

# FACULTY MEETING

**Friday, September 6, 2019**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

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|------|---|---|
| I.   | <b>APPROVAL OF THE MINUTES:</b> <i>(attachment 1)</i>   | <i>Jim Wiseman</i>                                    |
| II.  | <b>OLD BUSINESS: NONE</b>   |   |
| III. | <b>NEW BUSINESS:</b><br><i>Special election to fill Doug Fantz's position as FEC 1st VP,<br/>Spring 2020, nominations from the floor.</i>               | <i>Jim Wiseman</i>                                    |
| IV.  | <b>THE PRESIDENT OF THE COLLEGE:</b><br><i>College Goals (attachment 2)</i>   | <i>Lee Zak<br/>Ken England</i>                        |
| V.   | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>   | <i>Christine Cozzens<br/>Doug Fantz</i>               |
| VI.  | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Bullet Points (attachment 3)<br/>Faculty SUMMIT, SCALE Update<br/>Faculty SUMMIT, Specialization Update</i> | <i>Jim Wiseman<br/>Hal Thorsrud<br/>Amy Patterson</i> |
| VII. | <b>REPORTS OF OTHER COMMITTEES:</b><br><i>Update on Graduate Programs</i>   | <i>Kelly Ball</i>                                     |
| VIII | <b>COMMUNICATIONS:</b><br><i>ITS Summer 2019 Update (attachment 4)</i>  | <i>Jim Wiseman</i>                                    |
| IX.  | <b>DISCUSSION OF SPECIAL ITEM (S):</b><br><i>Public Safety Emergency Preparedness</i>   | <i>Officer Tripp Mitchell III</i>                     |
| X.   | <b>ANNOUNCEMENTS:</b><br><i>Happy hour immediately after today's meeting in the Bullock<br/>Atrium</i>  |   |

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## Faculty Meeting Minutes From the Faculty Meeting of May 10, 2019

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 1:33 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the May 3, 2019 faculty meeting as submitted (*copy on file*).

**II. Old Business: None**

**III. New Business:**

Registrar Gail Meis presented 176 candidates for BA and BS degrees with her recommendation for conferral on May 11, 2019 (*copy on file*). She also presented fifteen candidates for BA and BS degrees who have been approved by CASA to participate in Commencement, or who are completing dual-degree programs with her recommendation for conferral upon completion; and, as approved by the faculty in December 2018, 26 BA and BS degree students who completed the requirements and were conferred in December 2018 (*copy on file*).

**The faculty voted to approve the graduates.**

Professor Jim Wiseman read a statement regarding misleading title IX statements (*copy on file*). The statement read “It has come to the college’s attention that there have been misleading statements spread by certain individuals following a formal Title IX investigation conducted several years ago. These misleading comments are an obvious concern to the college and to the FEC. We feel that is important to make clear to the Faculty that the college did not receive a complaint alleging a violation of Georgia sexual assault laws by a faculty member of any department. There was no allegation that a criminal law was broken, nor was there a finding that a criminal law was broken. You may direct any further questions about this matter to Marti Fessenden.”

**IV. President’s Report:**

President Leocadia I. Zak congratulated the following professors on being granted tenure and promotion by the Board of Trustees:

Nicole Ackerman, Associate Professor of Physics

Rachel Hall-Clifford, Associate Professor of Anthropology

Bonnie Perdue, Associate Professor of Psychology

Rachel Rossetti, Associate Professor of Mathematics

President Zak also reported that the Board approved reappointment and midterm leaves to Professor Scarlett Kingsley and Professor Mona Tajali.

President Zak gave a brief update on the proposed budget that she and VPBA Ken England presented to the Board of Trustees. Some additional adjustments to the budget are needed. The college was anticipating the use of additional funding provided by a reduction in the college’s debt service but the board did not approve this. The board requested the college continue to reduce the percentage it receives from the endowment draw. VPBA England will provide updates to the community. President Zak thanked VPAA Cozzens and AVPAA Fantz for their great work in presenting the Academic Affairs budget.

**V. Vice President for Academic Affairs and Dean of the College:**

Interim Vice President of Academic Affairs, Christine Cozzens shared information on teaching load expectations for new tenure track faculty. Starting next year, new tenure track hires will have a 2-2 teaching load in their first year. In addition, they will teach a SUMMIT course either in their first year or second year. These changes will allow new faculty to better adapt to their new roles at the college. Associate Vice President for Global Learning and Leadership Development, Elaine Meyer-Lee will continue to review the needs of SUMMIT and modify the policy if warranted.

Interim Associate Vice President of Academic Affairs, Doug Fantz, in collaboration with Associate Vice

President for Human Resources, Karen Gilbert, created a phased retirement plan for tenure track faculty. The new plan has been discussed by the finance committee; reviewed by Vice President of Business and Finance, Ken England, Human Resources, and President Zak; and will be in place going forward. The plan is customizable to a degree, offers a pay reduction to reflect reduction in teaching and service and offers a modest retirement incentive. The document is being edited and will be made available upon final completion. As a reminder phased retirement is not a guaranteed benefit and one can select to retire without phasing.

With interest growing in mentoring and faculty development, VPAA Cozzens shared an update on ways to address this need. Professor Julia Knowlton, who will serve as the incoming CTL Director, has been asked to make mentoring a priority. A workshop for new and returning department chairs is planned for early Fall 2019. VPAA Cozzens and AVPAA Fantz welcome suggestions and further discussion to address this important topic.

VPAA Cozzens congratulated the following faculty on being the recipients of several very prestigious grants:

- Katherine Smith, Associate Professor of Art History, received a grant from The Graham Foundation for Advanced Studies in the Fine Arts to help bring her manuscript *The Accidental Possibilities of the City: Claes Oldenburg's Urbanism in Postwar America* to publication.
- Mona Tajali, Assistant Professor of International Relations and Women's Studies, was awarded a 2019-2020 Short-Term Research Publication Grant from the American Association of University Women.
- Scarlett Kingsley, Assistant Professor of Classics, has been awarded two prestigious fellowships for the academic year 2019-20: Harvard University's Loeb Classical Library Foundations Fellowship and a Center for Hellenic Studies Residential Fellowship in Washington, D.C.

In closing, VPAA Cozzens thanked everyone for the support they have given to her and to AVPAA Fantz this semester. She encouraged faculty to utilize the staff of Academic Affairs who serve as a resource for information and support.

#### **VI. Reports of Standing Committees: motion to waive the ten day requirement, passed**

Professor Jim Wiseman presented a slate of nominations for committee vacancies. **The following faculty members were elected by acclamation:**

Shu-chin Wu – Academic Support – F19 replacement for Mona Tajali

Bobby Meyer-Lee – Curriculum Committee – 1 year replacement for Scarlett Kingsley

John Pilger – CASA – 1 year replacement for Jennifer Larimore

#### **VIII. Communications: None**

#### **IX. Discussion of Special Item: None**

#### **X. Announcements:**

Professor John Pilger presented an update on the Vice President for Equity and Inclusion search (*copy on file*). VPEI candidates will be on campus May 21 and 22 for public meetings. A save the date will be sent on Monday, May 13.

Librarian, Liz Bagley, shared the names of the libraries newest colleagues. Kathryn Greer, is the Digital Systems and Acquisitions Librarian and Casey Westerman, is the new Archivist. The ground floor of McCain Library will be cleaned up over the summer so please look for a Google form this summer which will allow you to list any items of importance that you would like them to keep.

An end of year faculty party celebration will take place Saturday, May 11, beginning at 5:30pm, at Professor Nell Rudy's house located at 220 E. Hancock St., Decatur, Georgia 30030.

Professor Jim Wiseman encouraged faculty to save the date for the 2019-2020 Faculty Retreat. The retreat is scheduled for Thursday, August 22, from 10:00am-noon in Lower Evans. Lunch will be provided immediately

after the retreat.

There being no further business, the meeting adjourned at 2:05 pm  
Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

## **College Goals 2019-2020**

- 1. Connect liberal arts education to post-graduate success**
- 2. Envision and secure financial resources for a bold and distinctive career discovery and development center**
- 3. Increase auxiliary and philanthropic revenue to offset operational expenses**
- 4. Create a more inclusive campus culture by “Building community through conversations”**
- 5. Grow the graduate programs and fully integrate them with campus services and culture**
- 6. Develop a new strategic plan**

## Faculty Meeting Bullet Points

September 6, 2019

### **CASA (J. Pilger)**

- How should the Office of Academic Advising evaluate the language proficiency (speaking, reading and writing) of international students when they may not have transcript documentation and when a suitable language expert is not available to evaluate them?
- Follow up on the 2017-2018 CASA study that found some departments were not in compliance with the college's upper-level course credit requirement for graduation.
- Evaluate whether ASC's minimum upper-level credit requirement for graduation is appropriate or too low.
- Discuss and assess the appropriateness of the total amount of credits a student can earn through research and internships and then apply to the 128-hour graduation credit requirement.

### **Academic Support (R. Iqbal)**

No bullets were provided

### **Campus Life (R. Ocasio)**

- 2019-2020 Campus Life Committee members are: Alan Grostefan, Rachel Hall-Clifford, Jenny Hughes, Kamilah Moon, Rafa Ocasio, chair, Bridget Roosa, Abraham Zablocki
- Subcommittees are:
  - Judicial Review: Kamilah Moon, Alan Grostefan, Rachel Hall-Clifford, alternate member, Bridget Roosa, alternate member
  - ACME: Abraham Zablocki
  - SpARC: Co-chairs are Jenny Hughes and Bridget Roosa

### **Curriculum (L. Rogers)**

- The CC is establishing their agenda.

### **FEC (J. Wiseman)**

- Coordinate work of faculty committees for the coming year
- Organize faculty contribution to "post-Agnes success"/career initiatives
- Consider staffing issues - SUMMIT, low-enrollment courses, position requests, etc
- Consider ad hoc committee on teaching evaluations

### **Finance/Strategic Planning (S. Winget)**

- How to fulfill the list of duties set forth for this newly formed committee
- Who will represent our committee on each of the campus-wide and Board of Trustee (BoT) committees that we are invited to sit on:
  - (i) *Advancement committee (BoT)*, (ii) *Audit and Risk committee (BoT)*, (iii) *Finance committee (BoT)*, (iv) *Investment committee (BoT)*, (v) *403b retirement*

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*accounts committee (voting member), (vi) Budget Council, (vii) Strategic Planning Advisory Committee (SPAC), (viii) Roadmap (ix) Task Force, (x) Campus Masterplanning Committee, and (xi) Task Force on Graduate Programs Integration*

- Which one or two large topics the committee should prioritize in 2019/2020 (in addition to the questions/requests that will come our way via FEC, Academic affairs and faculty). As part of this, we are looking again, at what the Strategic Planning and Finance committees were still working on in May 2019:
  - *College Housing, (ii) the official policy on full-time non-tenure-track faculty in the faculty handbook, (iii) the retirement package guidelines proposed in May 2019 by the VPAA, (iv) the goal (stated in the faculty handbook) of having 80% tenure track faculty at the college, (v) increased involvement in strategic planning for the college*

### **PDC (L. Venable)**

- Looking forward to evaluating and ranking sabbatical requests due 9/30/19.
- During the semester, the committee will be evaluating the current criteria in the Faculty Handbook for ranking sabbatical proposals.
- The committee will be looking into a clarification of the language describing the procedure for sabbatical applications (current language does not reflect electronic submissions)
- Faculty returning from sabbaticals are reminded that sabbatical reports are due in the "5th week of the semester" following the sabbatical. The report is in two parts: 1) a detailed report that should go to both the Vice President of Academic Affairs and the Chair of the PDC; and 2) a one-page summary report that should go to VPAA. The description of the requirements is found on page 104 of the 2019-2020 version of the Faculty Handbook.

### **RPT (T. Finco)**

- Conducting review(s) for promotion to full professor

### **Faculty SUMMIT (A. Patterson):**

- Over the summer, Hal Thorsrud, Elaine Meyer-Lee, Honi Migdol, Dawn Killenberg and Elizabeth Henry attended the AACU 2019 Summer Institute on Integrative Learning and Signature Work at Emory University to work on the Sophomore Class Atlanta Leadership Experience (SCALE). They also worked to identify sites and develop projects for the pilot of SCALE in the spring of 2020.  
Toby Emert and Yael Manes attended the annual meeting of The Association for Authentic, Experiential, & Evidence-Based Learning this summer
- Co-Leaders have been finalized for Journeys, Schmidt Scholars application are due Sept 14 - Faculty recommendations due the 21st, students are completing placement surveys
- The FSC met for a retreat on August 20 to work on the SUMMIT specializations and digital literacies, and to plan the faculty retreat activities.
- Faculty Retreat: The FSC presented a historical overview of SUMMIT, as well as an overview of proposed changes. We workshopped the new conceptualization of proficiencies for post-Agnes success (previously called "Critical Literacies") that links liberal arts skills (previously called leadership skills within SUMMIT) and their digital literacy counterparts, which will be the basis for breadth requirements after the proposed new 4 semester process.

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- CCFs will go to curriculum committee Sept 15
    - We will also send these by email to the full faculty on Sept 15, and we welcome your feedback.
    - We invite the full faculty to attend our next full Faculty SUMMIT Committee meeting to give us your feedback on September 27 (location TBD).
    - We are also willing to visit any departments for discussions of the proposed changes to the SUMMIT curriculum over the next 6 weeks.
  - Given that the Goizuetta funds have not yet been replaced by other soft monies, we are suspending the co-sponsored event proposal process until further notice.

## ITS Summer 2019 Update

We've had a busy summer and want to give you an update on what we have been doing above and beyond our day to day support services.

- New Student Username Format
  - Effective fall 2019, all newly enrolled student usernames are composed of the student's last name and a randomly generated three-digit code
  - How do you know what a student's email address is:
    - In Gmail, select Compose and begin typing the last name of the student. A list of matches will be displayed along with the student's first or chosen name and their email address. Select the student's entry.
    - Look in OPD, for those students who choose to have their information published in OPD, the email address will also be displayed.
  - Each subsequent enrolled class will use the new format.
- Upgrading
  - Desktop computers to Windows 10
  - Lynda.com to LinkedIn Learning on 9/3
- Replaced the
  - remaining thin clients with mini HP personal computers
  - McCain Library and IT loaner laptops
- Misc
  - Implemented a computer barcoding project to improve computer equipment inventory management. Work will continue to update all campus systems in the fall.
  - Created videos and how-to documents on how to use equipment available in via the library checkout.
  - Based on usage and review with the library team, added some sound and image equipment to the checkout inventory.
- Canvas, Learning Management System
  - Canvas instance was setup and integration with Colleague course and enrollment data was established
  - Conducted
    - June faculty and staff training days
    - Summer pilot with graduate and undergraduate faculty
  - Prepared communication plan for Students, for Fall 2019 pilot and for Spring 2020 training
- Supported the implementation of the following new software:
  1. Canto - Digital Asset Management software for organizing and sharing digital images
  2. Localist - Event calendar management system providing a centralized area for sharing & promoting public or campus-only events
  3. Canvas - Learning Management System to replace Moodle May 2020
  4. AIM - Accessible Information Management software was setup for use by the Office of Accessible Education
  5. Handshake - Internship & Career Planning job board

# FACULTY MEETING

**Friday, October 4, 2019**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

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|--------------|--|---|
| <b>I.</b>    | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>                            |
| <b>II.</b>   | <b>OLD BUSINESS: NONE</b>  |   |
| <b>III.</b>  | <b>NEW BUSINESS:</b><br><i>Faculty SUMMIT Committee:</i><br><i>Proposal to revise SUMMIT Breadth Course (attachment 2)</i><br><i>Executive Summary of SCALE (attachment 3)</i><br><i>SUMMIT Curriculum Overview (attachment 4)</i><br><i>Curriculum Committee: CCF's for Faculty Approval (attachment 5)</i> | <i>Hal Thorsrud</i><br><br><i>Lock Rogers</i> |
| <b>IV.</b>   | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>                                |
| <b>V.</b>    | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b><br><i>Fall Retention Update (attachment 6)</i>   | <i>Christine Cozzens</i>                      |
| <b>VI.</b>   | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Bullet Points (attachment 7)</i>   | <i>Jim Wiseman</i>                            |
| <b>VII.</b>  | <b>REPORTS OF OTHER COMMITTEES:</b>  |   |
| <b>VIII.</b> | <b>COMMUNICATIONS:</b><br><i>Graduate Program Update (attachment 8)</i>  | <i>Kelly Ball</i>                             |
| <b>IX.</b>   | <b>DISCUSSION OF SPECIAL ITEM (S):</b>   |   |
| <b>X.</b>    | <b>ANNOUNCEMENTS:</b><br><i>The next Staff Council sponsored happy hour will take place November 1, 2019</i>   |   |

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## Faculty Meeting Minutes From the Faculty Meeting of September 6, 2019

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:01 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the May 10, 2019 faculty meeting as submitted (*copy on file*).

**II. Old Business: None**

**III. New Business:**

### **FEC Special Election**

Professor Mary Cain received a floor nomination to replace Associate Vice President for Academic Affairs and Dean of the College Doug Fantz on the Faculty Executive Committee, as 1st VP for spring 2020.

**Professor Mary Cain won by acclamation.**

### **CASA Special Election**

Professor Doug Falen received a floor nomination to replace Professor Mary Cain on CASA for spring 2020.

**Professor Doug Falen won by acclamation.**

**IV. President's Report:**

President Leocadia I. Zak welcomed the faculty back, thanked them for all of their work and acknowledged the important impact they have on the college's students.

President Zak briefly shared the college goals (*copy on file*).

President Zak thanked the members of the Search Committee for the Vice President for Academic Affairs and Dean of the College for their work bringing candidates to campus. President Zak shared that in the best interest of the college the search was closed. President Zak went on to announce the appointment of Professor Christine Cozzens as Vice President for Academic Affairs and Dean of the College and Professor Doug Fantz as Associate Vice President for Academic Affairs and Dean of the College. A resolution was sent to the Board of Trustees, which they approved.

Vice President for Business and Finance, Ken England shared a brief budget update.

The fiscal 2019-2020 budget expenditures total 56.4 million and the projected gross revenue is 47.9 million. The budget is based on 965 annualized FTE. The college is investigating all revenue generating activities to bridge the gap. Several capital improvement projects were funded by refunding two bond series in 2018-2019. The bond refunding also allowed for the creation of a reserve that was used to decrease the endowment draw for the 2019-2020 fiscal year as requested by the Board of Trustees. The budget sustained a \$600,000.00 revenue loss by taking Main Hall offline to complete necessary renovations.

A salary increase pool of 1.5% is projected in the expenditures along with an increased TIAA-CREF college contribution from 8.2 % to 8.8% effective January 1, 2020. A financial compass and forecast, which takes a realistic look at the college's financial health over the next ten years, will be revealed to the Board of Trustees. Once approved by the Board of Trustees the forecast will be shared with the faculty.

VPBF England announced that the Graduate Program turned a profit this year.

**V. Vice President for Academic Affairs and Dean of the College:**

Vice President for Academic Affairs and Dean of the College, Christine Cozzens shared details on the following grant recipients:

A \$300,000.00 NSF grant was awarded to the ASC-S3 project written by Molly Embree, Director of STEM Mentored Research, Shandra Owens, Director, Math and Science Resource Center and Professor Lili Harvey.

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The ASC-S3 project targets supplemental instruction to impact student self-efficacy and persistence in STEM gateway courses by developing materials, in collaboration with faculty that will assist learning assistants (LAs) in their efforts to facilitate learning of course content.

Professor Toby Emert received a \$140,000.00 NEH grant for "Shakespeare and Digital Storytelling". The grant funds a summer institute for high school teachers from around the country to come to ASC to study Shakespeare and create a digital story about some aspect of one of the plays. Professor Charlotte Artese, Professor Nell Rudy, and Professor Robin Morris will also participate.

Professor Roshan Iqbal received a \$5000.00 grant for a project using experiential learning from the Wabash Center for Teaching and Learning, which is funded by the Lily Foundation. Professor Iqbal will develop in-class workshops using Islamic art as a tool to reframe perceptions about Islam.

Professor Chris De Pree received a renewed grant from the Georgia Space Grant Consortium, funded by NASA, to support open houses and K-12 outreach, as well as two student scholarships of \$5000 each.

VPAA Cozzens expressed that the main goal of Academic Affairs is to provide the best educational experience possible for students and to fix and improve Academic Affairs policies and procedures. VPAA Cozzens shared a list of projects the Dean's office focused on during the summer months. These items include:

- At the request of the college, the work-study program was restructured.
- Associate Vice President for Academic Affairs, Doug Fantz restructured and standardized department tutors in an effort to improve the quality of tutors and the longevity of the tutoring program.
- The hiring process is underway for a Coordinator of Assessment for Academic and Student Affairs. Department chairs will be receiving feedback on assessment plans very soon.
- Faculty Services now has a faculty administrative assistant in all academic buildings.
- The 2019-2020 college catalog and faculty handbook are both available on line.

VPAA Cozzens reminded faculty that the deadline to apply for sabbatical is September 30. Department chairs were reminded, of an earlier request, to collect sabbatical data and use it to avoid staffing conflicts.

VPAA Cozzens disclosed her office is looking at equity in terms of course size and the number of adjuncts the college hires. Data from 2018-2019 shows that only 58% of all classes were taught by full-time faculty. The college's stated goal is 75%, and while that may be out of reach at the moment, we want to raise the percentage. Course release grants are being closely looked at with plans for course releases to be regularized. The course size review process, which includes developing ways for smaller departments to collaborate with other departments, will begin in October. Faculty growth will not be fast but VPAA Cozzens encouraged departments to continue to articulate their growth needs.

VPAA Cozzens shared that Academic Affairs, in alignment with the college's goals, is working towards the expansion of a career center that emphasizes career exploration, career coaching across the disciplines, and enhances the connection between a liberal arts education and a career path. FEC will be working with the Dean's office to get this project launched.

**Associate Vice President for Academic Affairs and Dean of the College, Doug Fantz** shared highlights from the recent ground up budget process that pertain to academic affairs. The 2019-2020 academic affairs budget totals 17.3 million dollars. 13 million is allocated for salaries with 6.2 million for tenure-track faculty, 4.1 million for staff, 1.2 million for other programs (faculty led global trips, and bridge to business), \$750,000 for non-tenure track faculty and \$700,000 allocated for the adjunct faculty pool. The faculty position breakdown consists of 77 tenure-track, 12 non-tenure track, 2.5 other programs and 2 staff (1 in Office of Accessible Education and 1 in the Grad Program).

The academic affairs operating budget totals 4.3 million for FY 2020. The FY 2019 operating budget was 2.7 million. The increase is largely due to replace a 1 million dollar SUMMIT draw that no longer exists, IT increases, expenses related to the graduate program and unbudgeted items.

AVPAA Fantz noted that summer school tuition generated \$70,000, the post bac pre-med program generated \$60,000, Google summer generated \$100,000 and as previously mentioned by VPBF Ken England, the graduate program turned a profit.

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

**Faculty SUMMIT**

Professor Hal Thorsrud shared information on the proposed Faculty SUMMIT, Sophomore Class Atlanta Leadership Experience program known as SCALE (*copy on file*). SCALE is a one-credit course replacement proposal for LDR 102 where students can use the concepts they have acquired in LDR 101 and apply them in a professional context. A pilot program is proposed to take place spring 2020, followed by another piloted program in spring 2021, with full implementation to begin spring 2022.

Professor Amy Patterson provided an update on Faculty SUMMIT, Specialization (*copy on file*). Global specialization will have a course that is equivalent to the current LDR 200 with two additional courses plus the student experience, which could include a semester abroad or an internship. The Leadership specialization will consist of LDR 200 and two revised upper level leadership breadth courses. Professor Patterson extended an invitation to interested parties to attend the next Faculty SUMMIT committee or department meeting(s).

**VII. Reports of Other Committees:**

Assistant Dean of Graduate and Extended Programs, Kelly Ball will share an update on Graduate Programs via email due to a lack of time at today's meeting.

**VIII. Communications:**

Included in the faculty meeting material is an update from ITS of projects that were completed during the summer of 2019. (*copy on file*)

**IX. Discussion of Special Item:**

Chief Henry Hope introduced Lt. J. Tripp Mitchell III who shared a condensed version of his presentation on active security threats.

**X. Announcements:**

Professor Jim Wiseman shared the following ways for faculty to continue welcoming President Zak.

- Consider hosting or attending informal dinners with President Zak and invited faculty as their guests. If you are interested in hosting a dinner, please contact Professor Wiseman. Professor Wiseman will host the first dinner in September.
- Extend an invitation to President Zak to attend one of your classes. An email containing details will be forthcoming.

All are invited to join Staff Council for happy hour, in Bullock Atrium, immediately after today's faculty meeting.

There being no further business, the meeting adjourned at 3:38 pm  
Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

### **Motion to adopt a process for the revision of the SUMMIT Breadth Courses**

The Faculty SUMMIT Committee submits a motion to begin the process of revising the intellectual breadth courses through a series of faculty development workshops held from Fall 2019-Spring 2021. In February 2021, the new CCF (and the courses that have been revised according to them) would go to Curriculum Committee to be voted on by the faculty. Starting in Fall of 2022, only courses that have been through this revision or recertification process will meet the breadth requirement.

Through these workshops, faculty will work together to create a tighter sense of shared meaning for the key concepts in global learning and leadership development, and develop the criteria for addressing them. The more than 350 courses we currently have certified to meet the breadth requirements for SUMMIT courses are, as a whole, too broad and diffuse to have any coherent meaning. On the Leadership Development side, we specifically propose shifting from the focus on teamwork, public speaking, and digital literacy as leadership skills (highlighted throughout this document) to thematic content (reflect, analyze, act). On the Global Learning side, the faculty will work to refine what the courses mean by "themes, processes, and systems," and think more intentionally about how classes engage course material with those ideas in mind.

The workshops will also support faculty in the revision of their current courses, both Global Learning and Leadership Development, to better address digital literacy and other previously agreed-upon proficiencies necessary for post-Agnes success, such as critical thinking, teamwork, and written and oral communication, and ideally some additional identified needed proficiencies such as visual communication, numeracy, research, and well-being. For example, we propose that all SUMMIT breadth courses must include at least one digital component wherein students develop two of the competencies related to digital literacy and include one reflection on those digital skills.

## SCALE

The FSC's proposed replacement for LDR 102, which the faculty voted to eliminate last year due to student dissatisfaction, is the Sophomore Class Atlanta Leadership Experience (SCALE). This Summit signature experience would be a required one-credit course that will be held during Peak Week. The overarching aim is to integrate, not to conflate, leadership development with career preparation and to provide more substance to our reinvention of the liberal arts. (Career preparation will also be integrated within the GLB and LDR breadth courses, and ideally within the majors). After two years of pilot courses (Spring 2020 and 2021), beginning in Spring 2022, all sophomores would spend 10 hours in class with faculty at the beginning of Peak Week in order to review key concepts and skills acquired in LDR 101 in preparation for their site visits and the academic work they will complete and to learn about the organizations they will visit. They will also spend 5 more hours in class with faculty (for a total of 15 hours of class time) after their visit, at the end of Peak Week, to reflect on their experience and to complete assignments related to leadership. Students will spend an additional 30 hours outside of class, reading, writing, and engaging on-site in teams of 3-5 in a variety of activities designed in conjunction with the organization—see the CCF for examples. This is not an internship, but rather an opportunity for students to apply leadership concepts to actual organizational issues and challenges, to directly experience or engage in the work of that organization, and to begin thinking about how their liberal arts education equips them for post-ASC career success.

The proposed learning outcomes for this course are as follows.

- Apply concepts (e.g., power, identity, ethical leadership) from LDR 101 to analyze challenges faced by your site organization.
- Identify the organizational strengths, values and goals that are most relevant to the challenges faced.
- Reflect on how this experience connects to your future academic and professional pursuits.
- Recognize, analyze, and employ effective teamwork.
- Course/site-specific outcomes can be added

We have already identified well over 100 Atlanta area organizations, both for-profit and non-profit, that have shown interest in partnering with us for SCALE, with 11 already confirmed for the pilot and more conversations scheduled. They stand to gain a variety of different things from their participation. For many, education and community outreach are important parts of their mission. Others might be interested in the perspectives that members of our diverse student body can provide, or they might have a long-term interest in diversifying their workforce. Partnerships with local organizations will only be established if they advance both the academic and career interests of our students. Current students are enthusiastic about SCALE, and ~40 have already expressed interest in participating in the first pilot.

### Where we are now with SUMMIT curriculum (current version from the catalog)

Global Learning: objectives 1-4 <input type="checkbox"/> GBL-102: Journeys <input type="checkbox"/> Non-English Language	Leadership Development: objectives 4-8 <input type="checkbox"/> Legacy: The Goizueta Foundation Leadership Immersion <input type="checkbox"/> LDR-101 Leadership Prologue <input type="checkbox"/> ENG-110 The Craft of Writing <input type="checkbox"/> Physical Education course
Overall SUMMIT  <input type="checkbox"/> SUM-400 Portfolio Capstone	Intellectual Breadth: objectives 9-11  <input type="checkbox"/> SUMMIT in the Arts and Humanities <input type="checkbox"/> SUMMIT in Social Sciences <input type="checkbox"/> SUMMIT in STEM  One of these courses must emphasize leadership skills; one must emphasize global social and cultural analysis; the 3 <sup>rd</sup> may be either leadership skills or global elective

Specialization in Leadership Development Requirements	Specialization in Global Learning Requirements
<input type="checkbox"/> LDR-200 (including 2 workshops) <input type="checkbox"/> Leadership Studies Across the Liberal Arts (LSALA) Course <input type="checkbox"/> Leadership Practicum or Internship <input type="checkbox"/> Team Global Challenge	<input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) Course <input type="checkbox"/> Global Learning Elective course <input type="checkbox"/> Global Experience <input type="checkbox"/> Team Global Challenge

While the original model of SUMMIT has been achieving many of its intended learning outcomes quite successfully, Agnes Scott faculty have been committed to ongoing improvement and assessment. Beyond tweaking minor aspects based on student feedback, faculty have diagnosed four main areas for improvement of it as originally implemented:

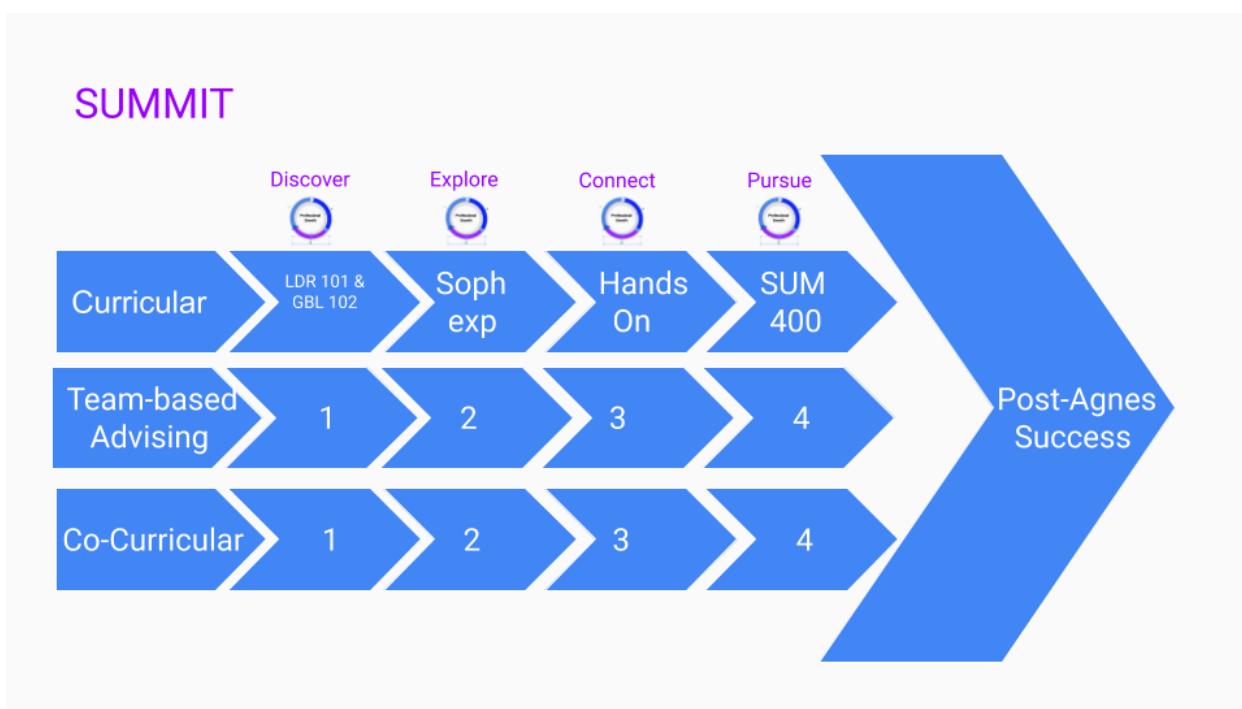
1. Our approach to leadership development was not clear or visible enough in the curriculum to us or to the students.
2. The digital portfolio was not achieving all that we wanted for students with respect to digital literacy across the curriculum.
3. The sophomore and junior years of the curriculum did not have enough coherence or 4-year scaffolding (an attractive and understandable intellectual throughline).
4. SUMMIT was not explicitly connected enough to preparing students for post-Agnes success, nor did it foreground hands-on learning in our region.

