracy tracks. Professors Permenter and Cavalli would like to make this requirement permanent, and Bryan asked the honors committee for feedback. The committee was receptive to this idea because (1) it gives students credit for something they are already doing and (2) does not increase the total credit hours undergraduates need to graduate. However, committee members pointed out that there are some real opportunities to think more broadly about how
the honors college assesses students over time and the skills/competencies/values we hope they will acquire. They felt that this could be the basis for a larger discussion within the honors staff and the honors committee next year before making any final decisions. For example, One committee member suggested that service or professional learning opportunities available on campus could also count as part of Honors Engages. Several committee members pointed out that the 1-credit courses provide a cohort experience. HONS 100 does this in the first semester; HONS 101 could do it in the second semester. They suggested we might also add a 1-credit capstone course in junior or senior year where students would reflect on everything they have done/learned to that point. Other committee members pointed out the advantages of changing the HONS 101 course to a pass/fail grading system based on student self-assessments. This can be particularly useful if peer facilitators are doing some of the grading. More significantly, it can help students get away from the idea that they are only in the class for a grade and get them to think about what they have learned. This model mirrors how the School of Education assesses student teachers (via a portfolio). Bryan shared information about recent exit interviews with graduating seniors; many of them stated that they were mostly focused on completing requirements and getting good grades. The committee felt that these one-credit courses with pass/fail grades might help the students reflect on the methods/skills/values that they have learned in a more holistic fashion. The committee’s student representative stated that the direct democracy track was not successful when she did it, and that these modifications would address many of her concerns.