While career advising is successfully an explicit part of the advising model, in recent years we have begun to integrate aspects of explicit preparation for post-Agnes success more directly into the curriculum. We are committed to addressing post-Agnes success, as well as digital literacy in support of it, in each core course.

### Where we're going

To address all of these concerns regarding the curriculum, the faculty involved have worked diligently, articulating a distinctive approach to leadership development, and now pursuing three major changes for the next chapter of SUMMIT:

1. A new **sophomore class Atlanta signature leadership experience (SCALE)**, parallel to our successful first year global immersion experience. This will give students a developmentally appropriate opportunity to apply the learning from their foundational leadership class and explore hands-on experiences in an Atlanta-area organization they choose as they approach the time to declare their majors.
2. A complete **revision of the criteria for how courses count for the breadth requirement** to not only incorporate the new articulation of leadership development, but also a robust new framework of essential proficiencies for post-Agnes success. This will both create more of a meaningful coherent 4-year experience for students and address specific skills our graduates have sometimes been weak in for the job market, such as numeracy. These proficiencies include key aspects of digital literacy, of which creating a portfolio is just one product.
3. **Revised specializations** to maintain the hands-on learning but bring more focus and coherence to the required courses, as well as explicit connections to post-Agnes success.



### Proposed SUMMIT General Education Requirements (new version)

<b>Global Learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> GBL-102: Journeys</li> <li><input type="checkbox"/> GBL-103: Journeys Immersion Experience</li> <li><input type="checkbox"/> Non-English Language (101-202)</li> </ul>	<b>Leadership Development</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Legacy: The Goizueta Foundation Leadership immersion</li> <li><input type="checkbox"/> LDR 101: Leadership Prologue</li> <li><input type="checkbox"/> LDR 2xx: SCALE (Sophomore Class Atlanta Leadership Experience)</li> </ul>
<b>Proficiencies for Post-Agnes Success</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENG-110: The Craft of Writing</li> <li><input type="checkbox"/> Physical Education (1 course)</li> <li><input type="checkbox"/> SUM-400: Portfolio Capstone</li> </ul> <p><i>*Emphasis on Proficiencies for Post-Agnes Success/Digital Literacy also infused throughout the other 3 boxes of curriculum</i></p>	<b>Intellectual Breadth</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SUMMIT in the Arts and Humanities</li> <li><input type="checkbox"/> SUMMIT in the Social Sciences</li> <li><input type="checkbox"/> SUMMIT in STEM</li> </ul> <p><i>*To be updated through the process described below</i></p>

#### \* Process for Revising the Intellectual Breadth Courses

The criteria for the intellectual breadth courses will be revised to reflect the new leadership approach and the proficiencies for post-Agnes success, as well as potentially some future modifications to the global criteria. Changes to the breadth courses will be phased in through a four-semester series of faculty development workshops. Through these workshops, faculty will

work to create a tighter sense of shared meaning of the key concepts in global learning and leadership development, and to develop criteria for addressing them. The workshops will also support faculty in the revision of their current courses to better address the proficiencies for post-Agnes success.

### **SUMMIT Specializations**

Students will no longer be required to declare a specialization. Only those who plan to complete the specialization will declare.

#### **Global Specialization**

- GBL 295: Advanced Topics in Global Learning (4 credits)
- Area Studies course (4 credits)
- Upper-level language course (above 202 level)<sup>1</sup> (4 credits)
- Study abroad or global internship (2 - 4 credits)

#### **Leadership Specialization**

- LDR 200: Project Leadership (4 credits) \*no required workshops
- Two leadership breadth courses (8 credits)
- Leadership practicum

### **SUMMIT Requirements by Year**

<b>First Year</b>	Legacy: The Goizueta Foundation Leadership Immersion LDR 101: Leadership Prologue (4 credits) GBL 102: Journeys (4 credits) GBL 100: Journeys Travel Experience (1 credit) ENG 110: The Craft of Writing (4 credits)	
<b>Second Year</b>	LDR 2xx - SCALE (1 credit)	<i>Required for all</i> SUMMIT in the Arts and Humanities* (4 credits) SUMMIT in the Social Sciences* (4 credits) SUMMIT in STEM* (4 credits) PE
<b>Third Year</b>	<i>Emphasis on: study abroad, internships, research, career development opportunities</i>	<i>Optional Specializations (12 credits each)</i> Global: GBL 295, upper-level language, area studies course, Global experience (study abroad, research, or internship)  Leadership: LDR 200 plus two Leadership breadth courses, Leadership practicum/internship
<b>Fourth Year</b>	SUM 400 (2 credits)	

<sup>1</sup> \*Exemptions possible for students who demonstrate a high-level of proficiency in a 2nd language. We will need to come up with a solution for the students who take languages that we currently only offer up to the 202 level.



## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Elizabeth Hackett	<b>Date:</b> 9.4.19
<b>Department or Program:</b> Women's, Gender, & Sexuality Studies	

**Complete Section I for:**

<input type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input checked="" type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** S 2020

**Existing course number and title:** ANT 350: Anthropology of Violence

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** WS ???

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:**      **Contact hours per week:**      **Estimated hours of work per week outside of class:**  
**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?**

**What is the initial delivery method (in person, online, hybrid)?**

**How often will it be offered?**

**Other changes:** Cross list with WS

**Provide a rationale for the proposed change(s):** A significant portion of this course focuses specifically on violence against women and the course as a whole provides invaluable theoretical tools for understanding gendered violence.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** This course will count toward the WGSS major and minor.

**Have the chairs of other departments or programs been consulted?**

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Name(s):
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**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"> <li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"> <li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li> <li><input type="checkbox"/> Area studies course</li> <li><input type="checkbox"/> Foreign language course above the intermediate level</li> </ul>
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Explain how the course fits the category checked above.

If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"> <li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"> <li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"> <li>• Analyze human behavior or social relations</li> </ul>
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"> <li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li> </ul>
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Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Jennifer Larimore	<b>Date:</b> 9/14/19
<b>Department or Program:</b> Biology / Neuroscience	

**Complete Section I for:**

New course	New topic for existing course	Change to an existing course*

\*If seeking a Summit designation for an existing course, provide only the year/semester, course number/title, and responses to the Summit question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

**SECTION I**

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?  Yes  No**

**New course number and title:** BIO / PSY 324 Neuroendocrinology

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:** 4 **Contact hours per week:** 3 **Estimated hours of work per week outside of class:** 9

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

**Prerequisite(s):**BIO 110 and BIO 111 and associated labs and or Co-requisite(s):

**Who will initially teach the course if it is new?** Stacey Dutton

**What is the initial delivery method (in person, online, hybrid)?** In Person

**How often will it be offered?** Every other year, during the spring semester

**Other changes:**

**Provide a rationale for the proposed change(s):** This course serves both the neuroscience and biology majors. Currently, foundational neuroscience courses (BIO 350 and 351) are the prerequisites. The content covered in BIO 110 and 111 provides the essential content needed for the course. This change would allow more biology majors to take the course, as the current prerequisites limited their participation due to the requirement of neuroscience courses.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

**Which ASC General Education requirement(s) (2014-15 catalogue) will it satisfy?**

Fine Arts and Literature    Humanistic Studies    Mathematics    Natural Science    Social Science  
Social and Cultural Analysis

**Provide a rationale for courses that satisfy the Social and Cultural Analysis Standard. (Please write "see below" if the course is Global Social and Cultural Analysis.)**

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

1. Apply vocabulary of appropriate terminology to effectively communicate information related to the nervous and endocrine systems anatomy and physiology.
2. To illustrate awareness of the various aspects of hormonal signaling and the feedback mechanisms that control homeostasis.
3. To distinguish variations of the functional consequences of hormonal signaling for homeostatic mechanisms.
4. To assess the pathological outcomes resulting from aberrant hormone signaling.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s): Jennifer Larimore

**Will the course fulfill any Summit requirements? If so, please check ONLY one:**

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts</b> · Activities designed to develop skills in one of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> . · Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> · The central focus of the course must be leadership. (E.g., Women & Leadership, Adaptive Leadership, Emotionally Intelligent Leadership, Philosophical Approaches to Leadership, Social Movements, Literature and Leadership, Ethics & Leadership, Leadership in the Sciences, etc.)	<b>Global Learning Elective</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level <input type="checkbox"/> Global awareness (2-4 credits) <input type="checkbox"/> Global practicum course (Criteria listed below.)
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a Summit Intellectual Breadth Category, check which category. (See full statement of breadth requirement below.)**

<input type="checkbox"/> <b>Summit in Arts and Humanities</b> · Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> <b>Summit in STEM</b> · Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> <b>Summit in Social Sciences</b> · Analyze human behavior or social relations
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**Explain how the course satisfies the criteria for the breadth category checked above.**

If the course is a Global Learning Elective that falls within a Summit Intellectual Breadth category **AND** meets the criteria for a Global Social and Cultural Analysis course, check this box.

**Global Social/Cultural Analysis**

a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.

## SECTION II

Name of Major or Minor:

Explain any additional resources that may be required for the new major or minor.

Staffing:

Budget:

Library:

Computing:

Please explain the requested changes and provide a rationale.

### **Global Learning Electives Criteria**

#### **GLALA**

50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

**Global practicum courses:** Global practicum courses will provide students with opportunities to engage with local organizations that address global issues (as defined in GLALA criteria). Students will apply knowledge and theory from the course to complete a specific applied project to meet a need identified by the organization. At least 25% of the course meetings will be dedicated to the practicum project.

**Students may request** that senior capstone projects and mentored research count as global electives - or that study abroad, internships, and mentored research count as global experiences - by submitting an essay to the Summit Advisory Group that describes the experience and explains how it meets the relevant criteria.

### **Summit Breadth Requirement**

3 global electives or leadership skills courses, with at least one leadership skills course and at least one Global Social and Cultural Analysis course, one from each of three breadth categories:

- Summit in the Arts and Humanities [4 credits]
- Summit in STEM [4 credits]
- Summit in the Social Sciences [4 credits]

### **Leadership Development & Global Learning Specializations**

Leadership Development	Global Learning
LDR 200 [4 credits]	GLALA [4 credits]
Leadership Studies [4 credits]	Global elective [2-4 credits]
Leadership practicum	Global experience [variable credits]
2 Leadership Development	

workshops	
Team Global Challenge	Team Global Challenge

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Li Qi	<b>Date:</b> 9/4/2019
<b>Department or Program:</b> Economics & Business Management	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** BUS 335: Creativity and Innovation in Organizations

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:** 4 **Contact hours per week:** 3 **Estimated hours of work per week outside of class:** 9

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** Creativity and Innovation are increasingly cited as top priorities by organizational leaders, and employers are increasingly seeing creativity skills as must-have rather than nice-to-have. Hence, the purpose of this course will be to learn and apply theory and evidence to the development of individual creativity skills, team creativity skills, and skills required to lead others in creative endeavors. Throughout, students will investigate the most common individual, interpersonal and organizational obstacles that make implementing innovations in organizations challenging. A combination of lecture, discussion, group work and experiential activities will be utilized.

**Prerequisite(s):** BUS 202  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Amy Breidenthal

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** The plan is to offer it one semester each academic year.

**Other changes:**

**Provide a rationale for the proposed change(s):** Professor Breidenthal is a new tenure-track hire within the department, and the topic of this elective course matches both her expertise and anticipated student demand.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: This course will count as an elective toward the Business Management major and the Business Management minor.**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

- Students will be able to understand of evidence-based theories of individual creativity, team creativity and leading creativity in organizations.
- Students will be able to discuss the differences between types of creativity and innovation in organizations.
- Students will be able to apply theory in skill-building exercises
- Students will be able to recognize common constraints and challenges encountered when attempting to implement new creative ideas or innovations in organizations.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> · Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> . · Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> · The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> · Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> <b>SUMMIT in STEM</b> · Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> · Analyze human behavior or social relations
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**Explain how the course satisfies the criteria for the breadth category checked above.**

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category **AND** meets the criteria for a Global Social and Cultural Analysis course, check this box.

<input type="checkbox"/> Global Social/Cultural Analysis · a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups
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Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Sarah Winget	<b>Date:</b> April 22 <sup>nd</sup> 2019
<b>Department or Program:</b> Chemistry	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input checked="" type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:**

**Existing course number and title:**

**Are you dropping this course from the catalog?  Yes  No**

**New course number and title:**

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:**      **Contact hours per week:**      **Estimated hours of work per week outside of class:**  
**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

**Prerequisite(s):  and  or Co-requisite(s):**

**Who will initially teach the course if it is new?**

**What is the initial delivery method (in person, online, hybrid)?**

**How often will it be offered?**

**Other changes:**

**Provide a rationale for the proposed change(s):**

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):**

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"> <li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"> <li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li> <li><input type="checkbox"/> Area studies course</li> <li><input type="checkbox"/> Foreign language course above the intermediate level</li> </ul>
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Explain how the course fits the category checked above.

If the course is a **Leadership Skills** or **Global Learning Elective** course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"> <li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"> <li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"> <li>• Analyze human behavior or social relations</li> </ul>
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a **Global Learning Elective** that falls within a SUMMIT Intellectual Breadth category **AND** meets the criteria for a **Global Social and Cultural Analysis** course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"> <li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li> </ul>
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Explain how the Global Learning Elective/breadth course satisfies the criteria for **Global Social and Cultural Analysis** courses.

## SECTION II

**Name of Major or Minor:** Chemistry

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:** None

**Budget:** None

**Library:** None

**Computing:** None

**Please explain the requested changes and provide a rationale.**

We are receiving requests from students to double-major in "biology-chemistry" or "neuroscience-chemistry", but they cannot currently complete these double-majors as things stand. To complete these double-majors, three chemistry courses must be taken for the biology major (or three chemistry courses must be taken for the neuroscience major), but all three of these required chemistry courses are also specifically required for the chemistry major. The campus rule is that a max of two courses can count for the two majors that a single student is completing. Biology and Chemistry wish to allow a double major in Biology and Chemistry. Neuroscience has decided to officially prohibit a double major in Neuroscience and Chemistry

We would therefore like to add the following to the bottom of the catalog page for the chemistry major:

"For students who double-major in Chemistry and Biology. CHE150+L will be replaced (in the list of requirements for a chemistry major) with 4-credits of chemistry that have not already been counted toward either of the declared majors. Students planning to double-major in Chemistry and Biology should meet with a member of the Chemistry faculty as soon as possible.

**Please note that students may not double-major in Chemistry and Neuroscience, as per the policy of the Neuroscience Program"**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

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For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Megan O. Drinkwater	<b>Date:</b> 9/9/19
<b>Department or Program:</b>	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** CLL 396: Topics in Classical Literature

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** CLL 396: Topics in Classical Literature-- Didactic Poetry

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9.5**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** The tradition of didactic poetry in the classical world provides both guides to and commentaries on the process of learning in a range of fields, from astronomy to agriculture, philosophy to love. This course will examine texts by Roman authors composed in the first century BCE with an eye in particular to how learning is dramatized in the poetry of Lucretius, Virgil, Horace, and Ovid, and how the range of topics covered by the authors in question responds to the dramatically changing political climate during which the authors lived and wrote.

**Prerequisite(s):**  and  or **Co-requisite(s):** Any Classics course (LAT, GRE, CLA, CLL) or permission of instructor.

**Who will initially teach the course if it is new?** Megan Drinkwater

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** 1 time topic

**Other changes:**

**Provide a rationale for the proposed change(s):** This topics course can be retaken and, as it is usually offered every other year, the topic must change so that current students can retake it.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or**

**programs, and indicate any cross-listings: This course counts for both the Classical Civilization and Classical Language and Literature majors, and helps ensure that students are able to meet the requirement for 16 credit hours at the 300-level within the major. This change does not affect other departments or programs.**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

Students in CLL 396 will (adapted in part from the Classics Majors' learning outcomes):

- describe and analyze the major didactic poets and how they influence those who follow them; the major generic tropes of ancient didacticism; the mechanisms and significance of intertextual reference.
- demonstrate concise and thoughtful presentation both orally and in writing of literary and historical analysis. This includes identifying primary sources of information about Greece and Rome, recognizing and articulating the challenges of using these sources, accurately describing the contributions of other scholars, and integrating their perspectives as appropriate into one's own original research.
- demonstrate advanced research skills in Classics by formulating an appropriate topic of interest for research, assembling a bibliography, synthesizing scholarly opinions, and supporting their own interpretation of a text in a logical, cohesive, research paper.
- articulate an awareness of their own intellectual process, strengths, and weaknesses, especially in terms of the classical texts we examine and their presentation of the learning process; the ability to articulate, critique, revise, and defend their own ideas and those of others in constructive ways, both individually and in groups.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input checked="" type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"> <li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"> <li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li> <li><input type="checkbox"/> Area studies course</li> <li><input type="checkbox"/> Foreign language course above the intermediate level</li> </ul>
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**Explain how the course fits the category checked above.** Teamwork will be an explicit part of the research paper process, including providing written comments on a partner's paper draft/s (10-15%), as will public speaking, with another 10-15% of the grade dependent on oral presentations. Students will also be required to post their course Goal Statements, end-of-semester reflections, and final projects in their digital portfolio for 5-10% of the total grade.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input checked="" type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>• Analyze human behavior or social relations</li></ul>
--	---	--

**Explain how the course satisfies the criteria for the breadth category checked above.** The texts we examine are all poetic works of creative expression that engage explicitly with learning and creating meaning for one's self, in arenas both intellectual and emotional.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
--

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

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<b>Chair or Director:</b> Megan O. Drinkwater	<b>Date:</b> 9/9/19
<b>Department or Program:</b>	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** CLL 396: Topics in Classical Literature

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** CLL 396: Topics in Classical Literature-- Didactic Poetry

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9.5**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** The tradition of didactic poetry in the classical world provides both guides to and commentaries on the process of learning in a range of fields, from astronomy to agriculture, philosophy to love. This course will examine texts by Roman authors composed in the first century BCE with an eye in particular to how learning is dramatized in the poetry of Lucretius, Virgil, Horace, and Ovid, and how the range of topics covered by the authors in question responds to the dramatically changing political climate during which the authors lived and wrote.

**Prerequisite(s):**  and  or **Co-requisite(s):** Any Classics course (LAT, GRE, CLA, CLL) or permission of instructor.

**Who will initially teach the course if it is new?** Megan Drinkwater

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** 1 time topic

**Other changes:**

**Provide a rationale for the proposed change(s):** This topics course can be retaken and, as it is usually offered every other year, the topic must change so that current students can retake it.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or**

**programs, and indicate any cross-listings: This course counts for both the Classical Civilization and Classical Language and Literature majors, and helps ensure that students are able to meet the requirement for 16 credit hours at the 300-level within the major. This change does not affect other departments or programs.**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

Students in CLL 396 will (adapted in part from the Classics Majors' learning outcomes):

- describe and analyze the major didactic poets and how they influence those who follow them; the major generic tropes of ancient didacticism; the mechanisms and significance of intertextual reference.
- demonstrate concise and thoughtful presentation both orally and in writing of literary and historical analysis. This includes identifying primary sources of information about Greece and Rome, recognizing and articulating the challenges of using these sources, accurately describing the contributions of other scholars, and integrating their perspectives as appropriate into one's own original research.
- demonstrate advanced research skills in Classics by formulating an appropriate topic of interest for research, assembling a bibliography, synthesizing scholarly opinions, and supporting their own interpretation of a text in a logical, cohesive, research paper.
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<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

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**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input checked="" type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"><li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> <p>Check one type below.</p> <p><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level</p>
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**Explain how the course fits the category checked above.** Teamwork will be an explicit part of the research paper process, including providing written comments on a partner's paper draft/s (10-15%), as will public speaking, with another 10-15% of the grade dependent on oral presentations. Students will also be required to post their course Goal Statements, end-of-semester reflections, and final projects in their digital portfolio for 5-10% of the total grade.

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**Explain how the course satisfies the criteria for the breadth category checked above.** The texts we examine are all poetic works of creative expression that engage explicitly with learning and creating meaning for one's self, in arenas both intellectual and emotional.

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--

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

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### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

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## Curriculum Committee Curricular Change Form

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**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Charlotte Artese	<b>Date:</b> 26 August 2019
<b>Department or Program:</b> English	

**Complete Section I for:**

<b>New course</b>	<b>New topic for existing course</b>	<b>Change to an existing course*</b>
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Fall 2019

**Existing course number and title:** ENG 204: Topics in Creative Writing

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** ENG 204: Kirk Writer-in-Residence Aracelis Girmay

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 1 Contact hours per week: 10 Estimated hours of work per week outside of class: 10**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** Our innovative Writer-in-Residence program is a mark of Agnes Scott's distinctive creative writing program that allows students to write with esteemed visiting artists and builds on one of the college's finest and most noted traditions of connecting our students with established literary and cultural figures, as was the case with Robert Frost beginning in the 1930s.

This specific seminar focuses on the craft of poetry.

**Prerequisite(s):Prerequisite: 200-level creative writing course and or Co-requisite(s):**

**Who will initially teach the course if it is new?** Aracelis Girmay

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** once; November 5-10 (Nov 5 & 7, 6:30-8:30 pm; Nov 8, 2-4 pm; Nov 9-10, 10 am-12 pm)

**Other changes:**

**Provide a rationale for the proposed change(s):** This course is a continuation of the Kirk Writer-in-Residence Program which was instituted during the 2014-2015 academic year. We have hosted novelists Pam Houston

and Monique Truong, poet and memoirist Richard Blanco, and nonfiction writer Melissa Fay Greene as Kirk Writers-in-Residence. This program allows for students to take a variable-credit course, which is of particular use in the fall for seniors who will also be enrolled in SUM 400 (2 credits), or who may be interested in registering for the Writers' Festival Writer-in-Residence course in the spring (2 credits).

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** It adds a variable-credit course.

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

will comprehend and interpret works of poetry

will write poetry

will appraise and evaluate peer writers' works

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

Leadership Skills Across the Liberal Arts (see definitions next page)

- Activities designed to develop skills in *one* of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: **teamwork, public speaking, digital literacy**.

- Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.

Leadership Studies Across the Liberal Arts

- The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.

**Global Learning Elective (see definitions next page)**

Check one type below.

Global Learning Across the Liberal Arts (GLALA)

Area studies course

Foreign language course above the intermediate level

**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

**SUMMIT in Arts and Humanities**

- Practice or interpret creative expression or probe fundamental questions of value and meaning

**SUMMIT in STEM**

- Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world

**SUMMIT in Social Sciences**

- Analyze human behavior or social relations

**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

**Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

**Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Charlotte Artese	<b>Date:</b> 9/13/2019
<b>Department or Program:</b> English	

**Complete Section I for:**

New course       New topic for existing course       Change to an existing course\*

\*If seeking a Summit designation for an existing course, provide only the year/semester, course number/title, and responses to the Summit question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** ENG 212

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:**

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** ENG-212 BRITISH LITERATURE SINCE 1700 (4) A survey of multiple forms of British literature written after the Renaissance. Fiction, drama, poetry, and essays by influential literary figures from the 18th, 19th, and 20th century. Counts toward pre-1800 or post-1800 requirement and qualifies as a Summit course.

**Prerequisite(s):** Eng. 110  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Waqas Khwaja

**What is the initial delivery method (in person, online, hybrid)?** In person, seminar-format, and lecture.

**How often will it be offered?** Every other year

**Other changes:**

**Provide a rationale for the proposed change(s):** Excising references to specific authors and texts offers a more general and flexible description, which suits a course that surveys literature produced over a three-hundred year period. It also allows for variation in emphasis and focus not only from year to year but also if it is taught by different instructors in different years.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** N/A

**Which ASC General Education requirement(s) (2014-15 catalogue) will it satisfy?**

Fine Arts and Literature    Humanistic Studies    Mathematics    Natural Science    Social Science  
Social and Cultural Analysis

**Provide a rationale for courses that satisfy the Social and Cultural Analysis Standard. (Please write "see below" if the course is Global Social and Cultural Analysis.)**

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s):

**Will the course fulfill any summit requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"><li>• The central focus of the course must be leadership. (E.g., Women &amp; Leadership, Adaptive Leadership, Emotionally Intelligent Leadership, Philosophical Approaches to Leadership, Social Movements, Literature and Leadership, Ethics &amp; Leadership, Leadership in the Sciences, etc.)</li></ul>	<b>Global Learning Elective</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input checked="" type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level <input type="checkbox"/> Global awareness (2-4 credits) <input type="checkbox"/> Global practicum course (Criteria listed below.)
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**Explain how the course fits the category checked above.** This course focuses on the literature of Britain, and also provides an overview of British history as well as evolving aesthetic, intellectual, and political perspectives over the last three hundred years.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a Summit Intellectual Breadth Category, check which category. (See full statement of breadth requirement below.)**

<input checked="" type="checkbox"/> Summit in Arts and Humanities <ul style="list-style-type: none"><li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> Summit in STEM <ul style="list-style-type: none"><li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> Summit in Social Sciences <ul style="list-style-type: none"><li>• Analyze human behavior or social relations</li></ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.** Students in this course practice and develop skills in literary analysis and interpretation within a literary tradition and a historical context, but also by using the more modern critical tools, strategies, and perspectives developed over the last fifty years.

**If the course is a Global Learning Elective that falls within a Summit Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> Global Social/Cultural Analysis <ul style="list-style-type: none"><li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Global Learning Electives Criteria**

#### **GLALA**

50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

**Global practicum courses:** Global practicum courses will provide students with opportunities to engage with local organizations that address global issues (as defined in GLALA criteria). Students will apply knowledge and theory from the course to complete a specific applied project to meet a need identified by the organization. At least 25% of the course meetings will be dedicated to the practicum project.

**Students may request** that senior capstone projects and mentored research count as global electives - or that study abroad, internships, and mentored research count as global experiences - by submitting an essay to the Summit Advisory Group that describes the experience and explains how it meets the relevant criteria.

### **Summit Breadth Requirement**

3 global electives or leadership skills courses, with at least one leadership skills course and at least one Global Social and Cultural Analysis course, one from each of three breadth categories:

- Summit in the Arts and Humanities [4 credits]
- Summit in STEM [4 credits]
- Summit in the Social Sciences [4 credits]

### **Leadership Development & Global Learning Specializations**

Leadership Development	Global Learning
LDR 200 [4 credits]	GLALA [4 credits]
Leadership Studies [4 credits]	Global elective [2-4 credits]
Leadership practicum	Global experience [variable credits]
2 Leadership Development workshops	
Team Global Challenge	Team Global Challenge

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Charlotte Artese	<b>Date:</b> 8/26/19
<b>Department or Program:</b> English	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** ENG 309: Literary Journalism: Long-form

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** topic title: Solutions Journalism

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 2.5 Estimated hours of work per week outside of class: 9.5**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This writing-intensive course explores "Solutions Journalism," a news discipline focused on exposing societal problems and highlighting successful citizen or institutional responses to them at the global, national, state, or local level. Students will develop advanced skills in field research and reporting while producing a professional-quality story suitable for digital publication.

**Prerequisite(s):** any 200-level creative writing class  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Melissa Fay Greene

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** one night per week

**Other changes:**

**Provide a rationale for the proposed change(s):** This past spring, I offered the pioneering news-reporting discipline known as "Solutions Journalism" within the "Public Interest Reporting" course and it was by far the clearest, most exciting, most engaging part. The course also fits the college's mission of engaging the social issues of our times.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** The course will satisfy the creative writing track's 300-level course

requirement.

Have the chairs of other departments or programs been consulted?

Yes  No

Name(s):

Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):\*

- Explain and analyze features of "Solutions Journalism" within the context of the broader field.
- Demonstrate advanced skills in journalistic field research and reporting.
- Produce a professional quality feature story.
- Master advanced storytelling techniques commonly deployed to generate social change.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"><li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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Explain how the course fits the category checked above.

If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> SUMMIT in Arts and Humanities <ul style="list-style-type: none"><li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> SUMMIT in STEM <ul style="list-style-type: none"><li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> SUMMIT in Social Sciences <ul style="list-style-type: none"><li>• Analyze human behavior or social relations</li></ul>
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.

<input type="checkbox"/> Global Social/Cultural Analysis <ul style="list-style-type: none"><li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or</li></ul>
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groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:** ENG

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale. "Solutions Journalism" was a component within ENG-309-A (16090) Public Interest Journalism [Spring 2019] and was received most enthusiastically. It would work best if taught as a semester-long discipline, as in WDC-695-A (16623) Solutions Journalism, which I offered Summer 2019. I will adapt that graduate course for undergraduate study.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Li Qi	<b>Date:</b> 9/4/2019
<b>Department or Program:</b> Economics & Business Management	

**Complete Section I for:**

New course	New topic for existing course	Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** BUS 345: Human Resource Management

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:** 4 **Contact hours per week:** 3 **Estimated hours of work per week outside of class:** 9

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course is intended to introduce students to evidence-based human resource management (HRM) and provide an introduction to the theory, policies, and practices that guide the management of human resources within organizations. An assumption of the course is that all managers are a growing part of human resource management activities and all employees are affected by them. Thus, this course is designed to help students develop a framework for dealing with critical and complex human resource management issues facing today's organizations from the vantage point of the human resources department, managers and / or employees. Throughout the course, focus will be paid to the legal and ethical considerations required for effectively managing diversity.

Topics may include: Legal Issues in HR, Job Design, Recruiting, Selection, Career Development, Retention, Performance Management, Compensation and Benefits, Trends and Technology in HRM

**Prerequisite(s):** BUS 202 and **or Co-requisite(s):**

**Who will initially teach the course if it is new?** Amy Breidenthal

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** The plan is to offer it one semester each academic year.

**Other changes:**

**Provide a rationale for the proposed change(s):** Professor Breidenthal is a new tenure-track hire within the department, and the topic of this elective course matches both her expertise and anticipated student demand.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: This course will count as an elective toward the Business Management major and the Business Management minor.**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s): Professor Hughes.

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

- Students will be able to understand theories and empirical evidence related to key HR concepts.
- Students will be able to appraise HR functions within existing organizations.
- Students will be able to exercise teamwork skills and team presentation skills.
- Students will be able to analyze new technology trends in human resource management.
- Students will be able to discuss ethical and legal aspects of human resource management processes and how they relate to effective management of an increasing diverse and global workforce

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<b>XX Leadership Skills Across the Liberal Arts (see definitions next page)</b> · Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> . · Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> · The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

One of the primary trends in HR Management is the use of teams in organizations and the related impacts on HR processes such as selection, training and evaluation. Therefore, in this class, we do two team-based projects and the course content includes research on team processes and how specific team processes can enhance or detract from overall team performance and viability. Specifically, two team projects jointly make up 25% of the students overall course grade. Both team projects have a final deliverable that is a team presentation, and therefore builds students' public speaking experience and skills. Additionally, the course content builds digital literacy knowledge and skills in areas of HR that are becoming increasingly digital. For example, students will learn about video-recorded interviewing, resume scanning software, and online tools organizations are using for

employee development and performance management.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input checked="" type="checkbox"/> <b>X SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>Analyze human behavior or social relations</li></ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.** This class will learn and apply the evidence-based management principals uncovered in the scientific study of human resource management. This discipline is a social science that has psychology, sociology, anthropology and political science foundations. Examples of research in scope for this course are: decision making processes and cognitive biases that impact employee selection and performance management, homophily and attraction principals that impact employee recruitment and selection, individual motivation mechanisms that drive organizational selection of compensation, rewards and performance management processes, psychology of learning and motivation that drive effects of training and development programs, and the social psychology / sociological theories that inform the effects of diversity in organizations.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>· a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Yael Manes	<b>Date:</b> 8/6/2019
<b>Department or Program:</b> History	

**Complete Section I for:**

New course     New topic for existing course     Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** HIS/PH/AS/ 2xx African Environmental History

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 10  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course will survey the evolution of African environmental and ecological systems over the past 200 years. Subjects will include aspects of the physical environment visible through changes in climate and hydrology, as well as key issues of human/environmental interaction, such as agriculture, deforestation, conservation, famine, malaria, and the role of colonialism and economic development in environmental change. The course will also examine the ways in which outsiders have created myths about the African environment and how Africans have managed their natural resources over time. The course will examine the causes and social effects of famine, vector-borne disease and the impact of political ecology of globalization on African environmental management. Course assignments will cover most geographical regions of Africa, but with special attention to East Africa. Materials available to students will include readings and lectures, but will also include films and other visual resources.

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Dr. Benjamin Twagira

**What is the initial delivery method (in person, online, hybrid)?** In person

**How often will it be offered?** Every year or every other year.

**Other changes:**

**Provide a rationale for the proposed change(s):** Dr. Twagira joined the History Department in July 2019 and we are now able to offer ASC students courses in the history of Africa.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s): Africana Studies, Environmental Studies, Public Health

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

At the end of the course, students should be able to: Assess differences between primary and secondary sources; evaluate the strengths and weaknesses of historical sources relating to Africa, and African environmental history; employ critical thinking and historical research in African history; question problematic narratives surrounding representations of African environment; and examine sources in ways that center African agency in shaping the environment.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

Leadership Skills Across the Liberal Arts (see definitions next page)

- Activities designed to develop skills in *one* of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: **teamwork, public speaking, digital literacy**.
- Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.

Leadership Studies Across the Liberal Arts

- The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.

**Global Learning Elective (see definitions next page)**

Check one type below.

- Global Learning Across the Liberal Arts (GLALA)  
 Area studies course  
 Foreign language course above the intermediate level

**Explain how the course fits the category checked above.** The course addresses all three criteria of contact, power, and systems. It focuses not merely on Environmental History, a field in History which examines human relationship with and exploitation of the natural world, the impact of agriculture on soil and landscape, and the environmental impact of urbanisation and industrialisation. But since it focuses on Africa, this course also examines the effects of colonialism on African environmental systems as well as how strangers created myths about the African environment. Thus, "contact", "power", and "systems" are central to this course.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

SUMMIT in Arts and Humanities

- Practice or interpret creative expression or probe fundamental questions of value and meaning

SUMMIT in STEM

- Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world

SUMMIT in Social Sciences

- Analyze human behavior or social relations

**Explain how the course satisfies the criteria for the breadth category checked above.** Students will identify and explore critical questions about how Africans have interacted with nature for centuries; they will also interpret historical sources; students will conduct original research. These are the basic methodologies employed in the discipline of History to "probe fundamental questions of value and meaning." This course, thus, probes fundamental human questions of power, culture and contested knowledge.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.** This course will explore how African knowledge has shaped the environment on the continent for centuries. As such, it will challenge the conventional historical narrative of the African environment that paints Africans as lacking the knowledge about the environment and/or as being victims of environmental change. The course also explores how different ecologies fostered the development of different social and political organization on the continent.

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Regine O. Jackson	<b>Date:</b> 9 September 2019
<b>Department or Program:</b> SUMMIT - Global Learning	

**Complete Section I for:**

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### **SECTION I**

<b>Year/Semester this change is to be effective:</b> Spring 2021
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<b>Existing course number and title:</b> n/a
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<b>Are you dropping this course from the catalog?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>New course number and title:</b> GBL 103: Journeys Immersion Experience
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Note: Please confer with the Registrar to determine the number for new courses.

<b>Credit hours: 1 Contact hours per week: 45*</b> <b>Estimated hours of work per week outside of class: 45*</b>
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**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

\*This course is made up exclusively of work outside of class time. All Global Journeys courses, regardless of destination and topic, include 6 - 7 days of faculty-led travel.

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

<b>New description:</b> This one-week cultural immersion experience is a part of GBL 102: Journeys. Itineraries vary by the GBL 102 destination.
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<b>Prerequisite(s):</b> <input type="checkbox"/> and <input checked="" type="checkbox"/> or <b>Co-requisite(s):</b> This course must be taken with GBL 102.
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<b>Who will initially teach the course if it is new?</b> GBL 102 Faculty
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<b>What is the initial delivery method (in person, online, hybrid)?</b> In-person
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<b>How often will it be offered?</b> Annually, every spring
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<b>Other changes:</b> No changes to the GBL 102 course description are needed. It reads: This 4-credit course is the core course in the Global Learning curriculum of SUMMIT. It introduces first-year students to global structures, systems and processes and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue
--

and small-group discussions. These learning experiences will enable students to identify, describe and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication."

**Provide a rationale for the proposed change(s):** This new course will account for contact hours currently folded into GBL 102. It will also allow students who cannot travel for medical, immigration, or other exceptional reasons to complete the coursework component of Journeys independently. Finally, if the proposed 1 -credit Sophomore Class Atlanta Leadership Experience (SCALE) is approved by the faculty, this course will align the required number of credit hours for Leadership Development (4, plus 1) and Global Learning (4, plus 1), and restore the total general education credits to a multiple of 4.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** n/a

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s): Hal Thorsrud, SUMMIT- Leadership Development

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):\***

Upon completion of this course students will be able to:

- Identify, explain, and analyze global themes, processes, and systems:
  - Students will be able to identify and describe through at least two different examples of how globalization relates to the particular section topic and analyze its impact on the Journeys destination.
- Critically examine the relationship between dominant and marginalized cultures, subcultures or groups:
  - Using specific examples from their journeys course and the immersion experience, students will be able to compare and contrast the impact global processes have on dominant and marginalized cultures.
- Demonstrate knowledge and skills essential for global engagement:
  - Students will be able to evaluate some of the historical, political, economic, scientific, and cultural forces that shape global processes and outline topics for future research and analysis.
  - Students will develop their ability to engage across differences.
  - Based on their interactions with and their learning from community members at the Journeys destination students will critically reflect on their own values, ethics, and assumptions.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.** No

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> · Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> .	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> · The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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<ul style="list-style-type: none"> <li>· Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<p>highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</p>	
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"> <li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"> <li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"> <li>· Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"> <li>· a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li> </ul>
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

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**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

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**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

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For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Yael Manes	<b>Date:</b> 8/6/2019
<b>Department or Program:</b> History	

### Complete Section I for:

New course     New topic for existing course     Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** HIS/AF/330 Race and a Global War: Africa During World War II

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 10  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course examines African experiences during World War II. Although most histories of WWII have tended to ignore Africa's role in this global conflict, the continent and its people were at the center of major developments during the war. We will examine how Africans and outsiders have conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters. Topics to be covered include: African servicemen; war crimes in relation to Africa and the war; race and racial thought during wartime Africa; the impact of the war on women and gender roles; political protest; and the war's impact on decolonization.

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Dr. Benjamin Twagira

**What is the initial delivery method (in person, online, hybrid)?** In person

**How often will it be offered?** Every year or every other year.

**Other changes:**

**Provide a rationale for the proposed change(s):** Dr. Twagira joined the History Department in July 2019 and we are now able to offer ASC students courses in the history of Africa.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or**

programs, and indicate any cross-listings:

Have the chairs of other departments or programs been consulted?

Yes  No

Name(s): Africana Studies (Willie Toliver)

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

At the end of the course, students should be able to: assess differences between primary and secondary sources; evaluate the strengths and weaknesses of historical sources relating to Africa; employ critical thinking and historical research in African history; question problematic narratives surrounding representations of Africa in the West; and examine sources in ways that center Africa while analysing global events.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) • Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> . • Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.	<input type="checkbox"/> Leadership Studies Across the Liberal Arts • The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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Explain how the course fits the category checked above. The course addresses all three criteria of contact, power, and systems since it focuses on the role that African played in WWII. As such, this course examines the movement of ideas, technologies, and people across and beyond the national and geographical borders of countries and continents and examines the ways in which structures of power operated in this type of relationship.

If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input checked="" type="checkbox"/> SUMMIT in Arts and Humanities • Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> SUMMIT in STEM • Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> SUMMIT in Social Sciences • Analyze human behavior or social relations
--	---	--

Explain how the course satisfies the criteria for the breadth category checked above. Students will identify and explore critical questions about the role of Africa in WWII; students will interpret historical sources; students will conduct original research. These are the basic methodologies employed in the discipline of History to "probe fundamental questions of value and meaning." This course, thus, probes fundamental human questions of power, culture and contested knowledge.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.** This course will explore the role that Africans and people of African descent played during the Second World War and explores the question of what WWII looks like when Africa, a marginalized continent in conventional historical narratives, is at the center .

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

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### **Global Learning Electives Criteria**

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**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

# Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

Chair or Director: Yael Manes	Date: 8/6/ 2019
Department or Program: History	

## Complete Section I for:

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
--	--	--

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

## Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

Year/Semester this change is to be effective: Fall 2019

Existing course number and title:

Are you dropping this course from the catalog?  Yes  No

New course number and title: HIS/AS/PH 3xx: A History of Health and Healing in Africa

Note: Please confer with the Registrar to determine the number for new courses.

Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 10

For each credit hour, there should be three hours of work (contact hours + outside class) per week.

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

New description: Seminar on the history of disease, health and healing in Africa. In this course we consider the intersections between knowledge production, power, race, and class in African history.

Prerequisite(s):None  and  or Co-requisite(s):None

Who will initially teach the course if it is new? Dr. Benjamin Twagira, recently hired as Assistant Professor of History

What is the initial delivery method (in person, online, hybrid)? in person

How often will it be offered? Every year or every other year

Other changes:

Provide a rationale for the proposed change(s): We are adding this course to expand the curriculum of the History Department and the college. It reflects a strength that our new colleague brings to Agnes Scott.

Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: This course may be used to satisfy the geographical distribution in African history within the major. This course is suitable for cross-listing with Africana Studies and Public Health and may contribute to the major in International Relations.

**Have the chairs of other departments or programs been consulted?**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Name(s): Willie Tolliver (Africana Studies), Eleanor Morris (International Relations), Rachel Hall-Clifford (Public Health)
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**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

At the end of the course, students will:

1. Appreciate the interconnectedness between disease, health, and healing and social and historical processes
2. Be conversant with the historiographic, methodological, and substantive aspects of disease, health, and healing in African history
3. Understand the interaction between conceptions and responses to disease, health, and healing
4. Advance their skills in critical reading of historical works.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"> <li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"> <li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	Global Learning Elective (see definitions next page) <p>Check one type below.</p> <input checked="" type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.** This course examines African healing practices and how they have intersected with different biomedical and public health interventions. Students will also explore the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape as well as the way African societies have understood public health.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input checked="" type="checkbox"/> SUMMIT in Arts and Humanities <ul style="list-style-type: none"> <li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> SUMMIT in STEM <ul style="list-style-type: none"> <li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> SUMMIT in Social Sciences <ul style="list-style-type: none"> <li>• Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.** This course probes fundamental human questions of power, culture and contested knowledge.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

Name of Major or Minor:
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Explain any additional resources that may be required for the new major or minor.

Staffing:
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Budget:
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Library:
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Computing:
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Please explain the requested changes and provide a rationale.
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### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

Chair or Director: Dr. Rachel Hall-Clifford	Date: 9/15/2019
Department or Program: Public health	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

Year/Semester this change is to be effective: Spring 2020

Existing course number and title: n/a

Are you dropping this course from the catalog?  Yes  No

New course number and title: (Suggest PH210 to indicate course is sequenced prior to the PH211: Principles of Epidemiology course): Biostatistics

Note: Please confer with the Registrar to determine the number for new courses.

Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

New description: Basic principles of statistics and their application in a public health context. Topics include generating hypotheses, analyzing data and interpreting results, and communicating findings to scientific and non-scientific audiences.

Prerequisite(s): PH101  and  or Co-requisite(s):

Who will initially teach the course if it is new? Dr. Erin Bradley

What is the initial delivery method (in person, online, hybrid)? In person

How often will it be offered? Each spring semester

Other changes:

Provide a rationale for the proposed change(s): Biostatistics is a foundational course for undergraduate public health degree programs. Until now, public health students have taken a statistics course offered by the mathematics department (MAT115) or the psychology department (PSY206). Statistics courses provide prerequisite knowledge for the existing Principles of Epidemiology course (PH211). Consequently, it is useful for students to learn statistical concepts as applied in a public health context. However, the current course offerings differ slightly from one another in their content and emphasis, and differ from a public

health approach. Our recent hiring of a full-time public health faculty member to teach quantitative courses has allowed us to expand our course offerings to include biostatistics beginning Spring 2020. Requiring public health majors to take biostatistics will improve consistency in prerequisite knowledge when entering PH211 and continuity as students matriculate through the course sequence for public health (same instructor for PH211 and biostatistics).

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: Major and minor requirement for either MAT115 or PSY206 will be changed to require PH2XX: Biostatistics.**

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

Upon completion of the course, the student should be able to:

1. Generate hypotheses to address public health issues.
2. Select and employ the appropriate statistical test for a given set of data.
3. Interpret and discuss output from statistical tests.
4. Communicate findings to scientific and lay audiences, in oral and written (text, data visualization) form.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page)	<input type="checkbox"/> Leadership Studies Across the Liberal Arts • The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> SUMMIT in Arts and Humanities • Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> SUMMIT in STEM • Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> SUMMIT in Social Sciences • Analyze human behavior or social relations
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

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**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

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**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

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For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

Chair or Director: Jared Millson	Date: 9/13/19
Department or Program: Philosophy	

**Complete Section I for:**

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** PHI 395 Topics in Philosophy

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** PHI 395 Theories of Equality

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** While equality plays a central role in constitutions and legal systems across the world and is something almost everyone would claim to be committed to, the term itself is ambiguous. How can we strive for or ensure equality when we don't know what counts as equal? This course will serve as an introduction to egalitarian political theory, focusing on answering the question of which aspects of a person are relevant for measuring the ideal of equality. We will examine several responses to this question, including arguments for equality of resources, welfare, opportunity, and capabilities; and the relevance of preference formation for egalitarianism.

**Prerequisite(s):** None  and  or **Co-requisite(s):** No prerequisites

**Who will initially teach the course if it is new?** Claire Mills

**What is the initial delivery method (in person, online, hybrid)?** In person

**How often will it be offered?** Once

**Other changes:**

**Provide a rationale for the proposed change(s):** Claire is currently finishing her dissertation on philosophical and political theories of equality at UGA. This course will give our students an opportunity to study these topics with an emerging scholar in the field.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** The course will count towards the Ethics requirement for the Philosophy major/minor as well as toward the 300+ level requirement. We are also proposing that the course be cross listed with Political Science as it deals with foundational theories of political and social justice.

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s): Ellie Morris

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

Students will summarize and explain egalitarian arguments from classical political theorists such as Rawls, Cohen and Nussbaum.

Students will classify, compare and contrast different measures of equality.

Students will evaluate weaknesses with each definition of equality in terms of practicality, achievability and social justice.

Students will develop their argumentative writing skills through critical engagement with the text.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

Leadership Skills Across the Liberal Arts (see definitions next page)

- Activities designed to develop skills in *one* of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: **teamwork, public speaking, digital literacy**.
- Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.

Leadership Studies Across the Liberal Arts

- The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.

**Global Learning Elective (see definitions next page)**

Check one type below.

- Global Learning Across the Liberal Arts (GLALA)  
 Area studies course  
 Foreign language course above the intermediate level

**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

SUMMIT in Arts and Humanities

- Practice or interpret creative expression or probe fundamental questions of value and meaning

SUMMIT in STEM

- Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world

SUMMIT in Social Sciences

- Analyze human behavior or social relations

**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

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### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

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## Curriculum Committee Curricular Change Form

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**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Eleanor Morris	<b>Date:</b> September 12, 2019
<b>Department or Program:</b> Political Science	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2019

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** POL 3XX - Sex, Power, and Politics

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 12  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course explores how conflicting understandings of sex, gender, and sexuality shape public policies in important and sometimes unexpected ways. By bringing feminist, queer, and critical race theory to bear on political science scholarship on U.S. public policymaking, this course highlights how dominant gendered and sexual norms suffuse broad swaths of contemporary law and policy, and how those same norms help legitimize only certain individuals as political actors, certain bodies and identities as politically relevant, and certain relationships as politically important.

Students will sharpen their understandings of these dynamics by examining four focused case studies of controversial policy arenas in the United States, such as 1) reproductive politics (e.g., abortion, sterilization, the ACA contraception mandate), 2) sex work (e.g., prostitution, stripping, trafficking), 3) sexual harassment and assault (e.g., Title IX, #MeToo), and 4) sexual identity and sexual orientation (e.g., the transgender military ban, bathroom laws, same-sex marriage). The course will also foreground the racial and class politics that powerfully influence these gendered and sexualized policy areas.

**Prerequisite(s):**  and  or **Co-requisite(s):** a 100 level POL course OR POL 226 OR WS 100 or WS110  
**OR permission of instructor**

**Who will initially teach the course if it is new?** Dr. Holloway Sparks, Visiting Professor

**What is the initial delivery method (in person, online, hybrid)?** In person

**How often will it be offered?** Spring 2019

**Other changes:**

**Provide a rationale for the proposed change(s):** This course is a new option for POL studnets at ASC for the spring semester of 2019 due to the expertise of VAP Holloway Sparks.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: The course is critical for PS upper-level offerings this year as Drs. Scott and Tajali are on leaves in the spring.**

**Have the chairs of other departments or programs been consulted?**

Yes  No

**Name(s):** Dr. Beth Hackett, Women's, Gender, and Sexuality Studies. This course to be cross-listed with WGSS.

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):\***

- 1) Students will be able to explain the current state of U.S. federal and state laws relating to sex, gender, and sexuality in at least 3 different public policy arenas.
- 2) Students will be able to successfully identify, analyze, and critique discourses about sex, gender, and sexuality in at least 3 different public policy arenas.
- 3) Students will demonstrate the capacity to research, illuminate, and critically assess new contemporary political controversies using their knowledge of sex and gender theory and the policy making process.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"><li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

**SUMMIT in Arts and**

**SUMMIT in STEM**

**SUMMIT in Social Sciences**

<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li> <li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> <li>• Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

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**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

Chair or Director: Eleanor Morris	Date: September 12, 2019
Department or Program: Political Science	

**Complete Section I for:**

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

□ Adding a New Major	□ Dropping a Major	□ Changing a Major
□ Adding a New Minor	□ Dropping a Minor	□ Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2019

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** POL 3XX - American Political Thought

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 12**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** American political thought is often portrayed as the development of a distinctive or “exceptional” set of national ideals regarding freedom, equality, and democracy, but it is simultaneously a story of slavery, conquest, empire, racism, segregation, sexism, and civic exclusion. This course attends to the two sides of this complex legacy by approaching American political thought as a constellation of paradoxes and contentious challenges to U.S. founding ideals and ideologies. Students will read core political texts that have shaped the American political tradition (e.g., The Federalist Papers, The Constitution, Tocqueville’s Democracy in America), as well as a range of other primary source materials (sermons, speeches, debates, pamphlets, editorials, legal decisions, autobiographies, novels, plays, films) to learn how influential political ideas such as liberty, equality, community, and the American dream have changed from the seventeenth century to today. Along the way, the course will foreground the provocations and struggles that Black and Indigenous peoples have posed to official narratives of American ideals, and will explore counter-traditions of dissent aimed at contesting American practices of exclusion and oppression, such as populism, socialism, anarchism, feminism, anti-racism, and anti-imperialism.

Class debates and role plays, historical research projects, and course exams will assess whether students can identify, explain, and critically evaluate conflicting American political ideals in both past and present political controversies. Students will also research, write, and present a paper that appraises a historically influential political text not covered in class.

**Prerequisite(s):**  and  or **Co-requisite(s):** 100 level POL course or POL 226 or permission of instructor

**Who will initially teach the course if it is new? Dr. Holloway Sparks, Visiting Professor**

**What is the initial delivery method (in person, online, hybrid)? In person**

**How often will it be offered? Spring 2019**

**Other changes:**

**Provide a rationale for the proposed change(s):** This course is a new option for POL studnets at ASC for the spring semester of 2019 due to the expertise of VAP Hollowway Sparks.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: The course is critical for PS upper-level offerings this year as Drs. Scott and Tajali are on leaves in the spring.**

**Have the chairs of other departments or programs been consulted?**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Name(s): Dr. Jared Millson, Philosophy. This cours will also count as an elective for the Philosophy Major and Minor.  Dr. Yael Manes, History. This course will also be crosslisted with History.
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**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

1) Students will be able to discuss, defend, and critique U.S. political ideals extrapolated from at least 5 different types of primary source materials.

2) Students will be able to trace, analyze, and critique at least three of the following enduring political controversies and tensions present within American political thought: the balance of individual rights vs. collective obligation; the balance of obedience vs. authority; the role of civic inclusion and belonging in a democratic society; the proper relationship between economic equality and political equality; the effects of gender and racial injustice; and the legacies of empire and slavery.

3) Students will demonstrate the capacity to research, illuminate, and critically assess contemporary political debates using their historical and theoretical knowledge of American political ideals and thought.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) • Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b> . • Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.	<input type="checkbox"/> Leadership Studies Across the Liberal Arts • The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership,	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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	Feminism & Religion; Collective Behavior & Social Movements.	
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Explain how the course fits the category checked above.

If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> • Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> <b>SUMMIT in STEM</b> • Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> • Analyze human behavior or social relations
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> • a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups
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Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Shannan Palma	<b>Date:</b> September 13, 2019
<b>Department or Program:</b> Writing and Digital Communication	

### Complete Section I for:

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input checked="" type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** WDC695: Topics in Writing and Digital Communication

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** WDC 622: Journalism in the Digital Age

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 3 Contact hours per week: 3 Estimated hours of work per week outside of class: 6  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** (No change to previously approved description.) This writing-intensive course explores the evolution of narrative nonfiction feature stories from magazine articles to longform stories produced for native online formats. Students will develop advanced skills in journalistic research techniques and writing craft while producing a professional quality feature story suitable for digital publication.

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Melissa Fay Greene

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** Once each year

**Other changes:**

**Provide a rationale for the proposed change(s):** This course was previously approved and offered as an iteration of WDC 695: Topics in Writing and Digital Communication in spring 2019. This form constitutes a request for the course to receive its own course number and become a permanent part of the curriculum. WDC 695 should remain special topics.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments**

Form revised, November, 2017

or programs, and indicate any cross-listings:

Have the chairs of other departments or programs been consulted?

Yes  No

Name(s): Fall 2019 faculty advisory committee (Christine Cozzens, Toby Emert, Nell Ruby) and Nicole Stamant (last fall)

Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):\*

- Explain and analyze the elements of writing narrative nonfiction.
- Demonstrate advanced skills in journalistic fieldwork, interviews, and research.
- Produce a professional quality feature story.
- Assess digital publication venues and pitch their completed story appropriately.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"><li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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Explain how the course fits the category checked above.

If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>• Analyze human behavior or social relations</li></ul>
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>• a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and</li></ul>
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marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Shannan Palma	<b>Date:</b> September 13, 2019
<b>Department or Program:</b> Writing and Digital Communication	

**Complete Section I for:**

New course     New topic for existing course     Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** WDC 695: Solutions Journalism

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** WDC 626: Solutions Journalism

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 3 Contact hours per week: 3 Estimated hours of work per week outside of class: 6**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** (No change to previously approved description.) This writing-intensive course explores "Solutions Journalism," a news discipline focused on exposing societal problems and highlighting successful citizen or institutional responses to them at the global, national, state, or local level. Students will develop advanced skills in field research and reporting while producing a professional quality story suitable for digital publication.

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Melissa Fay Greene

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** Once each year

**Other changes:**

**Provide a rationale for the proposed change(s):** This course was previously approved and offered as an iteration of WDC 695: Topics in Writing and Digital Communication in summer 2019. This form constitutes a request for the course to receive its own course number and become a permanent part of the curriculum. WDC 695 should remain special topics.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings: This course is an elective and does not change any of the requirements.**

**Have the chairs of other departments or programs been consulted?**

Yes  No Name(s): Also reviewed by Kelly Ball

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

- Explain and analyze features of "Solutions Journalism" within the context of the broader field.
- Demonstrate advanced skills in journalistic field research and reporting.
- Produce a professional quality feature story.
- Master advanced storytelling techniques commonly deployed to generate social change.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page)	<input type="checkbox"/> Leadership Studies Across the Liberal Arts • The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature & Leadership; Leadership, Feminism & Religion; Collective Behavior & Social Movements.	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> SUMMIT in Arts and Humanities • Practice or interpret creative expression or probe fundamental questions of value and meaning	<input type="checkbox"/> SUMMIT in STEM • Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world	<input type="checkbox"/> SUMMIT in Social Sciences • Analyze human behavior or social relations
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> Global Social/Cultural Analysis • a Global Learning Elective whose central focus is the critical examination
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of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

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**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

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For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15

<b>Chair or Director:</b> Beth Hackett	<b>Date:</b> September 15, 2019
<b>Department or Program:</b> Women's, Gender, and Sexuality Studies	

### Complete Section I for:

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** WS 2xx: Sex, Gender, and Digital Identity

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9  
For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course will take an intersectional approach to the examination of sex, gender, and the evolution of digital identity. Topics may include: profile generation, gaming cultures, the Online Disinhibition Effect, activism, online misogyny, harassment, and wellbeing.

**Prerequisite(s):**  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Shannan Palma

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** every other year

**Other changes:**

**Provide a rationale for the proposed change(s):** This course draws on the expertise of Dr. Palma to enrich the undergraduate offerings in WGSS and Film & Media Studies to include targeted attention to one of the main sites of discourse addressing identity and sexism - i.e., the internet.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** This course is an elective and does not change any of the WGSS requirements. It also will count as an elective in the Film & Media Studies minor.

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s): Film & Media Studies - Willie Tolliver

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

1. Identify and discuss theories regarding the formation of digital identity in relation to intersectional theories of gender, sexuality, ability, and race, etc.
2. Analyze how the evolution of digital technologies from the creation of the World Wide Web to the present has impacted gendered identity formation in related spheres.
3. Apply theoretical readings to analyze digital texts, media, interactions, and platforms.
4. Explore a range of digital platforms and tools as they relate to constructing one's identity across Web 3.0.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input checked="" type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"><li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"><li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.** This course speaks to the digital literacy portion of leadership skills and the new critical digital literacies under consideration by the faculty. A minimum of 25% of the graded work will be devoted to this area.

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input checked="" type="checkbox"/> SUMMIT in Arts and Humanities <ul style="list-style-type: none"><li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> SUMMIT in STEM <ul style="list-style-type: none"><li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input checked="" type="checkbox"/> SUMMIT in Social Sciences <ul style="list-style-type: none"><li>• Analyze human behavior or social relations</li></ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.** Students will analyze human behavior and social relations online while probing fundamental questions of value and meaning related to digital identity formation.

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

**Global Social/Cultural Analysis**

- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Elizabeth Hackett	<b>Date:</b> 9/10/19
<b>Department or Program:</b> Women's, Gender, and Sexuality Studies	

**Complete Section I for:**

New course     New topic for existing course     Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** WS 395: Queer Film Theory (formerly WS 363)

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** WS 366: Queer & Trans Film Theory

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:** 4 **Contact hours per week:** 3.25 (this includes an extended 2-hour class period for the weekly film screening) **Estimated hours of work per week outside of class:** 8.75

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** This course provides an introduction to LGBTQ+ film theory through contemporary cinema. Students will draw on foundational film concepts--such as shot, scene, editing, sound, and mise-en-scène--to analyze queer and trans cinema. Attentive to the intersections of gender and sexuality with race, class, disability, regionalism, nationalism, and other axes of oppression, course content may include topics such as: HIV/AIDS activism through film, queer of color critique, postcolonial and Third Cinema, and disability film studies, among others.

**Prerequisite(s):** WS 110: Introduction to Queer Studies  and  or **Co-requisite(s):** ENG 230: Introduction to Film Studies or permission of instructor

**Who will initially teach the course if it is new?** Lauran Whitworth

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** every 2-3 years

**Other changes:**

**Provide a rationale for the proposed change(s):** Queer Film Theory was taught in the past as WS 363, an advanced special topics course in Women's Studies (these special topics courses are now WS 395). Because Lauran Whitworth has been hired as a tenure track faculty member and will be able to offer Queer and Trans

Film Theory on a more regular basis, the instructor and department chair would like the course to be assigned its own course number.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** This course will be cross-listed in English and will count towards the English major and minor and the Film and Media Studies minor.

**Have the chairs of other departments or programs been consulted?**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Name(s): Charlotte Artese (Chair of English); Willie Tolliver (Director of Film and Media Studies Minor)
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**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

1. Identify key concepts, historical milestones, and methodological approaches significant to queer and trans film theory and LGBTQ film studies.
2. Explain formal and aesthetic attributes of cinema.
3. Apply proper terminology for various technical aspects of film production.
4. Develop well-supported, cogent, and compelling interpretations of and written arguments about queer and trans film.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"> <li>• Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>• Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"> <li>• The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li> <li><input type="checkbox"/> Area studies course</li> <li><input type="checkbox"/> Foreign language course above the intermediate level</li> </ul>
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> SUMMIT in Arts and Humanities <ul style="list-style-type: none"> <li>• Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> SUMMIT in STEM <ul style="list-style-type: none"> <li>• Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> SUMMIT in Social Sciences <ul style="list-style-type: none"> <li>• Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.

- Global Social/Cultural Analysis**
- a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.  
**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Charlotte Artese	<b>Date:</b> 26 August 2019
<b>Department or Program:</b> English	

**Complete Section I for:**

New course	New topic for existing course	Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### SECTION I

**Year/Semester this change is to be effective:** Fall 2019

**Existing course number and title:** ENG 346: Creative Writing Workshop I

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** ENG 346: Kirk Writer-in-Residence William Boyle

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:** 2 **Contact hours per week:** 10 **Estimated hours of work per week outside of class:** 10

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** Our innovative Writer-in-Residence program is a mark of Agnes Scott's distinctive creative writing program that allows students to write with esteemed visiting artists and builds on one of the college's finest and most noted traditions of connecting our students with established literary and cultural figures, as was the case with Robert Frost beginning in the 1930s. This specific seminar focuses on the craft of detective fiction.

**Prerequisite(s):** 200-level creative writing course    and    or **Co-requisite(s):**

**Who will initially teach the course if it is new?** William Boyle

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** once; October 15-27 (Oct 15 & 17, 6:30-8:30 pm; 19-20, 10 am-12 pm; 22 & 24 6:30-8:30; 26-27 10 am-12 pm)

**Other changes:**

**Provide a rationale for the proposed change(s):** This course is a continuation of the Kirk Writer-in-Residence Program which was instituted during the 2014-2015 academic year. We have hosted novelists Pam Houston and Monique Truong, poet and memoirist Richard Blanco, and nonfiction writer Melissa Fay Greene as Kirk

Writers-in-Residence. This program allows for students to take a variable-credit course, which is of particular use in the fall for seniors who will also be enrolled in SUM 400 (2 credits), or who may be interested in registering for the Writers' Festival Writer-in-Residence course in the spring (2 credits).

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** It adds a variable-credit course.

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples)\*:**

will comprehend and interpret detective fiction  
will write fiction  
will appraise and evaluate peer writers' works

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page) <ul style="list-style-type: none"> <li>· Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li> <li>· Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<input type="checkbox"/> Leadership Studies Across the Liberal Arts <ul style="list-style-type: none"> <li>· The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"> <li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li> <li><input type="checkbox"/> Area studies course</li> <li><input type="checkbox"/> Foreign language course above the intermediate level</li> </ul>
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"> <li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"> <li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"> <li>Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> Global Social/Cultural Analysis · a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

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### **Global Learning Electives Criteria**

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## Curriculum Committee Curricular Change Form

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**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b>	Regine O. Jackson	<b>Date:</b>	9 September 2019
<b>Department or Program:</b> SUMMIT- Global Learning			

**Complete Section I for:**

<input type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input checked="" type="checkbox"/> X Changing a Minor

### **SECTION I**

**Year/Semester this change is to be effective:**

**Existing course number and title:**

**Are you dropping this course from the catalog?  Yes  No**

**New course number and title:**

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:      Contact hours per week:      Estimated hours of work per week outside of class:**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

**Prerequisite(s):  and  or Co-requisite(s):**

**Who will initially teach the course if it is new?**

**What is the initial delivery method (in person, online, hybrid)?**

**How often will it be offered?**

**Other changes:**

**Provide a rationale for the proposed change(s):**

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples):\***

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"><li>· Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>· Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"><li>· The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"><li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li><li><input type="checkbox"/> Area studies course</li><li><input type="checkbox"/> Foreign language course above the intermediate level</li></ul>
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>· Analyze human behavior or social relations</li></ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>· a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

Name of Major or Minor:	Global Specialization
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**Explain any additional resources that may be required for the new major or minor.**

<b>Staffing:</b>	n/a
<b>Budget:</b>	n/a
<b>Library:</b>	n/a
<b>Computing:</b>	n/a

**Please explain the requested changes and provide a rationale.**

Students will no longer be required to declare a specialization, since they do not have to complete one to graduate. All students are able to participate in the many advanced Global Experiences offered by Agnes Scott, including co-curricular activities, internship and study abroad opportunities. For those students who elect to complete a Specialization in Global Learning and earn a notation on their transcript, we want the advanced work they undertake in global learning to build on the first-year coursework in a more focused and coherent way, in order to create an attractive and understandable throughline which prepares students for post-Agnes success. This sequence is also more akin to global studies minors elsewhere, and simplifies the current complexity of our course categories.

Specialization in Global Learning Requirements:

- GBL 2xx: Advanced Topics in Global Learning (4 credits) - *This course will build on the core Global Learning courses, and provide students with opportunities for deeper engagement with theoretical, methodological and empirical issues in global learning. The FSC will develop this course in more detail, with input from the global learning faculty, if the modifications to the specialization pass.*
- Area studies course (4 credits)
- Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits)
- 3rd year Language course beyond intermediate (or 202) level (4 credits)\*

*\*Exemptions possible for students who demonstrate a high-level of proficiency in a 2nd language. We will need to come up with a solution for the students who take languages that we currently only offer up to the 202 level.*

Rationale: Currently the requirements for the global learning specialization are: 1 Global elective (4 credits), 1 GLALA course (4 credits), Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits) and Team Global Challenge. We have proposed the elimination of Team Global Challenge and have better delimited the required courses for the specialization to create a more visible, intentional, and meaningful experience for students. The content currently addressed by the GLALA requirement (power, systems and processes) will be addressed by the "Advanced Topics" course, and by the global breadth courses. In addition, we felt that it was important for students to both gain a greater degree of language proficiency, and gain a degree of specialized knowledge about a region of the world.

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<b>Chair or Director:</b>	Amy Patterson	<b>Date:</b>	September 12, 2019
<b>Department or Program:</b> SUMMIT- Leadership Development			

**Complete Section I for:**

<input type="checkbox"/> New course	<input type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input checked="" type="checkbox"/> X Changing a Minor

### **SECTION I**

**Year/Semester this change is to be effective:**

**Existing course number and title:**

**Are you dropping this course from the catalog?  Yes  No**

**New course number and title:**

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours:      Contact hours per week:      Estimated hours of work per week outside of class:**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

**Prerequisite(s):  and  or Co-requisite(s):**

**Who will initially teach the course if it is new?**

**What is the initial delivery method (in person, online, hybrid)?**

**How often will it be offered?**

**Other changes:**

**Provide a rationale for the proposed change(s):**

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

**Have the chairs of other departments or programs been consulted?**

Yes  No

Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics (SLO verbs, Guide with examples):\***

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"><li>· Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>· Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"><li>· The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"><li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li><li><input type="checkbox"/> Area studies course</li><li><input type="checkbox"/> Foreign language course above the intermediate level</li></ul>
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**Explain how the course fits the category checked above.**

**If the course is a Leadership Skills or Global Learning Elective course that falls within a SUMMIT Intellectual Breadth Category, check which category.**

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>· Analyze human behavior or social relations</li></ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

**If the course is a Global Learning Elective that falls within a SUMMIT Intellectual Breadth category AND meets the criteria for a Global Social and Cultural Analysis course, check this box.**

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>· a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
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**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

Name of Major or Minor:	Leadership Development Specialization
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**Explain any additional resources that may be required for the new major or minor.**

**Staffing:** n/a

**Budget:** n/a

**Library:** n/a

**Computing:** n/a

**Please explain the requested changes and provide a rationale.**

Students will no longer be required to declare a specialization, since they do not have to complete one to graduate.

The Specialization in Leadership Development augments the leadership skills honed in Summit core courses with additional experiential learning and coursework in Leadership Studies. Students who elect to complete the Leadership Development Specialization earn a notation on their transcript.

Specialization in Leadership Development Requirements:

- LDR 200: Project Leadership (4 credits)
- 2 Leadership breadth courses (8 credits) \**These will be the new leadership breadth courses (See [Breadth CCF](#))*
- 1 Leadership practicum (e.g., team captain, RA, President of a club, Director of a play, peer tutor, etc.) or a Leadership internship

Rationale: Currently the requirements for the leadership specialization are: LDR 200, 1 Leadership Studies

Across the Liberal Arts, 1 Leadership practicum or internship, and Team Global Challenge. We have proposed the elimination of Team Global Challenge, so we are now proposing to increase from 1 course from the current Leadership Studies category to 2 Leadership courses from among those that will have been revised in accordance with the procedure detailed in the Breadth CCF. While these new leadership courses will not necessarily involve specific leadership theories, as is the case with the current Leadership Studies category, they will feature leadership as conceived within the disciplines far more explicitly than courses in the current Leadership Skills category.

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

**Digital Literacy:** Digital literacy is the ability to identify, manage, integrate, evaluate and synthesize digital tools and resources to effectively construct and present knowledge. Examples include critically evaluating the reliability of digital resources, assessing and choosing databases, using digital tools to analyze data and recognize patterns, designing websites, and running and analyzing computer simulations.

### **Global Learning Electives Criteria**

**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

**Contact:** courses that address movement, comparison, or connection of people, information, commodities, ideas, identities, or culture (e.g., arts, religion, language, technology, etc.) across or transcending national borders.

**Power:** courses that address how structures or institutions exercise power, or are resisted, in ways that cross, span or transcend national borders.

**Systems:** courses that address social, biological, physical, conceptual, or ecological systems that cross, span or transcend national borders.

**Area Studies Courses:** Area studies courses that count for the Global Elective are those that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.).

**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Amy Patterson	<b>Date:</b> 9/13/19
<b>Department or Program:</b> Summit	

### Complete Section I for:

New course       New topic for existing course       Change to an existing course\*

\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

### Complete Section II for:

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

## SECTION I

**Year/Semester this change is to be effective:** pilot section(s) in S' 20 and S' 21, full implementation in S' 22

**Existing course number and title:**

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** LDR 2XX Sophomore Class Atlanta Leadership Experience (SCALE)

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 1 Contact hours per week: 15 Estimated hours of work per week outside of class: 30**  
**Students will meet with a team of two faculty members for five hours on Saturday and five hours on Sunday at the beginning of Peak Week. In addition to reading and other work outside of the classroom, they will spend 4 days on site (Monday - Thursday) engaged in their leadership experience, followed by another five hour meeting with faculty on Friday to reflect on their experience.**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:** [NOTE: the following description includes friendly amendments made from Beth Hackett] The proposed course, Sophomore Class Atlanta Leadership Experience (SCALE), will provide all Agnes Scott College students with experience in a professional setting in metropolitan Atlanta that is related to their intended major in the spring of their sophomore year. This course will provide students with an integrated curricular and immersive leadership experience. It will strengthen the college's long-standing relationships with key Atlanta nonprofit and corporate stakeholders to benefit students, deepen the integration of leadership development within the college's 34 majors and better prepare our students for post-ASC success.

Examples of these team-based experiences might include carrying out of projects, service-learning, film-making, hosting a podcast, product design, externships, an art project, research, etc. A team of art students could shadow staff at the High Museum of Art, public health students do a project for CARE, business students could work on a challenge at Delta, gender and women's studies or political science students shadow women in office, foreign language students work with refugee communities or arts administration (e.g. Théâtre du Rêve),

economics students at Junior Achievement's Discovery Center or science students suggest new activities for Fernbank.

Some locations could host just one team of students, others multiple teams. In addition to providing assistance for organizations with projects like social media or podcasting, SCALE represents an opportunity for their employees to mentor students, and perhaps gain leadership development from having their own reflection facilitated by our students. Each site will have a junior or senior on-site as a student leader, and some might have staff supervision where needed.

Students will meet with faculty for ten hours of classroom instruction to review key concepts from LDR 101 and to prepare for their site visit. There will be another five hours of classroom instruction afterwards for reflection and to work on assignments, examples of which, along with more detail on academic content, may be found [here](#).

**Prerequisite(s):** LDR 101  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** we will recruit LDR 101 instructors first, and then from the general faculty as necessary

**What is the initial delivery method (in person, online, hybrid)?** In person

**How often will it be offered?** Every Spring

**Other changes:**

**Provide a rationale for the proposed change(s):** The faculty voted to eliminate LDR 102 last year on the basis of student dissatisfaction and disengagement. We are proposing to replace this one credit semester long course with a more robust, one credit, immersive leadership experience to take place during Peak Week. This will establish a second year 'peak' for students, analogous to their travel experience in the first year. This leadership experience will also provide a more continuous presence of leadership throughout the Summit curriculum and will take advantage of our location in metro-Atlanta.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:** Along with the FSC proposal to make the first Journey a one credit course, this proposal will restore the original SUMMIT credit footprint, cumulatively requiring multiples of 4 credits.

**Have the chairs of other departments or programs been consulted?**

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Name(s): Chris DePree (Physics and Astronomy), Toby Emert (Education), Regine Jackson (Sociology and Anthropology), Julia Knowlton (French and German), Yael Manes (History)
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**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#)):\***

- Apply concepts (e.g., power, identity, ethical leadership) from LDR 101 to analyze challenges faced by the site organization.
- Identify the organizational strengths, values and goals that are most relevant to the challenges faced.
- Reflect on how this experience connects to future academic and professional pursuits.
- Recognize, analyze, and employ effective teamwork.
- Course/site-specific outcomes can be added

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.

<input type="checkbox"/> <b>Leadership Skills Across the Liberal Arts (see definitions next page)</b> <ul style="list-style-type: none"><li>· Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy</b>.</li><li>· Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li></ul>	<input type="checkbox"/> <b>Leadership Studies Across the Liberal Arts</b> <ul style="list-style-type: none"><li>· The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li></ul>	<b>Global Learning Elective (see definitions next page)</b> Check one type below. <ul style="list-style-type: none"><li><input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA)</li><li><input type="checkbox"/> Area studies course</li><li><input type="checkbox"/> Foreign language course above the intermediate level</li></ul>
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Explain how the course fits the category checked above. This new course will be a graduation requirement for all sophomores beginning with the class that matriculates in 2020.

If the course is a **Leadership Skills** or **Global Learning Elective** course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"><li>· Practice or interpret creative expression or probe fundamental questions of value and meaning</li></ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"><li>· Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li></ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"><li>· Analyze human behavior or social relations</li></ul>
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Explain how the course satisfies the criteria for the breadth category checked above.

If the course is a **Global Learning Elective** that falls within a SUMMIT Intellectual Breadth category **AND** meets the criteria for a **Global Social and Cultural Analysis** course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"><li>· a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li></ul>
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Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

**Public Speaking:** The skill of public speaking is the ability to construct and deliver oral presentations in a structured and deliberate manner in order to inform and/or persuade. Examples include individual presentations, team presentations, and debates. This definition of public speaking does not encompass class discussion.

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**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.

## **SUMMIT “Next Chapter” Proposals and Supporting Materials**

### **Proposals**

- [Overview](#) of SUMMIT curriculum (current version and proposed changes)
- Breadth [CCF](#)
- Outcomes [CCF](#)
- SCALE [CCF](#) (and corresponding Journeys [CCF](#))
- Specializations: Global [CCF](#), Leadership [CCF](#)

### **Supporting Documents**

- [FAQ](#) document responding to the questions collected from faculty last spring, including links to the budget and transition timeline
- Detailed overview of [proposals](#), including context and history (updated to reflect input from faculty retreat and August FSC retreat)
- Slides from Faculty Retreat:
  - Historical [review](#) of SUMMIT’s evolution to date, as well as an overview of proposed changes.
  - New [conceptualization](#) of proficiencies for post-Agnes success (previously called “Critical Literacies”) that links liberal arts skills (previously called leadership skills within SUMMIT) and their digital literacy counterparts, which will comprise some of the basis for breadth requirements after the proposed new 4 semester process.

### **Next Steps**

- CCFs were submitted to the curriculum committee on Sept 15.
- Faculty are invited to send their feedback on these proposals to the Faculty SUMMIT Committee (Chair: Amy Patterson).
- The faculty are invited to attend the next full Faculty SUMMIT Committee meeting to give us your feedback on September 27 (location TBD).
- Faculty SUMMIT Committee members are also willing to visit any departments for discussions of the proposed changes to the SUMMIT curriculum over the next 6 weeks.

## **Updated Bullets from the September 2019 Faculty Meeting**

- After the April faculty meeting, FSC created an FAQ document responding to the questions collected from faculty, including links to the budget and transition timeline.
- Over the summer, Hal Thorsrud, Elaine Meyer-Lee, Honi Migdol, Dawn Killenberg, and Elizabeth Henry attended the AACU 2019 Summer Institute on Integrative Learning and Signature Work at Emory University to work on the Sophomore Class Atlanta Leadership Experience (SCALE). They also worked to identify sites and develop projects for the pilot of SCALE in the spring of 2020.
- Toby Emert and Yael Manes (FSC-Digital) attended the annual meeting of the The Association for Authentic, Experiential, & Evidence-Based Learning this summer.
- Co-Leaders have been finalized for Journeys; Schmidt Scholars application are due Sept 14; Faculty recommendations are due the 21st. Students are completing placement surveys.
- The FSC met for a retreat on August 20 to work on the SUMMIT specializations and digital literacies, and to plan the faculty retreat activities. The most recent proposals capture their decision on how to revise the specializations.
- Faculty Retreat: The FSC presented a historical review of SUMMIT's evolution to date, as well as an overview of proposed changes. We workshoped the new conceptualization of proficiencies for post-Agnes success (previously called "Critical Literacies") that links liberal arts skills (previously called leadership skills within SUMMIT) and their digital literacy counterparts, which will comprise some of the basis for breadth requirements after the proposed new 4 semester process.
- CCFs will go to curriculum committee Sept 15.
  - We will also send these by email to the full faculty on Sept 15, and we welcome your feedback.
  - We invite the full faculty to attend our next full Faculty SUMMIT Committee meeting to give us your feedback on September 27 (location TBD).
  - We are also willing to visit any departments for discussions of the proposed changes to the SUMMIT curriculum over the next 6 weeks.
- Given that the Goizueta funds have not yet been replaced by other soft monies, we are suspending the co-sponsored event proposal process until further notice.

## Curriculum Committee Curricular Change Form

Please complete the relevant portions of this form and email it (along with any attachments) to the chair of Curriculum Committee.

**For curricular changes to be effective in the Spring, the CC must receive this form by Sept. 15, and for the Fall by February 15**

<b>Chair or Director:</b> Regine O. Jackson	<b>Date:</b> 13 September 2019
<b>Department or Program:</b> Sociology & Anthropology	

**Complete Section I for:**

<input type="checkbox"/> New course	<input checked="" type="checkbox"/> New topic for existing course	<input type="checkbox"/> Change to an existing course*
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\*If seeking a SUMMIT designation for an existing course, provide only the year/semester, course number/title, and responses to the SUMMIT question(s).

**Complete Section II for:**

<input type="checkbox"/> Adding a New Major	<input type="checkbox"/> Dropping a Major	<input type="checkbox"/> Changing a Major
<input type="checkbox"/> Adding a New Minor	<input type="checkbox"/> Dropping a Minor	<input type="checkbox"/> Changing a Minor

### **SECTION I**

**Year/Semester this change is to be effective:** Spring 2020

**Existing course number and title:** ANT 295: Topics in Cultural Anthropology

**Are you dropping this course from the catalog?**  Yes  No

**New course number and title:** ANT 295: Fast Food/ Slow Food

Note: Please confer with the Registrar to determine the number for new courses.

**Credit hours: 4 Contact hours per week: 3 Estimated hours of work per week outside of class: 9**

**For each credit hour, there should be three hours of work (contact hours + outside class) per week.**

Note: 50 minutes of lecture is equivalent to one contact hour. Three hours of lab is equivalent to one credit hour.

**New description:**

This course focuses on the emerging movement toward a more sustainable food system, exploring debates about our contemporary industrial food system and new farming and consumption practices. Using scientific and popular texts, anthropological methods, and hands-on experience, students will have an opportunity to learn about conventional and alternative food systems and connect them to the fast-moving Atlanta sustainable food movement. Students will develop a critical toolkit of skills to assess the true cost of food and evaluate alternatives.

Themes that will be explored in the course are:

- The impacts of food on economic life, community, ecosystems, and human health.
- The evolution of food production from family units to corporate farms.
- The increasing role of corporations and industry in the last fifty years and the role of government

and regulation in our food system.

- The connections between the political economy of food, individual choices, cultural identities, and personal meaning.
- Global implications of labor organization and experiences of agricultural and food processing workers.
- The sustainable agriculture movement, food access, food sovereignty, and collective actions to address food system concerns.

**Prerequisite(s):** ANT 101  and  or **Co-requisite(s):**

**Who will initially teach the course if it is new?** Whitney Easton

**What is the initial delivery method (in person, online, hybrid)?** in person

**How often will it be offered?** TBD depending on interest and need

**Other changes:**

**Provide a rationale for the proposed change(s):**

This is a new topic for ANT 295. Professor Easton will be a one-semester replacement for Rachel Hall-Clifford.

**Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:**

No major changes; enlarges the number of 200- level electives available to our majors and minors.

**Have the chairs of other departments or programs been consulted?**

Yes  No      Name(s):

**Provide 3-5 student learning outcomes for new courses or new topics ([SLO verbs](#), [Guide with examples](#))\*:**

- Explain the history of our changing food system and identify key actors and their interests, including such issues as vertical integration and contracting, fair trade, and biodiversity.
- Use concepts and examples from a range of sources to clarify debates about conventional and more sustainable food, with attention to the accurate use of evidence.
- Identify a series of remedies proposed to address key concerns in the food system, take a stand on one issue, and assemble a compelling argument for it.
- Identify personal knowledge gaps and work productively to address them.
- Describe ways to assess and change relationships to the local, national, and international food system, the meanings of food in our lives, and the health implications of diet choices.

<https://agnesscott.edu/facultyservices/files/documents/SLO%20verbs.pdf>

<https://agnesscott.edu/facultyservices/files/documents/SLOexamples-CanadaCollege.pdf>

**Will the course fulfill any SUMMIT requirements beyond the global experience? (Global studies tours automatically fulfill the global experience.) If so, please check ONLY one.**

<input type="checkbox"/> Leadership Skills Across the Liberal Arts (see definitions next page)	<input type="checkbox"/> Leadership Studies Across the Liberal Arts	Global Learning Elective (see definitions next page)
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<ul style="list-style-type: none"> <li>Activities designed to develop skills in <i>one</i> of the areas listed below must constitute at least 20% of the graded work. If two or more of these skills are addressed in a course, at least 10% of the graded work must be devoted to each skill: <b>teamwork, public speaking, digital literacy.</b></li> <li>Development of the relevant skill(s) must be an explicit part of the pedagogy of the course, not merely tacit.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of the course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include: Adaptive Leadership; Literature &amp; Leadership; Leadership, Feminism &amp; Religion; Collective Behavior &amp; Social Movements.</li> </ul>	<p>Check one type below.</p> <input type="checkbox"/> Global Learning Across the Liberal Arts (GLALA) <input type="checkbox"/> Area studies course <input type="checkbox"/> Foreign language course above the intermediate level
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**Explain how the course fits the category checked above.**

Systems:

If the course is a **Leadership Skills** or **Global Learning Elective** course that falls within a SUMMIT Intellectual Breadth Category, check which category.

<input type="checkbox"/> <b>SUMMIT in Arts and Humanities</b> <ul style="list-style-type: none"> <li>Practice or interpret creative expression or probe fundamental questions of value and meaning</li> </ul>	<input type="checkbox"/> <b>SUMMIT in STEM</b> <ul style="list-style-type: none"> <li>Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world</li> </ul>	<input type="checkbox"/> <b>SUMMIT in Social Sciences</b> <ul style="list-style-type: none"> <li>Analyze human behavior or social relations</li> </ul>
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**Explain how the course satisfies the criteria for the breadth category checked above.**

If the course is a **Global Learning Elective** that falls within a SUMMIT Intellectual Breadth category **AND** meets the criteria for a **Global Social and Cultural Analysis** course, check this box.

<input type="checkbox"/> <b>Global Social/Cultural Analysis</b> <ul style="list-style-type: none"> <li>a Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups</li> </ul>
---

**Explain how the Global Learning Elective/breadth course satisfies the criteria for Global Social and Cultural Analysis courses.**

## SECTION II

**Name of Major or Minor:**

**Explain any additional resources that may be required for the new major or minor.**

**Staffing:**

**Budget:**

**Library:**

**Computing:**

**Please explain the requested changes and provide a rationale.**

### **Leadership Skills Definitions**

**Teamwork:** Teamwork is the cooperative effort of two or more people to achieve a goal. Examples include team projects, team presentations, and exams taken in teams (e.g., team readiness assessment tests associated with team-based learning).

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**GLALA:** 50% of a course's content must satisfy at least one of the following 3 criteria. All 50% need not satisfy the same criterion.

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**Foreign language course above the intermediate level:** The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.



Faculty Meeting of October 4, 2019

Attachment 6

## Fall 2019 Retention Update

First Year to Sophomore Year Retention is the standard reporting metric for "retention" which represents the percentage of first-time, full time college students from their first fall semester to the second fall semester. We have made progress. From 2003-2009 the college had 3 years with FY-Sophomore retention less than 80%. The five year average from 2005-2010 was 82% and the current five year average is 84%.

2018 Cohort	2017 Cohort	2016 Cohort	2015 Cohort	2014 Cohort	2013 Cohort	2012 Cohort	2011 Cohort	2010* Cohort	2009 Cohort
85%	79%	87%	84%	87%	82%	83%	82%	84%	79%

\*2010 cohort first under our test optional admission policy

**Adoption of critical initiatives** since 2010 include the annual Student Satisfaction Survey (2010-present), COMPASS student success software tool (2014- present), Weekly meetings of key student affairs & advising leadership in Students of Concern (in current form from approximately 2015-present), revamping advising model from 2015-present to include team-based holistic advising, residence life programming including launch of sophomore community building in 2019.

**Data analysis** to identify and support at risk students include ACT-Engage (2015-2019, instrument will no longer be available), Student Satisfaction Survey, flags in COMPASS system, National Surveys such as NSSE, and information from the Student Data Clearinghouse, review of academic degree progress for Juniors and Seniors, Exit survey/interview questions on withdrawing students, review of courses with high rates of W, D & F grades.

## Faculty Meeting Bullet Points

October 4, 2019

### **CASA (J. Pilger)**

- Studying ASC depth standard in relation to peer institutions

### **Academic Support (R. Iqbal)**

On the question of source checker:

- Some faculty have asked for a source checker to be included with Canvas.
- Library to check in with more research about this.
- To discuss at the next faculty meeting:
- Is there sufficient demand?
- What are options/cost?
- What issues does this pose for the honor code?

On the question of technology in classrooms:

- Some faculty have expressed issues with default settings for classroom technology and furniture.
- Many classrooms require system updates (e.g. Buttrick 213, Bullock 103w)
- Old cart systems
- Issues with immovable chairs and desks, and attendant accessibility challenges this poses
- Wi-Fi failure in Buttrick
- This may require a possible walkthrough of classrooms to identify campus-wide issues, and to distinguish between immediate and chronic issues

### **Campus Life (R. Ocasio)**

- ACME Presentation: Dr. Stacey Dutton and Dr. Jennifer Larimore, "Using the Classroom as platform for post-Agnes Skill Development"  
October 3, 2019  
Using our training in evidence-based science pedagogy from our unique post-doctoral fellowships, we have restructured the Foundations of Neuroscience courses to ensure our majors are prepared for post-Agnes success.

### **Curriculum (L. Rogers)**

- The CC will be bringing a substantial number of proposed course changes to the faculty on 10/4

### **FEC (J. Wiseman)**

- Planning for faculty meeting, particularly discussion of Summit revisions and Art & Science recommendations
- Working with new VPEI Yves-Rose Porcena on interfacing with faculty

- 
- Struggling to fill unexpected Curriculum Committee vacancy

### **Finance/Strategic Planning (S. Winget)**

- Framework for Innovation: We aim to pursue creative methods to gather information on and attend to the faculty stressors that can accompany broad, institution-wide, frequent innovation to help avoid pitfalls and barriers that can negatively impact a culture of perpetual innovation (e.g., burn out, internal competition, inadequate time and space for vetting and brainstorming)
- College Housing: We are planning to solicit faculty and staff opinions and gather relevant information, so that we can send recommendations to the VPAA that will allow her to make an informed policy.
- Campus Strategic Plan: We have asked to be involved but the process has not yet begun.
- Budget: We have asked to be involved in the early stages of planning for FY2021, and to be made aware of any current budget issues. VPAA has expressed eagerness to work with us.
- College committee meetings: Representatives from FFSPC attended (i) the Board of Trustees Investment Committee meeting, and (ii) the Task Force on Graduation Programs meeting.
- Loose ends from May 2019: (i) Sought advice from FEC about the official policy on full-time non-tenure-track faculty in the faculty handbook, (ii) asked that the new retirement package guidelines be mentioned on the HR website and be available in HR, and (iii) made the decision to prepare a spring report on how close we are to having 80% tenure track faculty, including data from other institutions for comparison.

### **PDC (L. Venable)**

- Preparing to review the 11 applications for 20-21 sabbaticals

### **RPT (T. Finco)**

- Conducting promotion reviews.
- T. Finco serving as RPT rep on Graduate School Integration Task Force.

### **Faculty SUMMIT (A. Patterson)**

- We submitted the set of SUMMIT CCFs to the Curriculum Committee on September 15.
- Members of the committee met with both the Curriculum Committee and the FEC to discuss the set of SUMMIT proposals. We also invited faculty to attend our meeting last Friday to ask their questions.
- We are working on a recommendation for revisions to the SUMMIT staffing policy, which we will submit to the dean of the college. The recommendation will suggest an alternative to the current policy, which requires all new faculty to teach SUMMIT courses annually.
- The Center for Global Learning worked to place students into their Journeys sections. Students will learn about their Journeys placement on October 8.
  - The Georgia Sea Islands Journey did not make. However, we are working to find ways to offer this trip again - either as a Global Study Tour, or as a Journeys trip.

- 
- Advising Reminders and Updates:
    - All seniors must take SUM 400 in the fall, unless they are studying abroad during the fall semester. There will only be one section of SUM 400 in the spring, and it is specifically reserved for students who were studying abroad. Please remind your advisees. This year we had a large number of students who registered late because they did not realize that they had to take it in the fall.
    - Nicole Stamant will be teaching the single section of SUM 400 this spring.
    - The LDR 200 course offered in spring 2020 will focus on a challenge related to immigration.

## **September 2019**

### **Graduate Programs Update**

#### **Completion**

Graduate students are already completing their programs of study. The Registrar will present the names of completing students at the December faculty meeting. As of August 2019, 9 students have completed their programs of study in the following fields:

- 5 Masters of Arts in Writing and Digital Communication
- 2 graduate certificates in Writing and Digital Communication
- 2 graduate certificates in Evaluation and Assessment Methods

#### **Financial Update**

Graduate programs are on track to bring in just over \$1m in revenue this academic year, which will cover all of the graduate programs' operating expenses (salaries for faculty and staff, marketing, etc.). Our net revenue is paying back the loan from the college that supported us in 2017-18 and 2018-19. We expect to repay the loan in full by 2022.

#### **Enrollment Update**

- Incoming graduate students in fall 2019: 36
- Total graduate student enrollment as of September 2019: 62

Our fall 2019 enrollment goal was 57 incoming students. We did not meet this goal. To ensure the graduate programs remain revenue positive this academic year, we delayed hiring 2 FTE staff positions, and we are keeping the discount rate low to ensure the low enrollment won't negatively impact our finances. (See below.)

Fall 2019's low enrollment is largely due to delays in staffing the director of graduate admission position and delays getting into the market. Marketing delays were caused by both the accreditation timeline and staffing. We expect slow but steady growth in each program over the next few years as Agnes Scott builds our reputation in graduate studies.

#### **Discount Rate**

In 2018-2019, the discount rate was 75%.

In fall 2019, the discount rate for incoming student is 8.9%.

In fall 2019, the discount rate for incoming and returning students is 13.3%

#### **Recruitment**

Recruitment for spring and fall 2020 is underway. Our enrollment goal for spring 2020 is 20 incoming graduate students. Please refer students and others you know. If a student asks you to serve as a recommender, please use the CASA-approved short form on the "Forms for Faculty" webpage.

#### **Academic Update**

We have three faculty advisory committees, appointed by the Dean of the College, to support the graduate directors in their work. If you are tenured and interested in serving on any of these committees, please contact Kelly Ball.

- Applied Technology and Data Visualization (De Pree, Harvey, Koch)
- Social Innovation and Evaluation and Assessment Methods (Cunningham, Hughes, Will)

- Writing and Digital Communication (Graml, Ruby, and one vacancy)

Nell Ruby is the first of the tenure track faculty to teach a graduate class. She recently shared, "It's exciting for me to be in a classroom where every student--ranging from recent grad to recent retiree--is excited to be there and greedily absorbing course information that I had become routine at delivering at the undergrad level. It is giving me renewed energy to discover an immediate value to my expertise, and I feel like I want to give them the best, because they are earnestly on their way to their next project. I'm glad to have the opportunity to teach!"

### **Governance and Review**

In December 2018, the Faculty Executive Committee Officers created a Task Force on Graduate Program Integration. The Task Force's charge is to develop a recommendation on the housing of graduate programs, the governance structure, and review process. The Task Force met during the spring 2019 semester, and requested additional time to answer the charge thoroughly.

Currently, the Task Force members are Tim Finco (RPT), Lock Rogers (CC), Lili Harvey (Finance/Strategic Planning), and Kelly Ball (*Ex Officio*).

### **New Developments**

#### **New master's degree**

Director of Data Visualization and interim director of Evaluation and Assessment Methods, Dr. Wendy Kallina, is working on a curricular proposal for a master's degree version of the certificates. There is strong demand for the master's from current and prospective students. The master's will require approximately 3 new courses, but will otherwise require no additional resources to offer the program.

#### **Dual-degree pathway**

We are exploring a dual-degree program to provide a pathway for students to complete both their bachelor's degrees and master's degrees in 5 years, by taking 2 graduate courses during their senior year that will count toward both the bachelor's degree (as electives) and toward their master's degree. The faculty directors of the graduate programs are proposing the curricular pathway, and advising the academic policies prior to their submission to Curriculum Committee and CASA.

The dual-degree program emerged out of Oglethorpe's interest in developing such a partnership to support their engineering majors to enroll in the Applied Technology program at Agnes Scott. The program will provide an opportunity for Agnes Scott to create formal partnerships with Oglethorpe and other institutions. More generally, the dual-degree program will benefit Agnes Scott undergraduate recruitment as well as creating a clear path for Agnes Scott students to enter the graduate programs.

#### **New graduate programs**

The VPAA and Dean of the College and the assistant dean for graduate and extended programs are working on a plan to solicit faculty ideas and proposals for additional graduate programs the college might offer. We will also develop a process for conducting market research, feasibility studies, and sustainable program development.

# FACULTY MEETING

**Friday, November 1, 2019**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

- |             |  |  |
|-------------|--|--|
| <b>I.</b>   | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>   |
| <b>II.</b>  | <b>OLD BUSINESS:</b><br><i>Curriculum Committee: Summit CCF's from Oct. meeting (attachment 2)</i>   | <i>Lock Rogers</i>   |
| <b>III.</b> | <b>NEW BUSINESS:</b><br><i>Curriculum Committee: CCF's for Faculty Approval (attachment 3)</i><br><i>FEC – election (attachment 4)</i><br><i>Faculty SUMMIT Committee (attachment 5&amp; 5a)</i><br><br><i>Finance/Strategic Planning Committee (attachment 6)</i> | <i>Lock Rogers</i><br><i>Jim Wiseman</i><br><i>Hal Thorsrud,</i><br><i>Regine Jackson</i><br><i>Sarah Winget</i> |
| <b>IV.</b>  | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>   |
| <b>V.</b>   | <b>AVP FOR ACADEMIC AFFAIRS AND ASSOCIATE DEAN OF THE COLLEGE:</b>   | <i>Doug Fantz</i>  |
| <b>VI.</b>  | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Bullet Points (attachment 7)</i><br><i>CASA: Upper-Level Course Credit Requirement for Graduation</i>  | <i>Jim Wiseman</i><br><i>John Pilger</i>   |
| <b>VII.</b> | <b>REPORTS OF OTHER COMMITTEES:</b>  |  |
| <b>VIII</b> | <b>COMMUNICATIONS:</b>   |  |
| <b>IX.</b>  | <b>DISCUSSION OF SPECIAL ITEM (S):</b><br><i>FEC – Post-Agnes Success (attachment 8)</i>   | <i>Jim Wiseman</i>   |
| <b>X.</b>   | <b>ANNOUNCEMENTS:</b><br><i>The deadline to submit Spring 2020 events to EMS is November 15, 2019</i><br><i>Happy hour immediately after today's meeting in the Bullock Atrium</i>   |  |

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## Faculty Meeting Minutes From the Faculty Meeting of October 4, 2019

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:01 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the September 6, 2019 faculty meeting as submitted (*copy on file*)

**II. Old Business: None**

**III. New Business:**

### **Faculty SUMMIT Committee**

Professor Nicole Stamant, on behalf of the Faculty SUMMIT Committee, presented a motion to adopt a process for the revision of the SUMMIT Breadth Courses (*copy on file*).

A friendly amendment was proposed to remove “(and the courses that have been revised according to them)” from the first paragraph in attachment 2.

**The faculty voted and approved the proposal.**

Professor Hal Thorsrud shared an executive summary of SCALE (*copy on file*), the SCALE CCF (*copy on file*) and a SUMMIT Curriculum Overview (*copy on file*).

A friendly amendment was proposed to change the SCALE course description to read, “Students participate in a team-based project in a work or civic-engagement setting in metropolitan Atlanta. This course provides students with an integrated curricular and immersive leadership experience in which they: apply concepts (e.g., power, identity, ethical leadership) from LDR 101 to analyze challenges faced by their site organization; identify organizational strengths, values and goals; reflect on how the experience connects to their future academic and professional pursuits; and recognize, analyze, and employ effective teamwork”.

**The faculty voted and approved the proposal.**

### **Curriculum Committee Proposals**

Professor Lock Rogers of the Curriculum Committee presented one change to a major, eleven new courses, and thirteen changes to existing courses (*copy on file*).

Prior to the vote an exception was made for SCALE which was voted on independently after further discussion.

#### Changes to A Major

Chemistry

**The faculty voted and approved the major change.**

#### New Courses

BUS 335: Creativity and Innovation in Organizations

HIS/AF 330: Race and a Global War: Africa During World War II

HIS/AS/PH 3xx: A History of Health and Healing in Africa

HIS/PH/AS 2xx African Environmental History

LDR 2xx: Sophomore Class Atlanta Leadership Experience (SCALE)

PH 210: Principles of Epidemiology: Biostatistics

POL 3xx: American Political Thought

POL 3xx: Sex, Power, and Politics

WDC 626: Solutions Journalism

WDC 622: Journalism in the Digital Age

WS 2xx: Sex, Gender, and Digital Identity

*A correction to check the GLALA box on the CCF's for 1) HIS/AF 330: Race and a Global War: Africa During World War II and 2) HIS/PH/AS 2xx African Environmental History was approved.*

**The faculty voted and approved the new courses.**

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Change to an Existing Course

ANT 295: Topics in Cultural Anthropology change to ANT 295: Fast Food/Slow Food

ANT 350: Anthropology of Violence change to WS 3xx

BIO/PSY 324: Neuroendocrinology

BUS 345: Human Resource Management

CLL 396: Topics in Classical Literature-Didactic Poetry

ENG 204: Topics in Creative Writing change to ENG 204: Kirk Writer-in Residence Aracelis Girmay

ENG 212: British Literature

ENG 309: Literary Journalism change to ENG 309: Solutions Journalism

ENG 346: Creative Writing Workshop I change to Kirk Writer-in Residence William Boyle

GBL 103: Journeys Immersion Experience

HIS/PH/AS 2xx: African Environmental History

PHI 395: Topics in Philosophy change to PHI 395: Theories of Equality

WS 395: Queer Film Theory change to WS 366: Queer & Trans Film Theory

*A change to remove the word Co-requisite under the Prerequisite section of the WS 366 CCF form was approved.*

**The faculty voted and approved the changes to existing courses.**

**IV. President's Report:**

President Leocadia I. Zak announced that Associate Professor of Anthropology and Public Health, Rachel Hall-Clifford will leave Agnes Scott College after the fall 2019 semester ends. Professor Zak thanked Professor Hall-Clifford for all that she has done. An expedited search for Professor Hall-Clifford's replacement will begin immediately.

In light of the low health score that Aramark recently received for Evans Dining Hall, President Zak shared that the college is hoping for a quick re-inspection resulting in a proper resolution.

**V. Vice President for Academic Affairs and Dean of the College:**

Vice President for Academic Affairs and Dean of the College, Christine Cozzens specified that the expedited search policy, which is located in the faculty handbook, is the process being followed in order to fill the vacancy left by Professor Hall-Clifford.

VPAA Cozzens revealed the college approved a 1.5% raise pool, which everyone in Academic Affairs will be receiving.

VPAA Cozzens shared that she is planning to meet with Henry Taylor, the Senior Director of Development, to devise a process for faculty to participate in fund raising efforts. An established faculty committee will eventually take over this project.

VPAA Cozzens announced that the Chemistry department was recently gifted a nuclear magnetic resonance spectroscopy (NMR spectroscopy) as well as a \$50,00.00 gift to be used over a four year period for faculty development. The generous gift was donated by Mr. Jim Ginter, in memory of his wife, Ida Ginter '62 who was a chemistry major and career chemist.

VPAA Cozzens highlighted that Academic Affairs and Advancement are actively working together to seek major funding for SUMMIT and other academic initiatives including SCALE. Updates will be provided as they become available.

A fall 2019 retention update, prepared by Assistant Dean of the College/Director of Academic Advising, Jennifer Cannady, was shared (*copy on file*).

VPAA Cozzens shared a concern that SGA is investigating regarding students inability to afford textbooks. SGA, Elizabeth Bagley, Director of Library Services and FEC will work to development options.

**Associate Vice President for Academic Affairs and Associate Dean of the College:**

Associate Vice President for Academic Affairs and Associate Dean of the College Doug Fantz informed faculty that their spring schedules are due Monday, October 7. AVPAA Fantz will begin approving spring position requests the week of October 7. AVPAA Fantz made a request for all peer evaluations and updated CV's to be turned in immediately. They are essential for the adjunct rehiring process.

Emily Kandetzki, Director of Accounts for Academic Affairs and Sponsored Gifts and AVPAA Fantz continue their work investigating resources for supporting grants. They are available Tuesday, October 8 in Evans Dining Hall to speak with interested parties. If you are interested in receiving external support for research, please complete the form that AVPAA Fantz sent out via email.

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

Professor Wiseman informed faculty that the formation of an ad hoc committee on teaching evaluations is forthcoming.

Professor Wiseman put forth another call for a member of the faculty to join the Curriculum Committee as they are in dire need of a new committee member.

**VII. Reports of Other Committees: None**

**VIII. Communications:**

A Graduate Program update was shared with the body (*copy on file*).

**IX. Discussion of Special Item: None**

**X. Announcements:**

The next Staff Council sponsored happy hour will take place November 1, 2019

There being no further business, the meeting adjourned at 3:29 pm

Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

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## Curricular Changes proposed by the Curriculum Committee 11/1/2019

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### CHANGES TO SUMMIT

*Changes to the SUMMIT Learning Outcomes:* Given the newly defined leadership approach, and the decision to remove "skills" from leadership and infuse digital literacy throughout the curriculum, it was necessary to make a few adjustments to the SUMMIT learning outcomes.

The original learning outcomes are below, followed by the revised version.

#### **Original SUMMIT Learning Outcomes**

1. Identify, explain, and analyze global themes, processes and systems
2. Demonstrate knowledge and skills essential for global engagement
3. Critically examine the relationship between dominant and marginalized cultures, subcultures, or groups
4. Communicate effectively through writing and speaking, especially across cultural or linguistic differences
5. Recognize, analyze, and evaluate arguments
6. Articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information
7. Recognize, analyze, and employ effective teamwork
8. Identify and assess one's values, interests, and abilities
9. Practice or interpret creative expression or probe fundamental questions of value and meaning
10. Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world
11. Analyze human behavior or social relations

#### **Revised Curricular SUMMIT Learning Outcomes**

1. Identify, explain, and analyze examples of global themes, processes, and systems
2. Demonstrate knowledge and skills essential for global engagement
3. Critically examine the relationship between dominant and marginalized cultures, subcultures, or groups
4. Articulate and assess one's values, identities, and strengths
5. Analyze and evaluate problems and solutions from multiple perspectives, critically considering diverse sources of evidence
6. Communicate effectively (in writing, orally, visually, and numerically), including in digital formats, especially across cultural or linguistic differences
7. Recognize, analyze, and employ effective teamwork
8. Practice or interpret creative expression; or probe fundamental questions of value and meaning
9. Interpret quantitative information; or demonstrate the methods of inquiry appropriate for investigating the natural world

## 10. Analyze human behavior or social relations

### CHANGE TO SUMMIT: CHANGE IN THE LEADERSHIP DEVELOPMENT SPECIALIZATION

*Rationale:* Currently the requirements for the leadership specialization are: LDR 200, 1 Leadership Studies Across the Liberal Arts, 1 Leadership practicum or internship, and Team Global Challenge. We have proposed the elimination of Team Global Challenge, so we are now proposing to increase from 1 course from the current Leadership Studies category to 2 Leadership courses from among those that will have been revised in accordance with the procedure detailed in the Breadth CCF. While these new leadership courses will not necessarily involve specific leadership theories, as is the case with the current Leadership Studies category, they will feature leadership as conceived within the disciplines far more explicitly than courses in the current Leadership Skills category.

*Description of changes:* Students will no longer be required to declare a specialization, since they do not have to complete one to graduate.

The Specialization in Leadership Development augments the leadership skills honed in Summit core courses with additional experiential learning and coursework in Leadership Studies. Students who elect to complete the Leadership Development Specialization earn a notation on their transcript.

#### Specialization in Leadership Development Requirements:

- LDR 200: Project Leadership (4 credits)
- 2 Leadership breadth courses (8 credits) \**These will be the new leadership breadth courses (See [Breadth CCF](#))*
- 1 Leadership practicum (e.g., team captain, RA, President of a club, Director of a play, peer tutor, etc.) or a Leadership internship

### CHANGE TO SUMMIT: CHANGE IN THE GLOBAL LEARNING SPECIALIZATION

*Rationale:* Currently the requirements for the global learning specialization are: 1 Global elective (4 credits), 1 GLALA course (4 credits), Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits) and Team Global Challenge. We have proposed the elimination of Team Global Challenge and have better delimited the required courses for the specialization to create a more visible, intentional, and meaningful experience for students. The content currently addressed by the GLALA requirement (power, systems and processes) will be addressed by the “Advanced Topics” course, and by the global breadth courses. In addition, we felt that it was important for students to both gain a greater degree of language proficiency, and gain a degree of specialized knowledge about a region of the world.

*Description of changes:* Students will no longer be required to declare a specialization, since they do not have to complete one to graduate. All students are able to participate in the many advanced Global Experiences offered by Agnes Scott, including co-curricular activities, internship and study abroad opportunities. For those students who elect to complete a Specialization in Global Learning and earn a notation on their transcript, we want the advanced work they undertake in global learning to build on the first-year coursework in a more focused and coherent way, in order to create an attractive and understandable throughline which prepares students for post-Agnes success. This sequence is also more akin to global studies minors elsewhere, and simplifies the current complexity of our course categories.

#### Specialization in Global Learning Requirements:

- GBL 2XX: Global Learning Seminar (4 credits) - *This course will build on the core Global Learning courses, and provide students with opportunities for deeper engagement with theoretical, methodological and empirical issues in global learning. The FSC will develop this course in more detail, with input from the global learning faculty, if the modifications to the specialization pass.*
- GBL Breadth (4 credits)
- Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits)
- 3rd year Language course beyond intermediate (or 202) level (4 credits)\*

*\*Exemptions possible for students who demonstrate a high-level of proficiency in a 2nd language. We will need to come up with a solution for the students who take languages that we currently only offer up to the 202 level.*

#### CHANGE TO SUMMIT – NEW COURSE

*Credit hours:* 1. *Contact hours:* 45. This course is made up exclusively of work outside of class time. All Global Journeys courses, regardless of destination and topic, include 6 - 7 days of faculty-led travel.

*New Description:* This one-week cultural immersion experience is a part of GBL 102: Journeys. Itineraries vary by the GBL 102 destination.

*Rationale:* This new course will account for contact hours currently folded into GBL 102. It will also allow students who cannot travel for medical, immigration, or other exceptional reasons to complete the coursework component of Journeys independently. Finally, if the proposed 1 - credit Sophomore Class Atlanta Leadership Experience (SCALE) is approved by the faculty, this course will align the required number of credit hours for Leadership Development (4, plus 1) and Global Learning (4, plus 1), and restore the total general education credits to a multiple of 4.

*Other changes:* No changes to the GBL 102 course description are needed. It reads: This 4-credit course is the core course in the Global Learning curriculum of SUMMIT. It introduces first-year students to global structures, systems and processes and connects these concepts to first-hand

immersion experiences. Drawing on a variety of disciplines, interests and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue and small-group discussions. These learning experiences will enable students to identify, describe and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication.”

*Learning Outcomes:* Upon completion of this course, students will be able to:

- Identify, explain, and analyze global themes, processes, and systems:
  - Students will be able to identify and describe through at least two different examples of how globalization relates to the particular section topic and analyze its impact on the Journeys destination.
- Critically examine the relationship between dominant and marginalized cultures, subcultures or groups:
  - Using specific examples from their journeys course and the immersion experience, students will be able to compare and contrast the impact global processes have on dominant and marginalized cultures.
- Demonstrate knowledge and skills essential for global engagement:
  - Students will be able to evaluate some of the historical, political, economic, scientific, and cultural forces that shape global processes and outline topics for future research and analysis.
  - Students will develop their ability to engage across differences.
  - Based on their interactions with and their learning from community members at the Journeys destination students will critically reflect on their own values, ethics, and assumptions.

## Curricular Changes proposed by the Curriculum Committee 11/1/2019

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### CHANGE TO A MAJOR

#### **Biochemistry and Molecular Biology**

*Explanation of the requested changes:* Students majoring in Biochemistry and Molecular Biology take a number of specified courses and also have to take "One additional upper-level course in Biology or Chemistry (student may choose)".

I would like to change to wording to state: "4 additional credit hours at the 300 or 400 level in Biology or Chemistry (student may choose)."

Currently, the Biochemistry and Molecular Biology (BMB) major only requires 12 credit hours of courses in the major at the 300- or 400-level, which is not consistent with the college-wide requirement that students have 16 credit hours in the major in courses at the 300- and 400-level. The proposed changes would ensure that all BMB majors meet college requirements.

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### CHANGE TO A MINOR

#### **Asian Studies**

*Explanation of the requested changes:* Currently there is no official record for the Asian Studies Program Learning Outcomes. The purpose of this CCF is to add the program learning outcomes. Below are the learning outcomes for an Asian Studies minor.

*Rationale:* The purpose of this CCF is to update the Asian Studies minor course catalog. As an interdisciplinary program, Asian Studies minor requires students to take courses from other departments. There have been many changes to courses in the past few years due to various reasons. For example, some courses are no longer offered and have been taken out of the catalog. In addition, new faculty members offer courses that fit well with the Asian Studies minor. We would also like to reduce the number of 300 level courses for the minor, from two 300-level courses to one 300-level course. Asian Studies minors have sometimes had difficulty completing the current requirements due to a dearth of 300-level courses offered. This has mainly been due to the reduction of the number of 300-level courses offered in Religious Studies, which has itself been a consequence of the college tightening the requirement for classes to "make"; The Religious Studies Department has responded to this by reducing its overall number of 300-level courses offered, which has, in turn, reduced the number of courses that can be used for the Asian Studies minor. Although the majority of Religious Studies courses are not cross-listed with Asian

Studies, a significant and substantial proportion of the non-language course offerings in Asian Studies have been drawn from Religious Studies. In short, we do not anticipate this change having any negative effect on the educational development of Asian Studies minors; it is basically an attempt to bring the Minor requirements in line with the course offerings currently available in the college.

*New Description:* The Asian Studies minor is an interdisciplinary program. Students are required to take six courses with an Asian emphasis. Specifically, students are required to take two sequential language courses either in Chinese or Japanese, one introductory content course, and three additional content courses from two different departments. Among the three additional content courses, at least one of them must be a 300-level course. Here is a list of approved language courses: CHI 101, 102, 201, 201, JAP 101, 102, 201, 202. Here is a list of approved introductory content courses: (1) ART 175: Arts of China, Korea and Japan, (2) HIST 113: Introduction to Japanese History, (3) HIST 114: Introduction to Ancient and Medieval Chinese History, (4) HIST 115: Introduction to Modern Chinese History, (5) REL 128: Suffering in Non-Western Film, (6) REL 130: Religions of India, (7) REL 131: Islam, (8) REL 132: Buddhism, (9) REL 133: Religions of China and Japan, (10) REL 143: Hinduism, and (11) REL 190: Buddhism in America). Here is a list of approved additional content courses (1) ENG 352: South Asian and Middle Eastern Literature, (2) HIST 230: The Vietnam Wars, (3) HIST 352: The Chinese Revolutions, (4) HIST/WS 354: Chinese Women on Film, (5) HIST 360: World War II in Asia on Film, (6) HIST 362: Modern China Through Literature and Film, (7) REL 232: Socially Engaged Buddhism, (8) REL 233: Tibet Through Film and Literature, (9) REL 244: Women and Buddhism, (10) REL 251: Gender, Sexuality and Islam, (11) REL 252: Islam and/in the West, (12) REL 261: Race and Racism Through a Buddhist Lens, (13) REL/WS 334: Sex, Gender and Embodiment in Buddhism, and (14) REL 372: Fiction, Film, & Orientalism.

*Learning Outcomes:* A student who graduates from Agnes Scott College with a minor in Asian Studies will be able to:

1. demonstrate a basic understanding of what constitutes "Asia" in terms of language, history and geography
  2. analyze major cultural and political events in the history of at least of two Asian countries and articulate the relationship of these countries to the world
  3. complete two sequential courses in an Asian language
- Students majoring in Biochemistry and Molecular
-

Ad hoc committee on teaching evaluations

Composition: Three members, including one representative from RPT and one from PDC.

Charge: Investigate supplemental or alternative methods for the effective evaluation of teaching, especially as it is used for RPT decisions, and propose changes to our current process. Consider overall effectiveness as well as possible biases. Collect information on methods and uses from, among others, peer institutions, junior faculty at Agnes Scott, and the graduate programs.

Timeline: Report to the FEC by March and at a faculty meeting by April.

Slate: Tina Pippin (PDC), Srebrenka Robic (RPT), Janelle Peifer

## Proposal for Revising Leadership Breadth Courses

### **At the Oct. 4, 2019 faculty meeting, the faculty approved the following motion:**

The Faculty SUMMIT Committee submits a motion to begin the process of revising the intellectual breadth courses through a series of faculty development workshops held from Fall 2019-Spring 2021. In February 2021, the new CCF (and the courses that have been revised according to them) would go to Curriculum Committee to be voted on by the faculty. Starting in Fall of 2022, only courses that have been through this revision or recertification process will meet the breadth requirement.

Through these workshops, faculty will work together to create a tighter sense of shared meaning for the key concepts in global learning and leadership development, and develop the criteria for addressing them. The more than 350 courses we currently have certified to meet the breadth requirements for SUMMIT courses are, as a whole, too broad and diffuse to have any coherent meaning. **On the Leadership Development side, we specifically propose shifting from the focus on teamwork, public speaking, and digital literacy as leadership skills to thematic content (reflect, analyze, act).** On the Global Learning side, the faculty will work to refine what the courses mean by "themes, processes, and systems," and think more intentionally about how classes engage course material with those ideas in mind.

The workshops will also support faculty in the revision of their current courses, both Global Learning and Leadership Development, to better address digital literacy and other previously agreed-upon proficiencies necessary for post-Agnes success, such as critical thinking, teamwork, and written and oral communication, and ideally some additional identified needed proficiencies such as visual communication, numeracy, research, and well-being. **We propose that all SUMMIT breadth courses must include at least one digital component wherein students develop two of the competencies related to digital literacy and include one reflection on those digital skills.**

### **Process**

Faculty will be invited to join one of three workshop series, each series consisting of two half-day meetings. The first series will be held in Fall 2019, the other two in Spring 2020 and Fall 2020, respectively. The dates for Fall 2019 are:

- Late October 2019: Call for interested faculty to join course revisions/course design process
- Mid-November 2019: workshop participants will be sent an outline of the process and guiding principles (below), along with background reading
- **Thursday, Dec. 11 workshop**, 9am – 12pm, followed by lunch 12-1pm: discussion of initial proposals, responses to the prompts (below), discussion of activities and assignments illustrating disciplinary approaches to reflection, analysis, and action
- **Friday, Jan. 10 workshop**, 9am – 12pm, followed by lunch 12-1pm: presentation of preliminary, revised syllabi, focusing on how the new course implements the reflect-analyze-act framework, and how the course will meet the new digital literacy requirements

- February 1, 2020: Faculty submit syllabi to the FSC, including brief explanations of how the revised or new course incorporates the reflect-analyze-act framework, and the new digital literacy requirements.
- February 15, 2020: Faculty who want their revised or new course to qualify for the old breadth requirement may submit a ccf to the CC (these requirements, along with the current list of breadth courses will remain in effect until the new breadth requirements are approved by the CC and the faculty, hopefully in S' 21).

### **Guiding Principles for Course Revision**

The framework approved by the faculty in 2018 will provide guidance for the process of developing more substantive leadership content in our leadership breadth courses: Within ASC's mission of *educating students to think deeply, live honorably, and engage the social and intellectual challenges of our times*, students exercise leadership through processes of **reflecting** on individual strengths, identity, and power; **analyzing** evidence, perspectives, and systems; and **acting** authentically, boldly, and ethically." So, the fundamental question we will address in the workshop is: **How will our revised courses fit into this framework?** (For reference, here are the [current criteria and definitions we have been using for Leadership Breadth courses](#).)

We might propose, for example, that a revised course explicitly applies a liberal arts discipline's methodological approach to reflection, analysis, and action with regard to a social and intellectual challenge. Similarly, we might propose that a revised course explicitly addresses the specific, disciplinary understandings of what constitutes power, identity, evidence, perspectives, systems, etc.

We will also discuss how revised courses might meet the new, proposed digital literacy requirement.

### **Digital Literacies (including reflection)**

- [Proficiencies for Post-Agnes Success](#) and the specific [skills](#)
  - All SUMMIT breadth courses must include at least one digital component wherein students develop two of the competencies related to digital literacy and include one reflection on those digital skills.
  - What assignments can we create to underscore those proficiencies and leadership development in particular disciplines?
  - What would be the best way to represent these proficiencies in the courses you teach? What might it look like in your field?
- Some resources for reflection assignments:
  - Kathleen Yancey: "Through the practice of reflection, we draw on what is culturally known and infuse, interweave, integrate it with what we as individuals know--cognitively, affectively, and socially--to make a new knowledge that draws from the extant but is not a replication of it, that is, instead, unique, a knowledge only each one of us can make as it is in dialogue with what is. Not least, that new knowledge, collectively enacted, changes the very cultures situating reflective practice." (*A Rhetoric of Reflection*, U of Colorado P, 2016, p. 11)
  - Christina Russell McDonald: a "social pedagogy of reflective learning [...]: **What** is the artifact within the larger context of the course? **So what**, or why was this a

meaningful learning experience? **Now what**, or what do I need to know or do for the learning that lies ahead?"'" (qtd in Yancey 311, boldface added)

**Development of new breadth criteria for a revised CCF**

After the third workshop is completed, the FSC-L will review the submitted syllabi and propose new breadth criteria for a revised ccf to the CC by February 15, 2021. The FSC will also submit the slate of all new or revised courses that have been workshopped to the CC by February 15, 2021. If the revised criteria and the slate of courses are approved by the faculty, the old breadth criteria along with the old list of courses satisfying the SUMMIT breadth requirement will no longer be in effect.

## Process for Revising Global Breadth Courses & Design New Global 2xx Course

### At the Oct. 4, 2019 faculty meeting, the faculty approved the following motion:

The Faculty SUMMIT Committee submits a motion to begin the process of revising the intellectual breadth courses through a series of faculty development workshops held from Fall 2019-Spring 2021. In February 2021, the new CCF (and the courses that have been revised according to them) would go to Curriculum Committee to be voted on by the faculty. Starting in Fall of 2022, only courses that have been through this revision or recertification process will meet the breadth requirement.

Through these workshops, faculty will work together to create a tighter sense of shared meaning for the key concepts in global learning and leadership development, and develop the criteria for addressing them. The more than 350 courses we currently have certified to meet the breadth requirements for SUMMIT courses are, as a whole, too broad and diffuse to have any coherent meaning. On the Leadership Development side, we specifically propose shifting from the focus on teamwork, public speaking, and digital literacy as leadership skills to thematic content (reflect, analyze, act). **On the Global Learning side, the faculty will work to refine what the courses mean by "themes, processes, and systems," and think more intentionally about how classes engage course material with those ideas in mind.**

The workshops will also support faculty in the revision of their current courses, both Global Learning and Leadership Development, to better address digital literacy and other previously agreed-upon proficiencies necessary for post-Agnes success, such as critical thinking, teamwork, and written and oral communication, and ideally some additional identified needed proficiencies such as visual communication, numeracy, research, and well-being. **We propose that all SUMMIT breadth courses must include at least one digital component wherein students develop two of the competencies related to digital literacy and include one reflection on those digital skills.**

### Proposed Process

Faculty will be invited to join one of three workshop series, each series consisting of two half-day meetings and an online collaborative element. The first series will be held in Fall 2019, the other two in Spring 2020 and Fall 2020, respectively. The dates for the Fall 2019 series are:

- Late October 2019:
  - Call for interested faculty to join revision process for upper-level courses/course.
- Mid-November 2019:
  - Workshop participants will receive an outline of the process, guiding principles for revision/course design, and background reading.
- Friday, December 12, 2019:
  - 9am to 1pm (lunch included): Defining how to revise breadth courses in context of overarching learning goals; sharing initial activities and assignments for interdisciplinary approaches to global learning.
- Friday, January 10, 2020:
  - 9am to 1pm (lunch included): Presentation of preliminary syllabi, collecting feedback from colleagues on how revisions enhance global learning and integrate digital literacy framework
- February 1, 2020:
  - Faculty submit syllabi to the FSC, including brief explanations of how the revised or new course enhances global learning and integrates new digital literacy requirements.
- February 15, 2020:
  - Faculty who want their revised or new course to qualify for the old breadth requirement may submit a ccf to the CC (these requirements, along with the current list of breadth courses will remain in effect until the new breadth requirements are approved by the CC and the faculty, hopefully in S' 21).

## Guiding Principles/Questions for Course Revisions

- *Summit Global Learning Goals:*
  - Identify, explain, and analyze global themes, processes, and systems
  - Critically examine the relationship between dominant and marginalized cultures, subcultures or groups
  - Demonstrate knowledge and skills essential for global engagement
- *Global Journeys Common Topics:* Can the common topics serve as basis for a deepening of global learning at the upper-level? All students engage with these topics in their Global Journeys course (Globalization; Identity/Self/Other/Culture; Imperialism/Colonialism/Diaspora; Why Travel? Ethics of Travel)
- *Global Social and Cultural Analysis:* How can this requirement shape the revision of global breadth courses? All students take a GSCA course as part of their intellectual breadth requirement. (Global Learning Elective whose central focus is the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures or groups.)
- *Some students will have opted into a specialization that includes:*
  - GBL 2xx: Advanced Topics in Global Learning (4 credits)
  - An additional Global Breadth course (4 credits)
  - Upper-level language course (300 level)<sup>1</sup> (4 credits)
  - Study abroad or global internship (2 - 4 credits)
- *Questions to focus on in this process:*
  - *What is missing in order to be sure every student achieves our SUMMIT global learning goals?*  
*For example, do we still need a broader category connecting reference to global patterns/systems with interdisciplinary approaches to studying global issues:*
    - Economic connections
    - Cultural connections: Form/Art/Language
    - Geography: Space/Place (as dynamic, discursive constructions)
    - Socio-economic patterns: affect, empathy
  - *Will this allow all departments/disciplines to engage with it?*

## Digital Literacies (including reflection)

- Proficiencies for Post-Agnes Success and the specific skills
  - All SUMMIT breadth courses must include at least one digital component wherein students develop two of the competencies related to digital literacy and include one reflection on those digital skills.
  - What assignments can we create to underscore those proficiencies and global learning in particular disciplines?
  - What would be the best way to represent these proficiencies in the courses you teach? What might it look like in your field?
- Some resources for reflection assignments:
  - Kathleen Yancey: "Through the practice of reflection, we draw on what is culturally known and infuse, interweave, integrate it with what we as individuals know--cognitively, affectively, and socially--to make a new knowledge that draws from the extant but is not a replication of it, that is, instead, unique, a knowledge only each one of us can make as it is in dialogue with what is."

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<sup>1</sup> \*Exemptions possible for students who demonstrate a high-level of proficiency in a 2nd language. We will need to come up with a solution for the students who take languages that we currently only offer up to the 202 level.

- Not least, that new knowledge, collectively enacted, changes the very cultures situating reflective practice." (*A Rhetoric of Reflection*, U of Colorado P, 2016, p. 11)
- Christina Russell McDonald: a "social pedagogy of reflective learning [...]: **What** is the artifact within the larger context of the course? **So what**, or why was this a meaningful learning experience? **Now what**, or what do I need to know or do for the learning that lies ahead?" (qtd in Yancey 311, boldface added)

#### **Development of new breadth criteria for a revised CCF**

After the third workshop is completed, the FSC-G will review the submitted syllabi and propose new breadth criteria for a revised CCF to the CC by February 15, 2021. The FSC will also submit the slate of all new or revised courses that have been workshopped to the CC by February 15, 2021. If the revised criteria and the slate of courses are approved by the faculty, the old breadth criteria along with the old list of courses satisfying the SUMMIT breadth requirement will no longer be in effect.

Here are some answers from Ken England to questions posed by FFSPC

Ken is very responsive to faculty questions, so please also feel free to email him directly at any time

On the switch to Cigna

To continue with BC/BS would have cost the institution around \$250,000-\$300,000. An increase of that size would have eliminated our ability to provide any raise to employees. Once you compound that over any duration of time, the cost would escalate and be significant to the bottom line. This is not to say that financials were our only factor, as we were pleased with Cigna's ability to control costs long term for the institution and felt that their level of service was comparable to BC/BS.

On the campus master-plan

1. The purpose of the master plan is to provide the College with a strategic view of what we should do and when. Since my arrival, we have been jumping from one fire to the next. The plan is to provide us with some immediate and long-term issues to deal with. In addition to new construction and renovation ideas, the plan provided us with a deferred maintenance figure, a full building assessment and a space utilization study. For planning purposes, the building assessment is crucial.
2. It is important to know that most master plans rarely complete 100% of the projects identified in the completed document. Rather, it provides clear direction for what is most crucial...based on deferred maintenance and needs of the institutions. It also gives Advancement something to sell to prospective donors and foundations, all of which fit into our core mission and values. The final plan will hopefully be approved by the board in January, so we will not move forward until then.
3. The purpose to move students back to the main campus serves two critical issues. It is proven that students who live on campus persist at greater levels than those who live off campus. Although we own Avery Glen, it is very remote and does not have the same sense of community as other locations. This will contribute to our overall retention rates, which has a significant impact on the budget. The second reason is that we need the revenue. If we are to "right the ship" and provide substantial raises to employees we need to identify revenue streams. Moving students to the main campus allows apartments to market rate, and allows future re-development of the property, which would also equal new revenue. The new development proposal from Sasaki did identify some affordable housing for new faculty, which would be a win-win. If we were to move forward with the new housing, it would be budget neutral in construction based on a P3 partnership or the new revenue growth would support debt service.
4. I would disagree that the academic spaces were not a focus on the plan. One of the 6 big ideas was to invest in the academic core. Both Buttrick, Presser and Dana were identified for a

full renovation. Buttrick was pushed to a near term project because almost all students take a class in that space. Please know that just because something is identified in the near, intermediate, or long term does not mean that we are locked into that timeline. If donors or other financial support becomes available, then we can move it up the priority list. Additional landscape upgrades were included in the event that someone wants to fund those priorities. Academic spaces would certainly be a priority for the institution.

5. The dance studio was identified as a near term project based on two issues. First, the current space is in dismal condition. Secondly, the space would serve as a flex space that could be utilized by the college or rented out by external entities. Remember.....we need to grow the top line of the budget.

On the magnitude of extra revenue we need to find

Our current operating deficit is around \$7,000,000. We need at least that much in new revenue or in operational efficiency to move the needle. Our current deficit is being pulled from our endowment, which is currently valued at \$213 million. Our all in draw rates (including standard draw and operating bridge) are coming in at around 9.3%, which is more than we anticipate to earn in the market. Our expected long-term returns are 7.2%. In order to protect our endowment and long-term sustainability we need to reduce our total draw to 6% or less

I am actively pursuing ways to monetize our property. We are in a desirable location, with many developers eager to partner with us. I am looking at land leases rather than selling our assets, as we need long term, predictable revenue growth.

**Please give your ideas for how faculty voice could be included in the budget process:**

## Faculty Meeting Bullet Points

November 1, 2019

### **CASA (J. Pilger)**

- Currently continuing our discussion and evaluating evidence regarding ASC's minimum upper-level credit requirement for graduation compared to peer institutions.is appropriate or too low.
- Follow up on the 2017-2018 CASA study that found some departments were not in compliance with the college's upper-level course credit requirement for graduation. (Note: the extent of the follow-up is dependent on resolution of the previous issue.)

#### **Other topics pending:**

- Consideration of the maximum 410, 440 and 490 credit hours a student may apply toward graduation credits.
- Consideration policies for a possible dual-degree program for ASC and Oglethorpe University students into our graduate program.

### **Academic Support (R. Iqbal)**

- The Academic Support committee discussed concerns regarding expensive textbooks.
  - We recommend that faculty order books as early as possible so that students can shop around for cheaper versions.
  - The Library order copies of expensive textbooks to keep on reserve. Though the library says it does not really have money to buy copies of expensive books.
  - We recommend financial aid be organized in a manner such that books are included in the package.
  - As for faculty requiring books that they have written for their courses, we felt a blanket prohibition on such books is problematic because sometimes a faculty member has written a book for a specific class.
  - Finally, for our next meeting we would like to discuss faculty accommodation.

### **Campus Life (R. Ocasio)**

- Approval of new duties

### **Curriculum (L. Rogers)**

- The curriculum committee will be bringing one change to a major, and one change to a minor to the faculty on Friday.
- Working on a team teaching policy.
- Continue working to establish criteria for position proposals.

### **FEC (J. Wiseman)**

- Set up ad hoc committee on teaching evaluations
- Planning for possible career-preparation-oriented curricular revisions Evaluating graduate task force/FTNTT policy
- Revising Campus Life duties
- Considering ways to ensure that all faculty members are comfortable expressing opinions, in and out of faculty meetings

## **Finance/Strategic Planning (S. Winget)**

- Budget: Ken England has stated an openness to faculty involvement in the budget process. Creative (some may even say innovative!) ideas about how the faculty voice can serve this process can be added to this Google Doc:  
[https://docs.google.com/document/d/1lsMwK\\_97TMiZhgxrm6sFuot1VRceNG97hr5q7bHSio/edit?usp=sharing](https://docs.google.com/document/d/1lsMwK_97TMiZhgxrm6sFuot1VRceNG97hr5q7bHSio/edit?usp=sharing)
- Campus Strategic Plan: The College is currently looking for an external person to facilitate part of the process, and the topic will likely be on the agenda of the January Board of Trustees meeting.
- Questions raised with Ken England: (i) requested clarity on the goals for the campus master-plan at this point, (ii) asked about the financial impact of moving from Blue Cross to Cigna, and (iii) asked what magnitude of money we need to find (via revenue generating ideas etc) for Agnes Scott College to survive. Answers are here as they come in  
[https://docs.google.com/document/d/148j\\_JHNGhNc4NqqqMZaEygf\\_9cKUB2ooToXAvytS7C8/edit?usp=sharing](https://docs.google.com/document/d/148j_JHNGhNc4NqqqMZaEygf_9cKUB2ooToXAvytS7C8/edit?usp=sharing)
- College committee meetings: Faculty representatives attended (i) the Board of Trustees Environment/Facilities meeting, and (ii) the Board of Trustees Audit/Risk meeting
- Faculty/Staff Housing: The VPAA wishes to create a new policy. We have looked at policies at eight institutions (Wellesley (MA), University of North Ga (Dahlonega), Wheaton (MA), Hampden Sydney College (VA), Wesleyan (CT), Bennington (VT), Columbia (NY), Sonoma State University (CA)) and crafted a survey to solicit faculty/staff opinions, so that we can send recommendations to the VPAA that will allow her to make an informed policy with the CFO.
- Policy on non-tenure-track faculty for faculty handbook: We have asked the FEC to create a task force to work on this complex policy that includes guidelines for reviewing non-tenure-track faculty. This task force would ideally include members of RPT, FFSPC, and FEC, along with someone from graduate programs, and (most importantly) someone from the office of the VPAA.
- Framework for Innovation: We aim to pursue creative methods to gather information on and attend to the faculty stressors that can accompany broad, institution-wide, frequent innovation to help avoid pitfalls and barriers that can negatively impact a culture of perpetual innovation (e.g., burn out, internal competition, inadequate time and space for vetting and brainstorming). We have purchased The Chronicle of Higher Education's "The Innovation Imperative" to aid our discussions:  
<https://store.chronicle.com/collections/reports-guides/products/the-innovation-imperative>

## **RPT (T. Finco)**

- Conducting reviews.
- T. Finco is serving on the Graduate School Integration Task Force.
- S. Robic will be serving on the ad hoc committee examining student course evaluations (pending faculty approval).

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### **Faculty SUMMIT (A. Patterson)**

- The Faculty SUMMIT committee has been working to plan the first set of workshops to revise the breadth courses. The call for participation in the SUMMIT breadth course workshops was sent to the full faculty in an email from Hal Thorsrud, Regine Jackson and Nicole Stamant on Tuesday, October 29. Please respond by Nov. 5. The first set of workshops will be held this December. The Leadership Workshop will be held on Dec 11th and the Global workshop on Dec 12th, from 9-1 each day.
- The Global Subcommittee developed the CCF for the new core course for their specialization and sent it to the Curriculum Committee, and also amended the Specialization CCF to require a Global breadth course (as emerges from the workshop process) rather than an area studies one.
- The call for faculty to teach SUMMIT courses next year will be sent to the full faculty on Tuesday, Nov. 5. Please respond by November 15.
- We have also begun conversations about a proposal for staffing SUMMIT courses that would replace the current practice of including SUMMIT teaching in the contracts of new hires. We are developing some initial ideas and will present them to the faculty for input, and then the Dean.
- The team is making all preparations necessary for a successful launch of SCALE in March. We already have 18 organizations eager to host up to 30 teams of 3 to 5 students, more than we anticipate needing for this first opt-in version. They represent a wide variety of types of organizations that should appeal to our whole range of majors.

Committee on post-Agnes success in the curriculum - dean-appointed?

Possibly:

Composition: Seven faculty members (two from the faculty Summit committee, one from curriculum committee, one from finance/strategic planning, three at large), plus others from the College - Academic Advising/Summit advisors, Career Planning, ...?

Charge: Recommend a cohesive four-year plan for explicitly incorporating post-Agnes success into Summit. Include timelines for adoption and a discussion of what resources will be necessary to achieve it.

Timeline: preliminary report by March faculty meeting, final report by April faculty meeting, for vote at May faculty meeting

Questions for discussion:

What can we (as a College or as faculty members) do better if we want our students to be professionally successful after graduation?

What are some short-term actions we as faculty members can take to enhance students' career exploration?

What are some medium-term actions we as faculty members can take to enhance students' career exploration? (in the classroom, campus, community)

# **PLAN YOUR SPRING EVENTS NOW**

**Goal date: November 15, 2019**



**Contact your faculty events coordinator for help  
with calendar conflicts, space reservations, and  
more!**

**Leah Owenby at [lowenby@agnesscott.edu](mailto:lowenby@agnesscott.edu)**



*Join Staff Council for...*

# **TOMEKA STEPHENS HAPPY HOUR!**

Come raise a glass to our  
Internship Coach Tomeka!

**November 1st**

**TIME: 3:30 - 5:00 PM**

**LOCATION: Bullock science Center-Baker Atrium**

# FACULTY MEETING

**Friday, December 6, 2019**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

- |              |  |  |
|--------------|--|--|
| <b>I.</b>    | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>   |
| <b>II.</b>   | <b>OLD BUSINESS:</b>   |  |
| <b>III.</b>  | <b>NEW BUSINESS:</b><br><i>Approval of December Graduates (attachment 2)</i><br><i>FEC Election (attachment 3)</i><br><i>CASA: Overview of 4+1 Graduate Bridge Program (attachment 4)</i><br><i>CASA: Proposed Academic Policies for the 4+1 Program (attachment 5)</i><br><i>CASA: Catalog Revisions for the 4+1 Program (attachment 6)</i><br><i>Curriculum Committee: Curriculum Changes (attachment 7)</i> | <i>Gail Meis</i><br><i>Jim Wiseman</i><br><i>John Pilger</i><br><i>John Pilger</i><br><i>John Pilger</i><br><i>Lock Rogers</i> |
| <b>IV.</b>   | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>   |
| <b>V.</b>    | <b>VP FOR ACADEMIC AFFAIRS AND ASSOCIATE DEAN OF THE COLLEGE:</b><br><i>Faculty Diversity (attachments 8, 9, and 10)</i><br><i>Team Teaching Policy (attachment 11)</i>  | <i>Christine Cozzens</i>   |
| <b>VI.</b>   | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Bullet Points (attachment 12)</i>  | <i>Jim Wiseman</i>   |
| <b>VII.</b>  | <b>REPORTS OF OTHER COMMITTEES:</b>  |  |
| <b>VIII.</b> | <b>COMMUNICATIONS:</b><br><i>Library Book Request (attachment 13)</i><br><i>Cancellation of Oxford Journals Online (attachment 14)</i>   | <i>Liz Bagley</i><br><i>Liz Bagley</i>   |
| <b>IX.</b>   | <b>DISCUSSION OF SPECIAL ITEM (S):</b>   |  |
| <b>X.</b>    | <b>ANNOUNCEMENTS:</b><br><i>SpARC takes place April 28, 2020</i><br><i>Happy hour immediately after today's meeting in the Bullock Atrium</i>  |  |

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## Faculty Meeting Minutes From the Faculty Meeting of November 1, 2019

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:02 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the October 4, 2019 faculty meeting as submitted (*copy on file*)

**II. Old Business:**

Professor Lock Rogers of the Curriculum Committee presented three changes to SUMMIT courses and a new SUMMIT course (*copy on file*).

Change to an Existing Course

SUMMIT Learning Outcome

Leadership Development Specialization

Global Learning Specialization *A friendly amendment to change the Global Specialization 2xxx course description was approved.*

**The faculty voted and approved the changes to the existing courses.**

New Course

GBL 102 Immersion Experience

**The faculty voted and approved the new course.**

**III. New Business:**

**Curriculum Committee Proposals**

Professor Lock Rogers of the Curriculum Committee presented one change to a major and one change to a minor (*copy on file*).

Changes to a Major

Biochemistry and Molecular Biology

**The faculty voted and approved the major change.**

Changes to a Minor

Asian Studies

*A friendly amendment to replace the proposed # 3 learning outcome with “To communicate in an Asian language for at least basic, academic, and practical needs.” was approved.*

**The faculty voted and approved the minor change**

**FEC Election**

Professor Jim Wiseman presented a slate for the newly formed Ad hoc Committee on Teaching Evaluations (*copy on file*).

**A motion to waive the 10-day requirement to present a slate was approved.**

**The following faculty members were elected by acclamation:**

Janelle Peifer

Tina Pippin

Srebrenka Robic

**Faculty SUMMIT Committee**

Professor Hal Thorsrud and Professor Regine Jackson, on behalf of the Faculty SUMMIT Committee, informed faculty about the upcoming faculty development workshops to assist faculty in revising Global and Leadership breadth courses (*copy on file*) and designing a new Global 2XX course/syllabus (*copy on file*).

**Finance/Strategic Planning Committee**

Professor Janelle Peiffer and Professor Sarah Winget dispersed a brief housing survey to collect faculty perspective on Agnes Scott College housing. Professor Peiffer shared a Power Point presentation outlining the charge that was given to the FSPC. ASC staff council plans to distribute the survey to staff.

**IV. President's Report:**

President Leocadia I. Zak shared a few highlights from the recent Board of Trustees meeting. One significant item of discussion the Board of Trustees are considering is combining some of their committees.

In lieu of working with a projected “Roadmap” to achieve financial sustainability, Vice President for Business and Finance, Ken England and Senior Financial Analyst, Robert Gaskins created a new approach to budget projections called the compass and the forecast. This is a tool where numbers can be easily adjusted depending on varying financial scenarios. The Board of Trustees has charged the administration to look at different financial models with an eye towards financial sustainability and to present their findings at the January 2020 Board of Trustees meeting. Fundraising will play a significant role towards the college’s financial sustainability. Henry Taylor, Senior Director of Development, Nicole Blount, Director of Corporate and Foundation Relations along with other Development staff members will play key roles in increasing revenue.

President Zak addressed the question “Is SUMMIT paying for itself?”. She acknowledged this is a difficult question to answer because you cannot quite identify what the results are of what dollars. President Zak shared there has not been enough gain from SUMMIT to mind the gap and that the endowment draw has continued and needs to stop in order for the college to be sustainable. She went on to say that SUMMIT is expensive but it has lead the way for the college to be in a better position with student enrollment, name recognition, and publicity but we are not there yet.

President Zak reported that the college will begin to work on the strategic plan for the college as a whole. She will collaborate with Vice President for Academic Affairs and Dean of the College, Christine Cozzens, and others to determine the best path forward and what that will look like.

President Zak thanked everyone who has shown interest and assisted thus far in the college’s fundraising efforts.

**V. Associate Vice President for Academic Affairs and Associate Dean of the College:**

Associate Vice President for Academic Affairs and Associate Dean of the College, Doug Fantz announced the ground up budgeting process will begin earlier this year. Emily Kandetzki, Director of Accounts for Academic Affairs and Sponsored Programs, will email templates to budget chairs and program directors next week, so they may begin developing their 2020-2021 departmental budgets. The initial templates need to be submitted to AVPAA Fantz and Emily Kandetzki by mid-January. Opportunities for meetings and questions will be available later. Individual discussion meetings are slated to begin in early spring as needed.

Textbook adoptions, along with the spring schedule have been submitted to Follett. AVPAA Fantz encouraged faculty to submit their book requests as soon as possible.

Students can purchase exam envelopes and blue books from Charis Books and More. If faculty have other classroom supply needs such as goggles, lab and/or composition notebooks, etc. please contact Charis Books and More as they are interested in stocking other items.

AVPAA Fantz shared the following reminders:

- Kirk proposals are due Monday, November 4.
- McAllister and Quinn will be on campus Friday, November 8 to assist faculty in the identification of external funding opportunities and to provide support during the writing and submission process.
- The deadline for spring hiring is February 19, 2020.

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

Professor John Pilger shared CASA's recent findings regarding the upper level course (defined as 300 or 400 level) 16-credit requirement for graduation. The findings state the college is in alignment with other schools but not all departments comply with this requirement. If a department seeks a waiver, permission must be given by either CASA or the VPAA. A waiver form will be implemented shortly.

**VII. Reports of Other Committees: None**

**VIII. Communications:**

**IX. Discussion of Special Item:**

Professor Jim Wiseman introduced a discussion on developing a dean appointed ad-hoc committee charged with recommending a cohesive four-year plan for incorporating post-Agnes success into SUMMIT (*copy on file*). Dawn Killenberg, Director of Internship and Career Development, will provide workshops and reading material to educate faculty on the current job market trends. A discussion transpired about the overuse of faculty on committee's and suggestions for ways to lessen faculty committee responsibilities.

**X. Announcements:**

The deadline to submit spring 2020 events to EMS is November 15, 2019.

Happy hour takes place immediately after todays' meeting in the Bullock Atrium.

There being no further business, the meeting adjourned at 3:31 pm

Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

**Presentation of August 2019 and December 2019 Candidates for Degree or Graduate Certificate, to the Faculty, December 6, 2019**

*The following 9 students received the Bachelor of Arts degree (as approved in previous faculty meetings) after completing all degree requirements summer 2019 with degree conferral date August 8, 2019.*

Candidate	ASC Degree	Note
Beasley, Jada	Bachelor of Arts	Walked May 2019
Dean, Hunter (Danyelle)	Bachelor of Arts	Walked May 2019
Dhingra, Ramnik	Bachelor of Arts	Walked May 2019
Diaz, Adriana (Nana)	Bachelor of Arts	Walked May 2019
Eduardo, Nzinga	Bachelor of Arts	Dual Degree Engineering
Era, Maisha	Bachelor of Arts	Eligible to walk May 2020
George, Rebecca	Bachelor of Arts	Walked May 2019
Morton, Alexandra (Aly)	Bachelor of Arts	Walked May 2019
Phillips, Vivian	Bachelor of Arts	Walked May 2019

*The following 9 Graduate Program candidates for the Master of Arts degree or Graduate Certificate completed requirements during summer 2019 for conferral August 8, 2019.*

Candidate	ASC Degree/Certificate	Note
Bassett, Jill	Graduate Certificate	
Blankenship, Carey	Master of Arts	
Croland, Caroline	Master of Arts	
Dangerfield, Celnisha	Graduate Certificate	
Hunter, Epiphany	Master of Arts	
Nwamuo, Chinyere	Graduate Certificate	
Perrin, Courtney	Master of Arts	
Robinson, Christina	Master of Arts	
Zacarias, Marisol	Graduate Certificate	

*The following 6 Graduate Program candidates for the Master of Arts degree or Graduate Certificate expect to complete requirements after the fall 2019 semester for conferral December 16, 2019.*

Candidate	ASC Degree/Certificate	Note
Gelhaar, Karen	Graduate Certificate	
Gillis, Jayne	Master of Arts	
Gluck, Cara	Master of Arts	
Heinrich, Greg	Graduate Certificate	
King, Verlinda	Master of Arts	
Wingard, Chasity	Master of Arts	

*The following 30 candidates for the Bachelor of Arts or Bachelor of Science degree expect to complete degree requirements after the fall 2019 semester. I recommend their degree conferral date of December 16, 2019.*

Candidate	ASC Degree	Note
Apel, Taryn (Lizzie)	Bachelor of Science	
Buschor, Bianca	Bachelor of Arts	
Caldwell, Destiny	Bachelor of Arts	
Edwards (Dillon), Stephanie	Bachelor of Arts	See explanatory footnote**
Farhan, Islam	Bachelor of Science	
Godwin, Courtney	Bachelor of Arts	
Johnson, Koryn	Bachelor of Arts	
Khan, Fatima	Bachelor of Arts	
Lachkaya, Anna	Bachelor of Arts	
Lane, Kamiyla	Bachelor of Arts	
Madrid Quiles, Kimberly	Bachelor of Arts	
Mawi, Alice	Bachelor of Arts	
Moore, Avery	Bachelor of Arts	
Nigh, Tatiana	Bachelor of Arts	
Oates, Mariah	Bachelor of Arts	
Opdyke, Alexandra (Alexa)	Bachelor of Arts	
Pant, Anoushka	Bachelor of Arts	
Parker, Margaret (Maggie)	Bachelor of Arts	
Patel, Sonia	Bachelor of Arts	
Ravenhill, Indiana	Bachelor of Arts	
Rimal, Prashamsa	Bachelor of Arts	
Robinson, Makeba	Bachelor of Arts	
Shepherd, Gaelyn	Bachelor of Arts	
Stern, Abigail	Bachelor of Arts	
Taufiq, Rafia	Bachelor of Arts	
Turner, Shelby	Bachelor of Arts	
Wiltz, Zoie	Bachelor of Science	
Wittmeyer, Devyn	Bachelor of Arts	
Wyatt, Frances	Bachelor of Arts	
Zhai, Ruotong	Bachelor of Science	

*\*\*NOTE: Stephanie Dillon Edwards last attended Agnes Scott spring 1996 and received approval to complete final degree requirements (language study) outside of Agnes Scott.*

**FEC Election Slate**

<u>Committee</u>	<u>Replacing</u>	<u>Term length (years)</u>	<u>Potential nominee</u>
Academic Support	Bonnie Perdue	Spring 2020	Roshan Iqbal
Curriculum Committee	Willie Tolliver	Spring 2020	Gus Cochran
Dean's Committee on Professional Success (CPS)	n/a	Spring 2020	Beth Hackett Lili Harvey Jenny Hughes Mina Ivanova Jennifer Larimore Bobby Meyer-Lee Nell Ruby

## Overview of 4+1 Graduate Bridge Program

The 4+1 Graduate Bridge Program is designed for students who intend to complete a master's degree at Agnes Scott College. The proposed 4+1 Graduate Bridge Program provides an opportunity for qualified undergraduate students who intend to enroll in a master's program at Agnes Scott to complete both their bachelor's degree and their master's degree in approximately five years of full-time study.

Bachelor's seeking students admitted into the 4+1 Graduate Bridge Program would be eligible to take up to six credit hours of graduate level coursework at Agnes Scott during their final two semesters of undergraduate study. After conferring the bachelor's degree, students in the 4+1 Graduate Bridge Program would become master's seeking students at Agnes Scott, subject to the policies and processes below.

The 4+1 Graduate Bridge Program agreement would extend to Agnes Scott undergraduates and to undergraduates enrolled at institutions where Agnes Scott maintains an active 4+1 agreement. Currently, Agnes Scott seeks to enter an agreement with Oglethorpe University.

### 4+1 Graduate Bridge Program

*The text below would appear in the Undergraduate and Graduate Catalogs of Agnes Scott.*

#### Phase 1: Bachelor's degree-seeking students applying to 4+1 Graduate Bridge Program

Bachelor's degree-seeking students work toward the degree requirements at their bachelor's institution. After having earned a minimum of 76 credit hours (typically in the spring of the junior year), students with the intent to complete a master's degree at Agnes Scott may submit an application to the 4+1 Graduate Bridge Program which includes the following recommendations:

- One from advisor (if internal, an academic advisor; if external, Director of Advising or their designate)
- One from a faculty member who has taught the student

Applicants to the 4+1 Graduate Bridge Program are held accountable to the same admission standards as all other applicants, with the exception of not having yet been conferred with the bachelor's degree.

#### Phase 2: Bachelor's degree-seeking students accepted to 4+1 Graduate Bridge Program

Bachelor's seeking students who are accepted into the 4+1 Graduate Bridge Program may take up to six credit hours total of graduate level coursework during their final two semesters of undergraduate coursework (excluding summer). These six credit hours of graduate coursework will count as electives toward the bachelor's degree, and the grades will be included in the calculations for the undergraduate GPA, subject to the policies of the bachelor's degree-granting institution.

Being accepted into the 4+1 Graduate Bridge Program does not alter the student's type. Until the bachelor's degree is conferred, the student remains a bachelor's degree-seeking student for purposes of federal and state financial aid as well as any aid awarded to them as part of their undergraduate admission.

Agnes Scott bachelor's degree-seeking students who are accepted into the 4+1 Graduate Bridge Program are held accountable to the Agnes Scott College Undergraduate Catalog. The Agnes Scott College Graduate Catalog governs any issues that pertain to their graduate level courses. Accordingly, bachelor's seeking students may not take graduate courses Pass/Fail, as this is not an option for graduate coursework in the Graduate Catalog.

Non-Agnes Scott bachelor's degree-seeking students taking graduate courses as part of the 4+1 Graduate Bridge Program are subject to the Agnes Scott College Graduate Catalog. For their undergraduate coursework, they are subject to the catalog of their bachelor's degree granting institution. Non-Agnes Scott bachelor's degree-seeking students who are accepted into the 4+1 Graduate Bridge Program are not permitted to register for any undergraduate courses at Agnes Scott through the 4+1 Graduate Bridge Program. However, they may still register for Agnes Scott undergraduate courses through the Cross-Registration process (ARCHE).

Phase 3: 4+1 Graduate Bridge Program students completing the bachelor's and applying to an Agnes Scott master's degree program

To continue in the 4 + 1 Graduate Bridge Program, students previously admitted to the Program and who are in their final undergraduate semester, must apply to transition into the Graduate Program.

A positive decision on this formal application for graduate admission changes the student's type to graduate degree seeking, and allows the student to be reviewed for graduate financial aid, including grants.

Students in the 4+1 Graduate Bridge Program may elect to use the same application materials originally submitted to the 4+1 Graduate Bridge Program, or they may update their materials. Applicants must submit final transcripts documenting the earned bachelor's degree.

Students previously accepted into the 4+1 Graduate Bridge Program will be guaranteed admission into the master's program provided they are in good standing and have earned a B or higher in each graduate class. If they have not met these criteria, admission into the master's degree program is not guaranteed.

Prior to beginning coursework in a master's program, Agnes Scott will review final transcripts to ensure bachelor's degree conferral and to evaluate the graduate level coursework for credit.

Once the student earns their bachelor's degree, receives admission to, and enrolls in a master's degree program at Agnes Scott, the graduate credit hours earned in the 4+1 Graduate Bridge Program for which a grade of B or higher was earned will count toward the master's degree requirements. The earned grade points for the graduate courses taken while the student is a bachelor's degree-seeking student will not be calculated in the graduate GPA. [Note: this follows the principle of the policy on Transfer Credit in the Graduate Catalog].

Once enrolled in a master's program at Agnes Scott, the student is subject to the policies in the Agnes Scott College Graduate Catalog.

## Proposed academic policies for the 4 + 1 Graduate Bridge Program

*If accepted, these would be added to the catalog under the topic titled "Special Curricular Opportunities", in a new section for the 4 + 1 Graduate Bridge Program*

CASA moves the following academic regulations for the 4 + 1 Graduate Bridge Program:

- Bachelor's degree-seeking students accepted to the 4+1 Graduate Bridge Program may take up to six credit hours total of graduate level coursework at Agnes Scott prior to having received their bachelor's degree.
- For Agnes Scott bachelor's degree-seeking students, these six credit hours of graduate coursework will count as electives toward the bachelor's degree, and the grades will be included in the calculations for the undergraduate GPA, subject to the policies of the Agnes Scott Undergraduate Catalog. For non-Agnes Scott students, the acceptance of graduate course credit is subject to the home institution.
- Once the student earns their bachelor's degree, receives admission to, and enrolls in a master's degree program at Agnes Scott, the 4+1 Graduate Bridge Program graduate credit hours for each course in which a grade of B or higher has been earned will count toward the master's degree requirements. The earned grade points for the graduate courses taken while the student is a bachelor's degree-seeking student will not be calculated in the graduate GPA.

## Catalog revisions for the 4 + 1 Graduate Bridge Program

New text in red font.

### In the 2019-2020 ASC Undergraduate Catalog

#### P. 36 under “Degree Requirements”

To qualify for a degree, each student must

- successfully complete 128 hours of undergraduate credit, including no more than 12 semester hours of internship credit, with a cumulative grade point average of 2.000 (C average);
- satisfy the Global Learning, Leadership Development, Intellectual Breadth, Digital Portfolio,
- and depth standards; and
- satisfy the residency requirement.

An exception is that students admitted to the 4+1 Graduate Bridge Program may apply up to 6 Agnes Scott graduate program credits as elective credit in the 128 credits required for graduation.

#### P. 43 under “Policies/Restrictions”

The maximum number of majors and minors a student may complete is three; at least one but no more than two must be a major. In addition, each student will declare and may complete one SUMMIT specialization in either Global Learning or Leadership Development.

A course may qualify as not more than one of the following kinds of courses: leadership skills, leadership studies, and global electives.

A student **may** use a course both to meet a general education breadth requirement and toward a major or minor.

A student **may not** use a course both to meet a general education breadth requirement and toward a SUMMIT specialization.

A student **may** use a course toward both a SUMMIT specialization and a major or minor unless doing so is prohibited by the department or program housing the major or minor.

The 128 credit hours required for graduation must be in approved undergraduate courses, except for students admitted to the 4+1 Graduate Bridge Program who may apply up to six ASC graduate program credits to the 128 credits.

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**P. 48 under “Course Numbering”**

400 Level: A student completing courses at the 400 level will demonstrate one or more of the following:

- Detailed synthesis of concepts within a discipline
- Completion of an independent or capstone study that illustrates mastery of an aspect of that discipline
- Creation of original research or artistry
- Advanced consideration of interdisciplinary connections
- Attainment of skills or knowledge suitable for continuation to professional or graduate study

See the Special Curricular Opportunities section for more information on special 400-level courses

All course work must be in undergraduate courses except for students accepted into the 4+1 Graduate Bridge Program who may apply up to six Agnes Scott graduate program credits to the 128 credits required for graduation.

**In the ASC Graduate Catalog**

**P. 13 under “Graduate Admission”**

A bachelor’s degree in any field of study from a regionally accredited institution is required for admission to any graduate certificate or master’s degree program.

No student is permitted to take graduate courses without being admitted to a graduate program. The only exception to this policy is to permit students who are accepted into the 4+1 Graduate Bridge Program for their final bachelor’s degree-seeking year who may take up to 6 credit hours of graduate coursework.

**P. 16 at the end of the section entitled “Graduate Transfer Credit Policy”**

Agnes Scott assumes responsibility for the academic quality of any coursework or credit recorded on a student’s academic transcript. Agnes Scott will not accept credit hours earned at the undergraduate level for graduate credit unless completed as part of a pre-approved dual degree program offered by Agnes Scott graduate programs. Transfer of these credits or credits for independent research is not allowed.

Students accepted into the 4+1 Graduate Bridge Program may transfer a maximum of 6 graduate credit hours earned at Agnes Scott as part of the 4+1 Graduate Bridge Program toward the master’s degree requirements. For any course credits to be transferred to the master’s degree, a grade of B or higher must be earned in that course. The earned grade points

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for the graduate courses taken while the student is a bachelor's degree-seeking student will not be calculated in the graduate GPA.

Curricular Changes proposed by the Curriculum Committee 12/6/2019

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NEW TOPIC FOR AN EXISTING COURSE

**Department of Theatre and Dance, Theatre Program**

THE 295, Topics in Theatre

*New Topic:* Stage Makeup

*Description:* Stage Makeup surveys the fundamental techniques used in the design, application and removal of makeup used in theatrical productions. Specifically, this course covers the area of paint make-up (2-D) as it applies to creating a character for the stage. It also covers the beginnings of prosthetic (3-D) make up as it pertains to the aforementioned creation of a character for the stage. Much of your learning will be of an analytical/demonstration/experiential nature.

*Rationale:* The topic takes advantage of an area of expertise of a visiting artist/instructor and fulfills student demand for the subject matter.

Learning outcomes: A student who completes this course will be able to...  
...demonstrate their knowledge of the fundamental elements of stage makeup and stage makeup design.  
...describe the various types of stage makeup and the safe application and removal of each.  
...analyze and interpret performance texts in terms of developing appropriate stage makeups.  
...apply their creative choices in the language of the visual stage.

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CHANGE TO AN EXISTING COURSE

**Physics and Astronomy**

*Existing course number:* PHY 203, PHY 210

*Proposed change in the prerequisites:* PHY 203: Grade of C- or better in PHY 202 to enroll in PHY 203. PHY 210: Grade of C- or better in PHY 203 to enroll in PHY 210.

*Rationale:* We hope that this change will enhance student success in the major sequence of courses for Physics and Astrophysics majors.

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## CHANGE TO A MINOR

**SUMMIT, Global Learning**

*Description:* Students will no longer be required to declare a specialization, since they do not have to complete one to graduate. All students are able to participate in the many advanced Global Experiences offered by Agnes Scott, including co-curricular activities, internship and study abroad opportunities. For those students who elect to complete a Specialization in Global Learning and earn a notation on their transcript, we want the advanced work they undertake in global learning to build on the first-year coursework in a more focused and coherent way, in order to create an attractive and understandable throughline which prepares students for post-Agnes success. This sequence is also more akin to global studies minors elsewhere, and simplifies the current complexity of our course categories.

Specialization in Global Learning Requirements:

- GBL 2xx: Global Learning Seminar (4 credits). This course will build on the core Global Learning courses, and provide students with opportunities for deeper engagement with theoretical, methodological and empirical issues in global learning. The FSC will develop this course in more detail, with input from the global learning faculty, if the modifications to the specialization pass.
- GBL Breadth (4 credits)
- Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits)
- 3rd year Language course beyond intermediate (or 202) level (4 credits)\*

\*Exemptions possible for students who demonstrate a high-level of proficiency in a 2nd language.

We will need to come up with a solution for the students who take languages that we currently only offer up to the 202 level.

*Rationale:* Currently the requirements for the global learning specialization are: 1 Global elective (4 credits), 1 GLALA course (4 credits), Global experience (e.g., semester or summer abroad, global internship, global mentored research, etc.) (2-4 credits) and Team Global Challenge. We have proposed the elimination of Team Global Challenge and have better delimited the required courses for the specialization to create a more visible, intentional, and meaningful experience for students. The content currently addressed by the GLALA requirement (power, systems and processes) will be addressed by the “Advanced Topics” course, and by the global breadth courses. In addition, we felt that it was important for students to both gain a greater degree of language proficiency, and gain a degree of specialized knowledge about a region of the world.

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NEW MAJOR**Data Analysis and Communication**

*New major:* Master of Science in Data Analysis and Communication

Rationale: The Master of Science in Data Analysis and Communication builds on courses offered in two graduate certificates (Data Visualization and Evaluation and Assessment Methods). The master's provides a program for current and prospective graduate students who seek a higher credential in these fields of study.

Currently, graduate students are not permitted to earn a certificate and a master's degree in the same field of study using the same credit hours. This policy is intended to prevent students from earning, for example, a certificate in Applied Technology and a Master of Science in Applied Technology, where the core curricula for both programs overlaps, offering little distinction beyond the depth provided in the master's.

The relationship between the Master of Science in Data Analysis and Communication and the certificates in Data Visualization and Evaluation and Assessment Methods is different, as the core curricula overlaps only by two courses. A proposal will be submitted to the Committee on Academic Standards and Admission in spring 2020 to determine whether atwo courses (6 credit hours) may count toward both the MS and a graduate certificate, thereby allowing students to complete the Master of Science and a graduate certificate with a total of 45 credit hours of study. The objective is to clarify the academic policies and standards in advance of admitting students to the new master's program.

*Program Description:* Today's leaders know that data is not an asset until it is analyzed and translated into the language of the stakeholder. The Data Analysis and Communication program prepares students to collect, analyze, interpret, and present data. Students will obtain hands-on experience processing and analyzing data acquired by different research methods. The curriculum extends the traditional approach to research and analysis through the deliberate embedding of presentation skills in the courses. Students will learn to communicate the results of their analyses, at the appropriate level of detail, to a variety of audiences.

*Learning outcomes:* 1. Organize and analyze complex data sets to answer a research question. 2. Employ data visualization techniques to communicate to diverse audiences. 3. Analyze and interpret qualitative and quantitative data. 4. Design and deliver research presentations to multiple audiences.

*Requirements for the Master of Science in Data Analysis and Communication:*

To fulfill the requirements for the data analysis and communication degree, students must successfully complete six core courses (18 hours) and five elective courses (15 hours) for 33 credit hours.

Core Courses (18 hours)

EAM 620 Data Collection+

EAM 630 Data Analysis I\*+

EAM 6XX Data Analysis II (submitted to Curriculum Committee – see this document)

APT 615 Ethical Use of Technology and Data

DVS 600 Principles of Data Visualization\*

DVS 6XX Communication of Data (submitted to Curriculum Committee – see this document)

**Electives (15 hours)**

APT 600 Foundations of Applied Technology  
APT 610 Systems and Critical Thinking  
APT 620 Modeling and Simulation for Insight  
DVS 640 Advanced Data Visualization\*  
EAM 610 Principles of Evaluation Design+  
EAM 640 Project Management+  
WDC 614 Grant and Proposal Writing  
WDC 630 Visual Thinking and Web Design\*  
\*Required for DVS Certificate  
+Required for EAM Certificate

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**NEW COURSE****Data Visualization****DVS 6XX, Communication of Data**

*Description:* In this course, students will develop the oral and written presentation skills demanded in data-driven environments. Students will learn to identify and articulate business questions and then translate data into compelling and effective narratives for decision-making. This course will introduce students to a variety of media that can be used in the analysis, interpretation, creation, and transfer of information. The importance of understanding the context, the audience, and the intended use of the data are emphasized.

*Rationale:* The current courses provide a strong foundation for students in the design and creation of data visualizations. The proposed course complements current offerings with its focus on the larger context of the communication of data and the skills necessary to successfully communicate through multiple channels to different groups.

*Learning outcomes:* 1. Select and develop content for effective written and oral presentations using statistics and analyses. 2. Assess context and audience characteristics to tailor content. 3. Enhance presentations with visualizations and emotionality. 4. Identify factors that interfere with communications surrounding data. 5. Understand the role of data in decision-making processes.

**EAM 6XX, Data Analysis, II**

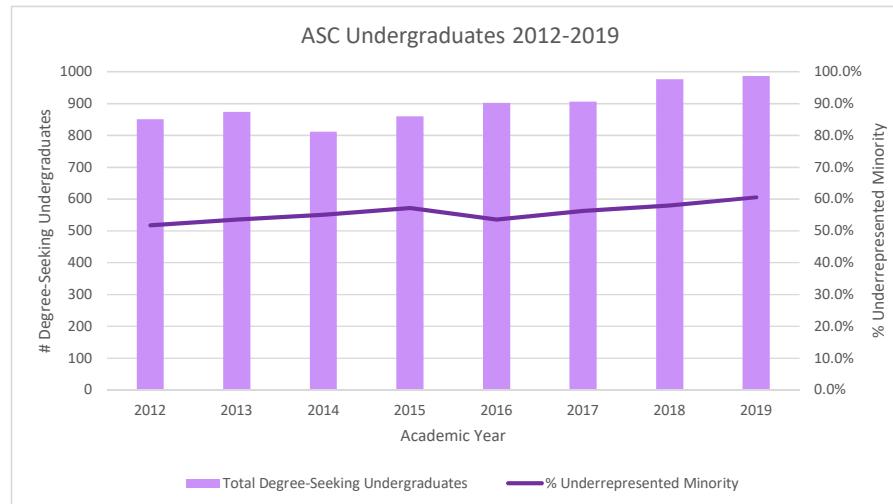
*Description:* This course introduces students to a variety of statistical methods for multivariate data. Multivariate analyses are complex methods that build upon the univariate analyses covered in EAM 630 Data Analysis I. Topics will include methods for hypothesis testing (multivariate

analysis of variance (MANOVA), multiple regression), data reduction (factor analysis, principal components) and classification (cluster analysis).

*Prerequisite:* EAM 630, Data Analysis

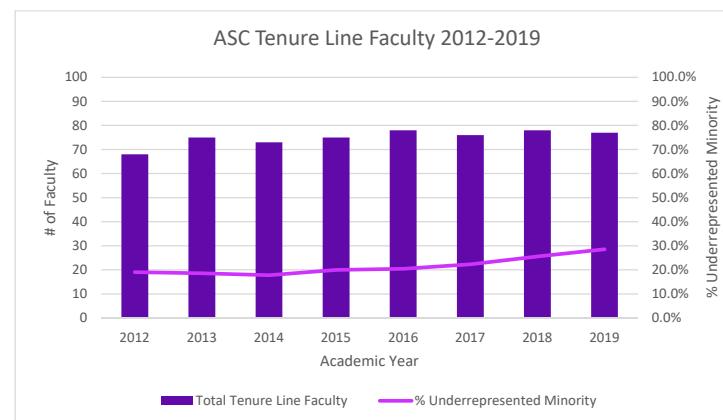
*Rationale:* The focus of the current data analysis course (EAM 630, Data Analysis) is on the methods used by evaluators to describe samples and make basic group comparisons. The proposed course introduces methods allowing students to compare groups on multiple variables, create surveys, and create predictive models. These skills are included in the searchable skill sets of many members of the American Evaluation Association.

*Learning outcomes:* 1. Recognize the need for a multivariate statistical method. 2. Choose an appropriate multivariate statistical method for the context and data. 3. Conduct multivariate analyses using a variety of computer programs. 4. Interpret and critique the results of multivariate analyses. 5. Communicate the results of complex analyses to a variety of audiences.



	Degree-Seeking Undergraduate Enrollment 2012-2019															
	2012		2013		2014		2015		2016		2017		2018		2019	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian or Alaska Native	0	0.0%	0	0.0%	1	0.1%	2	0.2%	2	0.2%	2	0.2%	2	0.0%	2	0.2%
Asian	28	3.3%	36	4.1%	38	4.7%	51	5.9%	68	7.5%	66	7.3%	72	6.4%	75	7.6%
Black or African American	290	34.1%	297	34.0%	280	34.5%	288	33.5%	264	29.3%	269	29.7%	307	11.5%	318	32.3%
Hispanic or Latino	73	8.6%	78	8.9%	72	8.9%	83	9.7%	95	10.5%	108	11.9%	125	5.1%	137	13.9%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	2	0.2%	0	0.0%	1	0.1%	2	0.2%	1	0.0%	3	0.3%
White	297	34.9%	275	31.5%	261	32.2%	279	32.5%	315	34.9%	316	34.9%	321	69.2%	307	31.1%
Two or more races	49	5.8%	57	6.5%	54	6.7%	67	7.8%	53	5.9%	63	7.0%	59	2.6%	62	6.3%
Race/ethnicity unknown	30	3.5%	32	3.7%	23	2.8%	22	2.6%	18	2.0%	14	1.5%	24	2.6%	27	2.7%
Nonresident alien	83	9.8%	98	11.2%	80	9.9%	67	7.8%	86	9.5%	66	7.3%	65	2.6%	55	5.6%
Total Degree-Seeking Undergraduates	850	100.0%	873	100.0%	811	100.0%	859	100.0%	902	100.0%	906	100.0%	976	100.0%	986	100.0%
% Underrepresented Minority	51.8%		53.6%		55.1%		57.2%		53.5%		56.3%		58.0%		60.5%	

Notes: Underrepresented category includes the following federal race/ethnicity categories: American Indian or Alaska Native, Asian , Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races



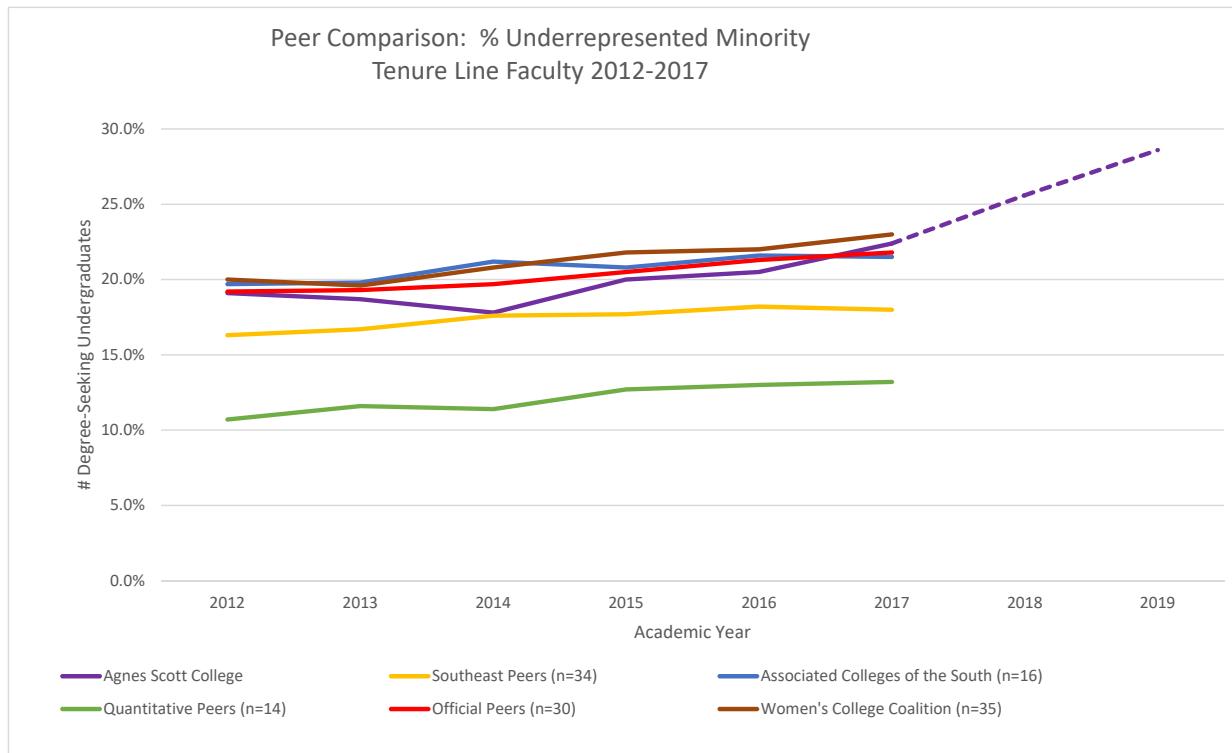
	2012		2013		2014		2015		2016		2017		2018		2019	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	4	5.9%	4	5.3%	4	5.5%	5	6.7%	5	6.4%	5	6.6%	5	6.4%	5	6.5%
Black or African American	3	4.4%	4	5.3%	4	5.5%	6	8.0%	7	9.0%	8	10.5%	9	11.5%	11	14.3%
Hispanic or Latino	4	5.9%	4	5.3%	3	4.1%	3	4.0%	3	3.8%	3	3.9%	4	5.1%	4	5.2%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	52	76.5%	58	77.3%	57	78.1%	57	76.0%	58	74.4%	54	71.1%	54	69.2%	52	67.5%
Two or more races	2	2.9%	2	2.7%	2	2.7%	1	1.3%	1	1.3%	1	1.3%	2	2.6%	2	2.6%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.3%	2	2.6%	2	2.6%	1	1.3%
Nonresident alien	3	4.4%	3	4.0%	3	4.1%	3	4.0%	3	3.8%	3	3.9%	2	2.6%	2	2.6%
Total Tenure Line Faculty	68	100.0%	75	100.0%	73	100.0%	75	100.0%	78	100.0%	76	100.0%	78	100.0%	77	100.0%
% Underrepresented Minority	19.1%		18.7%		17.8%		20.0%		20.5%		22.4%		25.6%		28.6%	
Female	43	62.3%	49	65.3%	47	64.4%	49	65.3%	52	66.7%	50	65.8%	52	66.7%	53	68.8%
Male	26	37.7%	26	34.7%	26	35.6%	26	34.7%	26	33.3%	26	34.2%	26	33.3%	24	31.2%
Total Tenure Line Faculty	69	100.0%	75	100.0%	73	100.0%	75	100.0%	78	100.0%	76	100.0%	78	100.0%	77	100.0%

## Notes:

Underrepresented includes the following federal race/ethnicity categories: American Indian or Alaska Native, Asian , Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races

Faculty counts as of November 1 each year, includes tenure/tenure-track faculty only and excludes any faculty with administrative officer roles, per AAUP and IPEDS guidelines

Peer Comparison: % Underrepresented Minority Tenure Line Faculty (2012-2017)								
	2012	2013	2014	2015	2016	2017	2018	2019
Agnes Scott College	19.1%	18.7%	17.8%	20.0%	20.5%	22.4%	25.6%	28.6%
Southeast Peers (n=34)	16.3%	16.7%	17.6%	17.7%	18.2%	18.0%		
Associated Colleges of the South (n=16)	19.7%	19.8%	21.2%	20.8%	21.6%	21.5%		
Quantitative Peers (n=14)	10.7%	11.6%	11.4%	12.7%	13.0%	13.2%		
Official Peers (n=30)	19.2%	19.3%	19.7%	20.5%	21.3%	21.8%		
Women's College Coalition (n=35)	20.0%	19.6%	20.8%	21.8%	22.0%	23.0%		



**Quantitative:**

Albion College  
 Allegheny College  
 Hampden-Sydney College  
 Illinois Wesleyan University  
 Kalamazoo College  
 Lawrence University  
 Lycoming College  
 Oglethorpe University  
 Ohio Wesleyan University  
 Randolph-Macon College  
 Simmons University  
 The College of Wooster  
 Wabash College  
 Wofford College

*(Colleges selected based on enrollment and endowment size, selectivity, and other quantitative criteria)*

**Womens' College Coalition**  
 Alverno College  
 Barnard College  
 Bay Path University  
 Bennett College  
 Brenau University  
 Brescia University  
 Bryn Mawr College  
 Cedar Crest College  
 College of Saint Benedict  
 College of Saint Elizabeth  
 College of Saint Mary  
 Converse College  
 Cottey College  
 Hollins University  
 Judson College  
 Mary Baldwin University  
 Meredith College  
 Mills College  
 Moore College of Art and Design  
 Mount Holyoke College  
 Mount Saint Mary's University  
 Notre Dame of Maryland University  
 Saint Mary's College  
 Salem College  
 Scripps College  
 Simmons University  
 Smith College  
 Spelman College  
 St Catherine University  
 Stephens College  
 Sweet Briar College  
 Texas Woman's University  
 Trinity Washington University  
 Wellesley College  
 Wesleyan College

**Peer Lists:**

**Official ASC Peers**  
 Barnard College  
 Beloit College  
 Berry College  
 Birmingham Southern College  
 Bryn Mawr College  
 Centenary College of Louisiana  
 Centre College  
 Clark University  
 Davidson College  
 Earlham College  
 Furman  
 Hendrix College  
 Millsaps College  
 Morehouse College  
 Rhodes College  
 Rollins College  
 Southwestern University  
 Spelman College  
 The University of the South  
 Trinity University  
 University of Richmond  
 Washington and Lee University

**Associated Colleges of the South**  
 Birmingham Southern College  
 Centenary College of Louisiana  
 Centre College  
 Davidson College  
 Furman

**Peer Southeast Colleges**  
 Bennett College  
 Berry College  
 Birmingham Southern College  
 Brenau University  
 Brescia University  
 Centenary College of Louisiana  
 Centre College  
 Converse College  
 Davidson College  
 Furman  
 Hampden-Sydney College  
 Hendrix College  
 Hollins University  
 Judson College  
 Mary Baldwin University  
 Meredith College  
 Millsaps College  
 Morehouse College  
 Oglethorpe University  
 Randolph College  
 Randolph-Macon College  
 Rhodes College  
 Rollins College  
 Salem College  
 Southwestern University  
 Spelman College  
 Sweet Briar College  
 Texas Woman's University  
 The University of the South  
 Trinity University  
 University of Richmond  
 Washington and Lee University  
 Wesleyan College  
 Wofford College

**Undergraduate Team-Teaching Application – DRAFT (11-26-19)**  
**From the Office of the Dean of the College**

Interdisciplinary, integrated, team-taught courses have the potential to create exciting teaching and learning opportunities for faculty and students. Breaking down departmental boundaries is desirable, and we would like to promote these curricular collaborations between faculty, however, there is a potential cost when hiring additional faculty if full-teaching credit is awarded for all members of the team-taught course. This document attempts to provides clarity to a process for team-teaching with the possibility of full teaching credit being awarded for both instructors while mitigating the budgetary impact.

**Procedure for requesting that an integrated team-taught course to be granted full teaching credit for all instructors:**

**1. Curricular Consideration (Curriculum Committee)**

An integrated team-taught course is one in which both members of the team actively participate in all phases of the course, including development of course materials, evaluation of student work, preparations for class, and attendance in all class sessions. Instructors of non-integrated, team-taught courses will split the teaching credit for that course based on their responsibilities. Faculty interested in proposing a new integrated team-taught course or modifying an existing course should submit a curricular change form (CCF) to the Curriculum Committee by the regularly communicated deadlines. The suitability of the integrated team-teaching format to achieve the student learning objectives for the course should be explained clearly. Signatures from all team members and all department chairs should be included in the CCF. If instructors are from different departments, the course should be cross-listed.

**2. Staffing Consideration (DOC)**

Faculty will submit a team-teaching credit request via an online form to the DOC by February 1<sup>st</sup> for courses to be taught the following academic year. The DOC has authority to assign teaching credit based on what is best for the institution, however, the following will be used as guidelines:

- Team-taught courses are normally taught by two tenured or tenure-track faculty members in the undergraduate program with an integrated structure. Justification for the team-teaching must be compelling. A copy of the CCF must be included in the request.
- Each faculty may receive full teaching credit for a maximum of one team-taught course every other year in order to mitigate a decrease in the number of courses available to students.
- Participation in a team-taught course must be approved initially by the chair(s) of the department(s) involved. Chairs will need to describe how departmental course coverage will be achieved without additional faculty hiring.
- An integrated team-taught course must meet higher enrollment requirements than a normal course – 15 students minimum.

## Faculty Meeting Bullet Points

December 6, 2019

### **CASA (J. Pilger)**

- CASA has been examining and refining a 4 + 1 graduate program procedure document that will specify the rules for a Bridge Program with Oglethorpe University that “provides an opportunity for qualified undergraduate students to accelerate their course of study by completing both their bachelor’s degree and their master’s degree in approximately five years of full-time study.”

### **Other topics pending:**

- Consideration of the maximum 410, 440 and 490 credit hours a student may apply toward graduation credits.

### **Academic Support (R. Iqbal)**

- Cost of textbooks:
  - The VPAA requested that we draft a policy for textbooks, including deadlines for ordering.
  - SGA will come up with a proposal.
- Plagiarism software:
  - Some have objected due to ethical concerns about (company keeps the student data and uses it for other purposes).
  - TurnItIn costs thousands of dollars. There may be lower-cost alternatives. Emily will check. Single licenses might be more affordable, or a package for, say, 10 users.
  - How useful is it for faculty? Can’t Google serve much the same purposes?
  - Is this a top budgetary priority, as opposed to updating classroom technology? Wireless network improvement is also a pressing need.
  - Neta can send us list of other budgetary needs.
  - For ITS budget, 4% of college operating expense is normal. Ours is usually 1%.
- Faculty support and accommodations.
  - Discuss with VPAA.
  - Reassess Faculty Services guidelines for what it can do and what it can’t. What about support that falls outside these guidelines, such as proctoring tests when a faculty member is ill?
  - Could Faculty Services do a self-study? Happened last year?
  - Can we assess faculty needs from Faculty Services, especially in light of the new arrangement with student workers?
  - Something for faculty akin to Accessible Education? Tie in to workload survey recently conducted by FEC?
  - Support for faculty who are facing harassment, discrimination, abuse from students? Electronic harassment of various kinds. Is the Disruptive Student process still in effect? Yes, Rob Sparks is the person in charge. Judicial Review Committee has a process. Shu-chin will check the Faculty, Staff, and Student Handbooks as well.
- Could this committee be reduced or abolished?
  - It provides a useful channel between faculty and ITS and other constituencies.
  - We could perhaps be more effective if we had point persons for individual projects, such as Canvas.
  - Could Facilities be represented on the committee? And Faculty Services?
- Move to Canvas (because of support issues, budget, features).
  - Non-academic Moodle courses: who is backing them up?
  - What do faculty want in terms of training?

- This is part of ITS assessment plan this year.
- There are additional Canvas modules available for fees. Top Hat releases quizzes, grades them, reports grades to instructor and students! Students pay modest cost for Top Hat. (Canvas can do some of this.) Would this committee like to send a representative to attend deliberations on what is worth buying? Always have to check on storage, FERPA issues, use of data.
- Training videos are very good.

**Campus Life (R. Ocasio)**

- Nothing to report.

**Curriculum (L. Rogers)**

- The curriculum committee is going to bring some CCF's to the 12/6/2019 faculty meeting.

**FEC (J. Wiseman)**

- Planning for faculty workload/student requirement reductions.
- Early professional success committee planning.
- Faculty committee restructuring.
- Revise faculty-meeting structure - all reports in writing, spend time on discussion/voting?

**Finance/Strategic Planning (S. Winget)****FFSPC Brief Highlights:**

- **FY 2021 Budget.** We are facing a 9 million dollar deficit and have begun a ground-up budget process.
- **Budget Modelling.** Ken England will present (in 2020) an interactive computational model (that the FFSPC viewed) that indicates the levers that impact our overall budget, endowment draw, and deficit. The model appears to have identified payroll/benefits and new revenue streams as the most impactful variables to balance the budget.
- **Campus Strategic Planning.** Set to begin January/February 2020.

**Full Bullets from Faculty Finance and Strategic Planning Committee (FFSPC) for Dec**

- Campus Strategic Planning Process will begin in January/February 2020
- FY 2021 Campus Budget (for July 2020-June 2021) could be smaller than this year's budget
  - The ground-up budget process has begun and we have asked the VPAA to explain to faculty what the ground-up budget process achieved last year before asking faculty to go through it again. VPAA response here: <http://bit.ly/ascbudget>
  - We are facing a 9 million dollar deficit in FY2021 and the board of trustees wishes to see a balanced budget within 4-6 years.
  - Ken England will present (in 2020) an interactive computational model (that the FFSPC viewed) that indicates the levers that impact our overall budget, endowment draw, and deficit, in a venue that allows for discussion/input. The model appears to have identified payroll/benefits and new revenue streams as the most impactful variables to balance the budget. Our committee asks that the venue also enable faculty to begin actively acting on the information.

- FEC has asked our committee to advise Ken that faculty would (1) be interested in continued brainstorming of budget-relieving revenue-generating ideas, and (2) help with the discussion of priorities and advocate for Academic Affairs IF we are told we must make cuts in Academic Affairs.
- We do not usually hear of cuts until June each year, as there is always a hope of greater income, plus the brainstorming has been ongoing. We are therefore unsure of our committee's role at this time (other than asking tough questions publicly). Should we start considering response to possible cuts now?
- Ken will bring some budget thoughts to the December faculty meeting. We have recommended that Ken (i) be forthright with the faculty and (ii) bring data to explain his thoughts.
- Faculty/Staff Housing Survey
  - We have forwarded the report and data from faculty to the VPAA (and to Ken England) to aid with preparation of a housing policy. Staff will send their report and data to the VPAA as soon as it is ready.
  - Please see our report here:  
<https://docs.google.com/document/d/1Cp6AY7ATalx2cVSguCV9bnxcpooiFtNDxACommunity-b9eyeI/edit?usp=sharing>
  - Please see our data here:  
[https://docs.google.com/spreadsheets/d/1KUkUu6UtpaJaAir\\_rI\\_21zPpstaA8\\_SdIn71227Uxkk/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1KUkUu6UtpaJaAir_rI_21zPpstaA8_SdIn71227Uxkk/edit?usp=sharing)
- College Committee Meetings:
  - Faculty representatives attended (i) BoT Finance Committee, (ii) BoT Investment Committee, (iii) Committee for the COACHE survey on faculty morale, (iv) Post Agnes Success Committee, and (v) Task Force on Graduate Programs
- Workload survey from FEC:
  - We have been tasked with looking at admin work and unequal loads
  - In light of the likely budget tightening ahead, we plan to see if there are any proposals we can make that would be viable.
- Framework for Innovation:
  - We are (i) reading literature and discussing general ideas, (ii) looking at what we can realistically affect, (iii) strategizing how to ensure our work ends in something tangible

#### **PDC (L. Venable)**

- The ranking of sabbatical applications has been completed.
- The letter explaining those rankings is being prepared for submission to the DOAA.

#### **RPT (T. Finco)**

- Conducting faculty reviews.
- Serving on the Graduate School Integration Task Force (T. Finco).
- Serving on the Ad hoc Committee on Teaching Evaluations (S. Robic).

#### **Faculty SUMMIT (A. Patterson)**

- SCALE Update: over 107 students have registered, 6 faculty have signed up to teach and others to be involved in the planning (10 other faculty expressed interest), 22 sites on board (24 team projects)

- Breadth Workshop Update: FSC is working to finalize planning for December workshops; 11 faculty have signed up to participate in the Global workshop and 9 faculty have signed up for the Leadership workshop
- Staffing courses for next year is looking once again very good with minimal to no reliance on part-time faculty.
- We are communicating changes to specializations to staff, faculty and students:
  - Major advisors should be aware that specializations will be removed from the degree audits of juniors and seniors who do not reaffirm that they want to complete the specialization. First-years and sophomores are being informed of new requirements.
  - SCALE can be used as a substitute for Team Global Challenge for students wishing to complete the specialization
- We are discussing the implications of the new team teaching policy for SUMMIT
- We are developing proposals for alternative ways to staff SUMMIT courses rather than requiring all new faculty to teach as part of their contractual duties
- We have made the following decisions to reduce weight of SUMMIT in addition to the things that we have already cut or modified (below), and look forward to the COACHE survey data to inform further potential streamlining:
  - We have made the decision to absorb the digital committee into the global and leadership committees, reducing the number of faculty required for the FSC by two. This will go into effect at the end of this year. The digital faculty coordinator position will be maintained for now.
  - SUM 400 hybrid course will be completely overhauled this spring to more explicitly address post-Agnes success and to respond to feedback from students and faculty who have taught the course
  - Working to simplify the breadth requirements in response to student and faculty feedback (through the workshop process)

The SUMMIT committee has already cut/modified the following things:

- Cut GBL 101 and LDR 102
- Cut Team Global Challenge and other non-SCALE aspects of Peak Week
- Shortened the SUMMIT workshops for veteran teachers
- Digital merged into everything, as part of broader critical proficiencies for post-Agnes success, including in all the breadth (& majors) rather than being a stand-alone requirement

From McCain Library - Deadline January 17, 2020:

Thanks to an unexpected gift from Margaret Minter Hyatt '57, McCain Library requests faculty input in spending a portion of \$10,000 to update our print book collection.

As you may know, Scottie students still use print monographs here. In fact, McCain Library book circulation rates have gone up the last three years, contrary to national trends:

	FY19	FY18	FY17
Student Book Checkouts (not Reserves, not Renewals)	4,828 (+5% ))	4,618 (+2.5% ))	4,505 (+.22% ))

However, as you also likely know, the Stacks are full of outdated materials. Due to the compression of annual increases for our 393 electronic resource subscriptions\* without a tangential annual infusion of funds to keep up with licensing those [\*in fact, I will be sending you a separate email soon about dropping one of those e-resources], McCain Library has bought fewer and fewer books in recent years - and some of the titles were added only through free donations:

FY19: 517 books added  
FY18: 434 books added  
FY17: 557 books added  
FY06: 1,644 books added

Margaret Hyatt is a longstanding alumna friend of McCain Library and the College (her late father was a Trustee), and she has been aware of this compression problem for several years. This month, she surprised us by earmarking part of a gift to College to come to McCain Library, and the librarians agreed that we wanted to direct the windfall towards books.

So, librarians are:

1. **asking faculty for titles they would like us to purchase from *books published since 2015*** (remember, we want to update the collection);
2. reviewing student interlibrary loan requests for the past three years to determine which disciplinary areas need the most attention;

3. trying out an ebook package that will provide researchers a large catalog of scholarly options to use in a given year, and then the Library will curate which titles we buy at year's end.

**We ask that you get back to us by January 17, 2020 with your desired book additions.** You may choose one or more of these options:

- speak with [your department's liaison librarian](#) about your professorial desired priorities in support of the undergraduate curriculum;
- ask your liaison librarian for suggestions from the *Choice Outstanding Academic Book List*;
- invite your liaison librarian to a departmental meeting to discuss your wishes;
- use this [webform](#) to send your ideas to us, with an indication of levels of importance or "just would be nice to have."

We will prioritize the requests in mid- to late January (because we expect to be ramping up to migrate to a new library system software during the rest of the spring semester and want to have most of our ordering and cataloging for the year done by February, so that we do not have to catalog a book in two systems).

We very much welcome your expertise on ways to support the current curriculum in this way, and we look forward to partnering with you to make the most of these funds.

Thank you, and please be in touch if you have questions, comments, or concerns.

All the best,

-Liz Bagley, Christopher Bishop, Kat Greer, Casey Long, and Casey Westerman

Dear Faculty:

As you know, McCain Library grapples annually with increasing electronic resource subscription costs and no tandem uptick in our budget. For the next fiscal year (FY21), we already know that we will lose almost \$7,000 in our acquisitions line due to reduced interest income from the 46 endowed funds that provide for 85% of library acquisitions. That decrease was on top of the \$9,000 lost this year compared to last year.

Therefore, we had to look hard at some of our journal package renewals. **Oxford Journals Online** is an expensive one (going up from \$20,527.45 in FY18 to \$23,327.46 this year). It included several titles that McCain Library subscribed to in print years ago, plus a bundle of additional titles. Still, the package was not getting as much usage as we would like.

In 2018, we had access to 338 titles in the package. Of those titles, only 22% were used more than twice (usage defined as viewing the HTML or downloading a PDF). Previous years show similar levels of usage. This year's usage is also trending the same.

	Recent Usage	Cost Per Use	Currently in Aggregators?	Embargo on issues?
AMERICAN HISTORICAL REVIEW	16	\$25.59	EBSCO	1 year
<b>AMER J OF EPIDEMIOLOGY*</b>	100		No	
ANNALS OF BOTANY	1	\$1,879.85	EBSCO	1 year
<b>BEHAVIORAL ECOLOGY*</b>	211		No	
BIOSCIENCE	13	\$26.34	EBSCO	1 year
CAMBRIDGE QUARTERLY	0	\$432.61	JSTOR	6 years
ECONOMETRICS JOURNAL	0	\$751.16	EBSCO	1 year

ENGLISH HISTORICAL REVIEW	3	\$322.95	JSTOR	6 years
ESSAYS IN CRITICISM	2	\$209.68	No	
FRENCH HISTORY*	17	\$197.63	No	
GERONTOLOGIST	4	\$204.86	No	
INTL J OF EPIDEMIOLOGY*	57	\$14.98	No	
JOURNAL OF AMERICAN HISTORY	15	\$23.83	EBSCO	1 year
JOURNAL OF EXPERIMENTAL BOTANY	1	\$3,652.46	No	
J OF THE AMER ACAD OF RELIGION	2	\$133.76	EBSCO	1 year
MIND	9	\$107.25	EBSCO	1 year
MUSICAL QUARTERLY	5	\$48.92	JSTOR	6 years
NOTES AND QUERIES	15	\$81.54	No	
PAST & PRESENT	14	\$33.99	JSTOR	6 years

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QUARTERLY JOURNAL OF ECONOMICS	6	\$177.74	EBSCO	1 year
REVIEW OF ENGLISH STUDIES	5	\$620.59	JSTOR	6 years
SOCIAL PROBLEMS	7	\$66.76	JSTOR	4 years
YEARS WORK IN CRITICAL AND CULTURAL THEORY	0	\$303.66	No	
YEARS WORK IN ENGLISH STUDIES	1	\$553.12	No	

Beyond usage, the librarians also considered these points in assessing renewal:

- Cost-benefit analysis of keeping subscriptions versus interlibrary loan access
- Curriculum needs and collection priorities
- Is perpetual or current access necessary?
- Is content that is available through our full-text journal aggregators sufficient/an acceptable risk?
- Teaching versus research-oriented titles
- Accuracy of usage statistics and how vendors determine a use
- Variations in usage based on the subject
- Is the use replaceable? I.e. A student may have chosen an article that appeared high in the results list but may have simply used another one if it was not there.

Considering all those factors, the availability of at least some years' access through our database aggregators, and the ease of interlibrary loan, **we will be canceling the Oxford Journals package** (note: we maintain perpetual access to years we have paid for) and **instead, propose individually subscribing to these\* journals** from that package **going forward**:

Behavioral Ecology	\$1,215
American Journal of Epidemiology	\$1,014
International Journal of Epidemiology	\$854
French History	\$538

Total:	\$3,621
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If faculty would rather see McCain Library subscribe to another title\*, they can suggest so, by December 18, 2019. Contact [Kat Greer](#) with your request for an addition or swap.

**Note:** this decision does not impact other Oxford products that McCain Library will retain:

- Oxford Art Online (formerly Grove Art Online)
- Oxford Bibliographies Online - Classics
- Oxford English Dictionary (OED)

If you have questions or concerns, please contact [me](#) or [Kat Greer](#) who manages our e-resource contracts. Thank you.

-Liz Bagley, Director of Library Services

- Chris Bishop, Kat Greer, Casey Long, and Casey Westerman

# FACULTY MEETING

**Friday, February 7, 2020**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

- |             |  |  |
|-------------|--|--|
| <b>I.</b>   | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>                       |
| <b>II.</b>  | <b>OLD BUSINESS:</b><br><i>Diversity and Inclusion Audit Results</i> ( <i>attachment 2</i> )   | <i>Amy Lovell</i>                        |
| <b>III.</b> | <b>NEW BUSINESS:</b><br><i>FEC Election</i> ( <i>attachment 3</i> )<br><i>Curriculum Committee: Curriculum Changes</i> ( <i>attachment 4</i> ) | <i>Jim Wiseman</i><br><i>Lock Rogers</i> |
| <b>IV.</b>  | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>                           |
| <b>V.</b>   | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>  | <i>Christine Cozzens</i>                 |
| <b>VI.</b>  | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Bullet Points</i> ( <i>attachment 5</i> )  | <i>Jim Wiseman</i>                       |
| <b>VII.</b> | <b>REPORTS OF OTHER COMMITTEES:</b>  |  |
| <b>VIII</b> | <b>COMMUNICATIONS:</b>   |  |
| <b>IX.</b>  | <b>DISCUSSION OF SPECIAL ITEM (S):</b><br><i>Faculty Committee Restructuring</i> ( <i>attachment 6</i> )                                       | <i>Jim Wiseman</i>                       |
| <b>X.</b>   | <b>ANNOUNCEMENTS:</b><br><i>SpARC takes place April 28, 2020</i><br><i>Happy hour immediately after today's meeting in the Bullock Atrium</i>  |  |

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## Faculty Meeting Minutes From the Faculty Meeting of December 6, 2019

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:01 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the November 1, 2019 faculty meeting as submitted (*copy on file*).

**II. Old Business:**

**III. New Business:**

**Approval of December Graduates**

Gail Meis of the Registrar's Office presented the August 2019 and December 2019 candidates for degree or graduate certificate to faculty (*copy on file*). Two candidates, Karen Gelhaar and Greg Heinrich, initially slated for graduate certificates decided to seek their Masters of Arts and will not receive the graduate certificates as originally listed.

**The faculty voted to approve the amended degree candidate list.**

**FEC Election**

Professor Jim Wiseman, FEC president, presented nominations for Academic Support Committee, Curriculum Committee and the newly formed Dean's Committee on Professional Success (CPS) (*copy on file*).

Academic Support

Roshan Iqbal (sp20)

Curriculum Committee

Gus Cochran (sp20)

Dean's Committee on Professional Success (CPS)

Beth Hackett (sp20)

Lili Harvey (sp20)

Jenny Hughes (sp20)

Mina Ivanova (sp20)

Jennifer Larimore (sp20)

Bobby Meyer-Lee (sp20)

Nell Ruby (sp20)

**The faculty members were elected by acclamation.**

**CASA: Graduate Bridge Program**

On behalf of CASA, Professor John Pilger presented a motion to adopt the proposed four plus one Graduate Bridge Program (*copy on file*) and the proposed academic policies for the program (*copy on file*).

**The faculty voted and approved the proposals.**

Professor John Pilger presented a motion to revise the undergraduate and graduate college catalog to include the four plus one Graduate Bridge Program (*copy on file*).

**The faculty voted and approved the proposal.**

**Curriculum Committee Proposals**

Professor Lock Rogers of the Curriculum Committee presented the following curricular changes (*copy on file*).

New Topics for an Existing Course

THE 295, Topics in Theatre

**The faculty voted and approved the change.**

Change to an Existing Course

Physics and Astronomy, PHY 203, PHY 210

**The faculty voted and approved the course change.**

New Major

Master of Science in Data Analysis and Communication

**The faculty voted and approved the new major.**

New Courses

DVS 6XX, Communication of Data

EAM 6XX, Data Analysis, II

**The faculty voted and approved the new courses.**

**IV. President's Report:**

President Leocadia I. Zak shared an update on the 2.7 million dollar grant that Agnes Scott College received from the Goizueta Foundation. The submitted proposal, focusing on post-graduate success, was awarded 1 million dollars beyond what was requested after the grant committee was encouraged to ask for increased funding despite the Goizueta Foundations focus shifting more on K-12. President Zak thanked Vice President for Academic Affairs and Dean of the College, Christine Cozzens, Associate Vice President for Global Learning and Leadership Development, Elaine Meyer-Lee, Director of Internship and Career Development, Dawn Killenberg, Vice President for College Advancement, Robiaun Charles and Director of Corporate and Foundation Relations, Nicole Blount for their proposal and work to secure the grant. The grant provides funding for SCALE, Career Advisors, and the Center for Digital and Visual Literacy.

President Zak credited the ground up budget process for providing a more granular look at the colleges needs including budget-relieving areas to focus on. Despite the time consuming nature of the process President Zak stated the importance of the process particularly in locating other auxiliary revenue sources. Some of those revenue sources include working with the City of Decatur with respect to the track, leasing the tennis courts to community members, and determining options for leasing Avery Glen out during the summer. President Zak expressed her gratitude to faculty for their help with fundraising efforts.

**Vice President for Business and Finance, Ken England**

Vice President for Business and Finance, Ken England presented a budget update reminding faculty about the roadmap to 2025 and that it was built on unrealistic assumptions. In response, VPBF England developed an interactive tool to assist with long range planning referred to as the forecast and the compass. The forecast model looks at realistic goals while the compass component focuses on aspirational goals. VPBF England informed faculty that the Board of Trustees would like to see an immediate decrease in the college's endowment draw. VPBF England shared that after consulting with a host of constituents a realistic model was developed and will be presented to the Board of Trustees in January 2020. The model covers a three-year period. Opportunities for faculty to experience the forecast and compass model will be made available via lunch and learns. VPBF England reported that revenue streams are being considered which include increasing the graduate and post-bac programs, and property sales.

VPBF England reported that the projected 403B increase to 8.8%, expected to take place in January 2020, will not take effect. The 403B contribution will freeze at 8.2% until further notice. This freeze results in a projected savings of \$60,000 for the remainder of the 2019-2020 fiscal year. VPBF England and President Zac answered questions and responded to concerns expressed by several faculty members. President Zak encouraged faculty input on ways to address the 9.5 million dollar budget deficient.

**V. Vice President for Academic Affairs and Dean of the College:**

VPAA Cozzens enthusiastically announced that the Posse advisor for cohort eight is Professor Jason Solomon and thanked the previous Posse advisors, Patricia Andino, Liz Bagley, Kristian Blaich, Rosemary Cunningham, Clementine Hakizimana, Amy Lovell and Rafa Ocasio.

VPAA Cozzens and Associate Vice President for Academic Affairs and Assistant Dean of the College, Doug Fantz announced a new trial team teaching policy designed to give faculty members full course credit for team teaching following certain guidelines. The policy has been reviewed by the Curriculum Committee.

VPAA Cozzens shared data on faculty diversity and student data on underrepresented groups (*copy on file*). The student data shows a strong representation of underrepresented groups (60.5% in 2019). Diversification of faculty has increased slowly over time with a more rapid increase in the last twelve years or so (28.6 % in 2019). VPAA Cozzens stated the improvements made in hiring faculty from underrepresented groups can be largely attributed to changes in hiring practices that include anti-bias training for search committees, a diversity plan for each search, and a significant number of opportunity hires. Agnes Scott College has welcomed six very successful opportunity hires faculty members. VPAA Cozzens also noted that these numbers, though improving, are fragile because of imminent retirements and other factors.

Associate Vice President for Academic Affairs and Assistant Dean of the College, Doug Fantz shared the undergraduate team-teaching application draft and requirements for faculty interested in participating in the pilot program (*copy on file*).

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

Professor Wiseman elaborated on the FEC bullet point “planning for faculty workload and student requirement reductions” which is a follow-up to the workload/requirements reduction survey that was sent to faculty in November. The survey results were shared with faculty, President Zak and VPAA Cozzens in mid-November. FEC is looking at the survey results and at ways to address faculty concerns.

Professor Wiseman shared that a faculty committee appointed by the VPAA is planning to send out the C.O.A.C.H.E faculty job satisfaction survey early in the spring semester.

**VII. Reports of Other Committees: None**

**VIII. Communications:**

Two-communication items related to McCain Library, 1) the library book request (*copy on file*) and 2) the Oxford Journal Online (*copy on file*), were shared.

**IX. Discussion of Special Item:**

**X. Announcements:**

SpARC takes place April 28, 2020

Happy hour immediately after today’s meeting in the Bullock Atrium

There being no further business, the meeting adjourned at 3:28 pm

Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services



# DIVERSITY AND INCLUSION REPORT

Amy Lovell and Machamma Quinichett  
Task Force Co-Chairs  
Spring 2020



THE GAY JOHNSON  
MCDougall CENTER  
FOR GLOBAL DIVERSITY  
AND INCLUSION



# OUTLINE

- Review climate audit process
- Describe climate audit findings
- Present recommendations and updates

## TASK FORCE CHARGE

- Review data collected to date, and identify gaps
- Review and finalize a community diversity and inclusion survey
- Oversee administration of the survey
- Analyze survey results
- Make recommendations for a Diversity Action Plan

# TASK FORCE MEMBERS

## Co-Chairs:

- Amy Lovell (Physics, GJM)
- Machamma Quinichett  
(Academic Advising &  
Accessible Education, GJM)

- Mary Cain (History)
- Jim Diedrick (English)
- Corey Dunn (Ins. Research)
- Marti Fessenden (Title IX)
- Karen Gilbert (Human Res.)
- Henry Hope (Public Safety)
- Regine Jackson (Sociology)
- Sigal Kahn '20 (Student)
- Elaine Meyer-Lee (SUMMIT)
- Rafa Ocasio (Spanish, GJM)
- Shandra Owens (RCMS)
- Yves-Rose Porcena - VPEI

# TASK FORCE MEMBERS

## Data Sub-Committee:

- Elizabeth Henry (SUMMIT Advisor)
- Maryam Jernigan-Noesi (Psychology)
- Janelle Peifer (Psychology)
- Marisol Zacarias (Career Development)

## Past Members:

- Rosie Davis (Athletics)
- Tiffany Del Valle (GJM)
- Shantelle Donelly '19 (Student)
- Madelyn Kent '18 (GJM)
- Hanna Lee Jackson (Student Outreach and Education)
- Anna Lachkaya (Admission)
- Mathavi Strasburger (SUMMIT Advisor)
- Sussy Vasquez (Facilities)

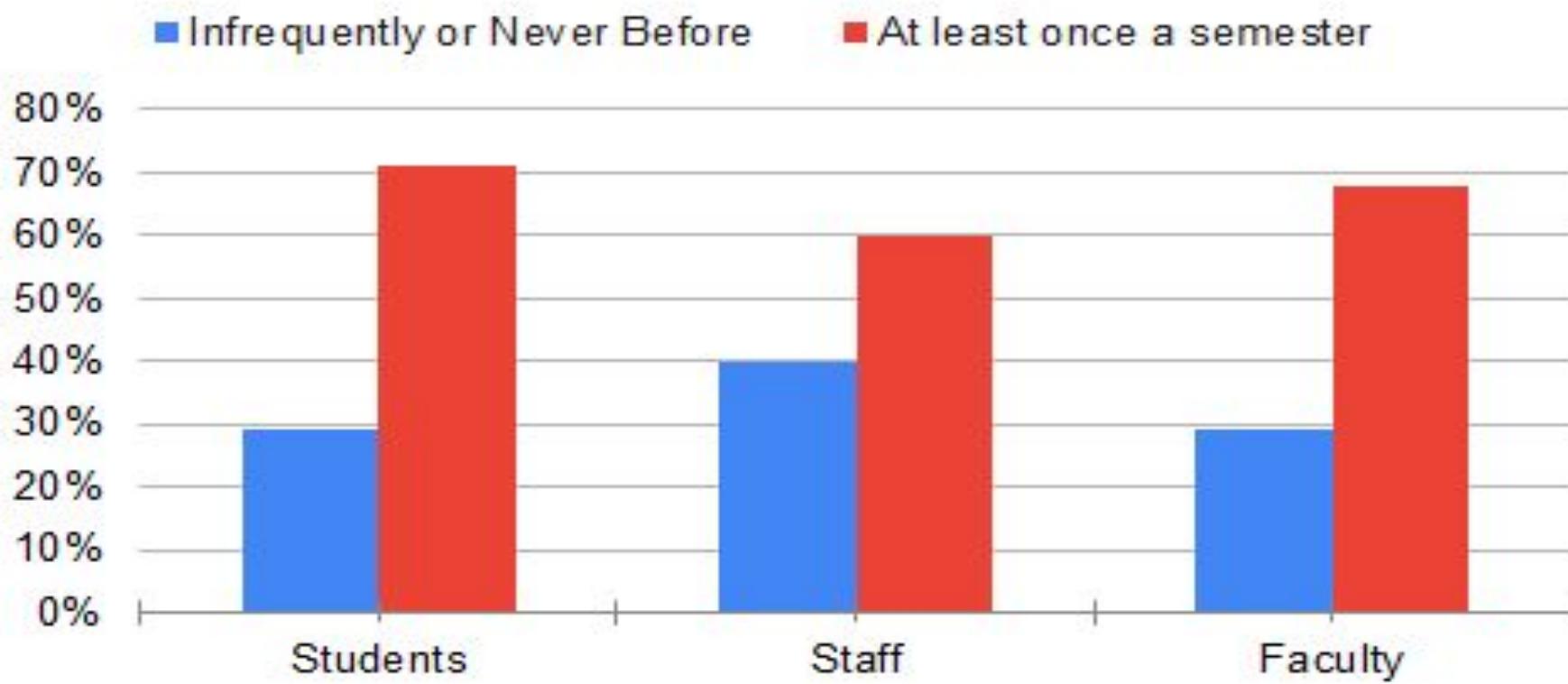
## DATA ON DIVERSITY & INCLUSION

- Qualitative Data “Baseline”: 2018 Focus Groups
- Diversity & Inclusion Perception Survey (students, staff, faculty)

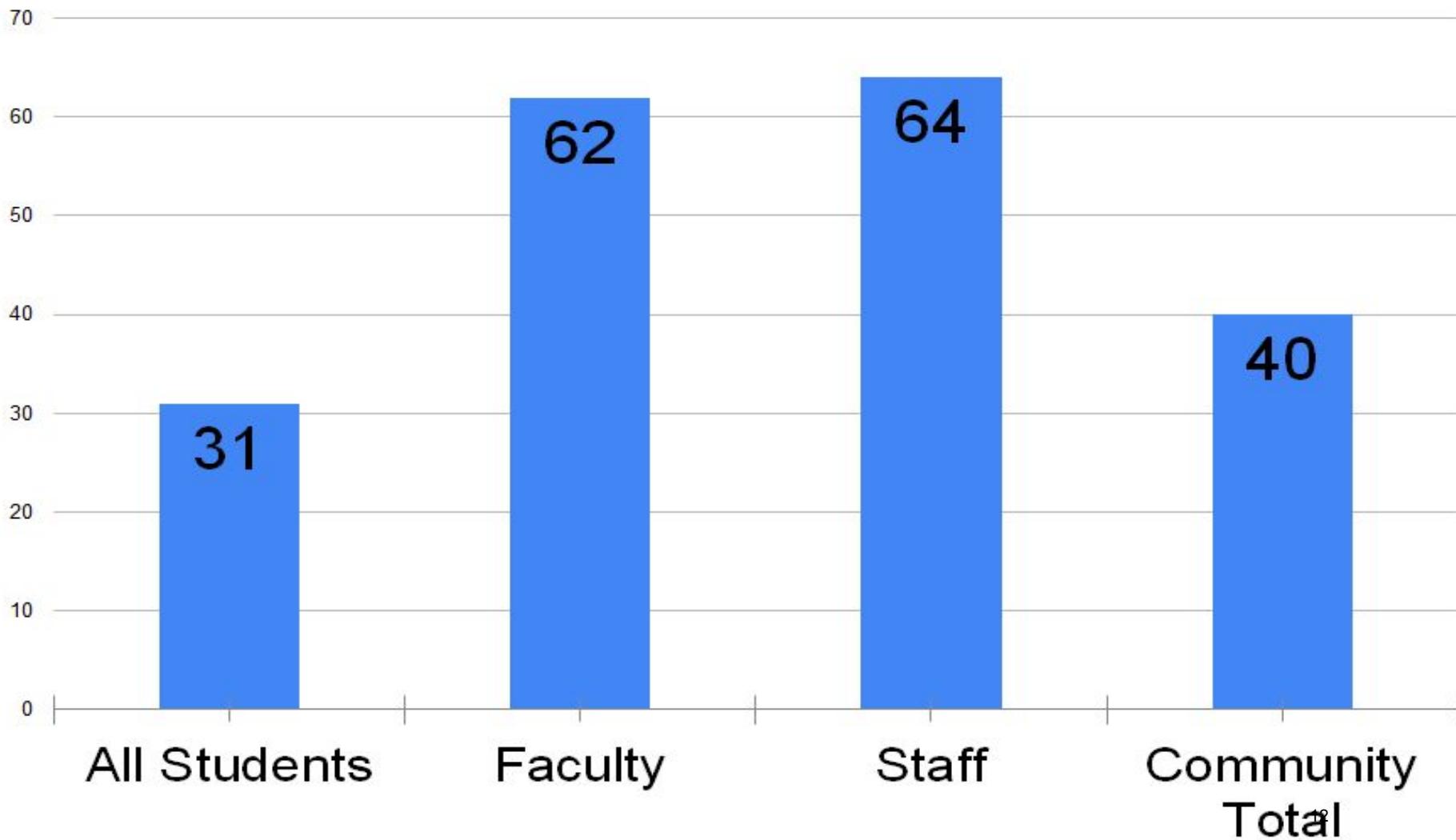
Other data:

- Environmental Scan (buildings and spaces)
- D&I question on the Student Satisfaction Survey
- Human resources demographics and employment data

## Frequency of Contribution to Conversation on Diversity & Inclusion on Campus

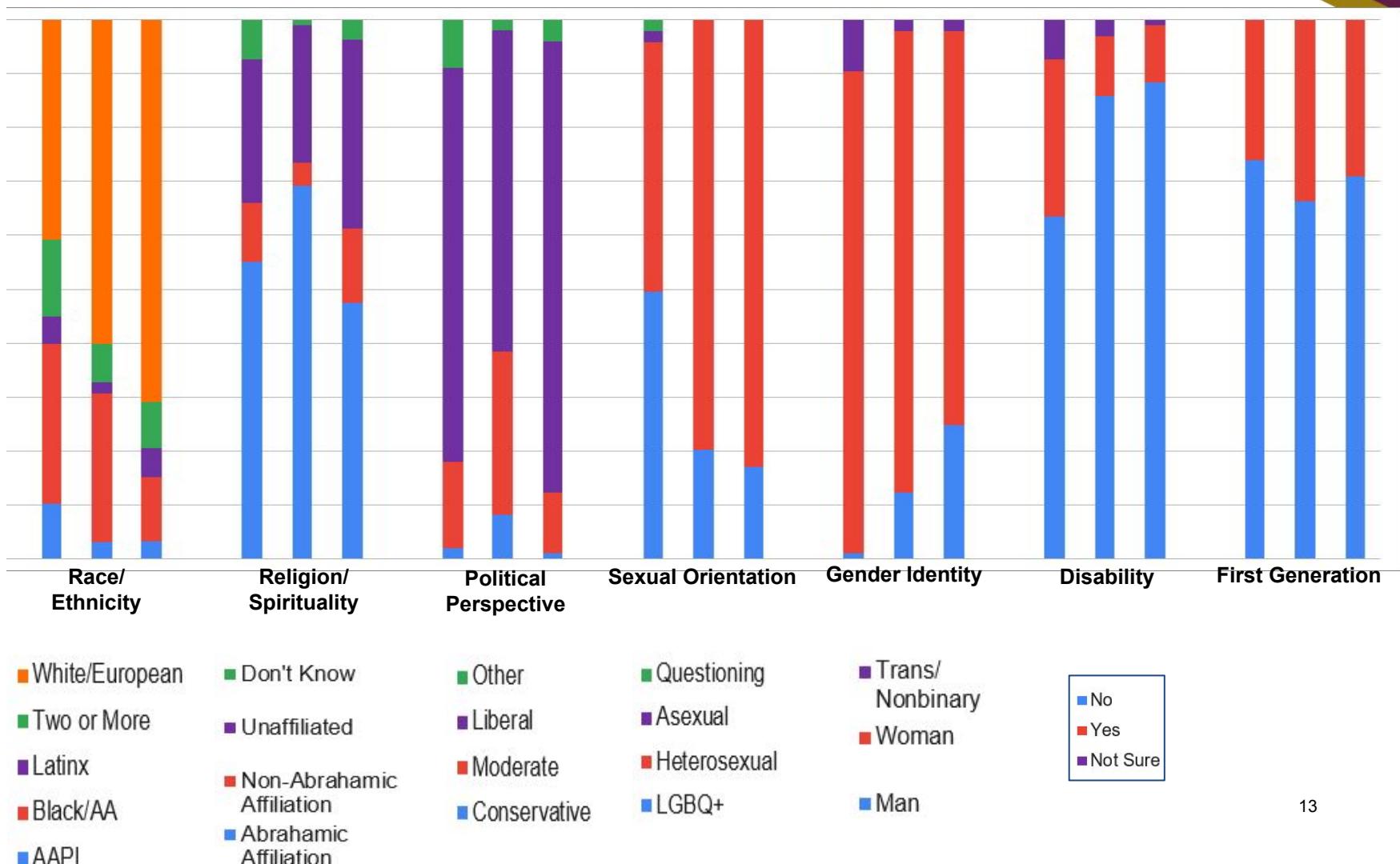


## Percentage of participants by group



# RESPONDENT DEMOGRAPHICS

column 1=students, column 2=staff, column 3=faculty



# FINDINGS

1. There is a perception that the community is more welcoming of a particular student profile.
2. Some students perceive an overemphasis on the inclusivity of diverse genders and sexuality, and thus a lack of support for other marginalized groups.
3. More accommodations and support are needed to make our campus more accessible.
4. About a third of respondents reported having called someone out. Respondents noted the Agnes Scott community “call-out” culture to be problematic. <sup>14</sup>

## FINDINGS (CONT.)

5. About half of faculty respondents perceive that people from underrepresented racial identities and women have a higher workload.
6. One-fifth of staff respondents perceive that people from underrepresented racial identities and women have a lower chance of receiving merit pay increases.
7. A majority of respondents believe ideas to improve the institution are sought, while approximately half believe that their insights are used to redefine institutional practices.

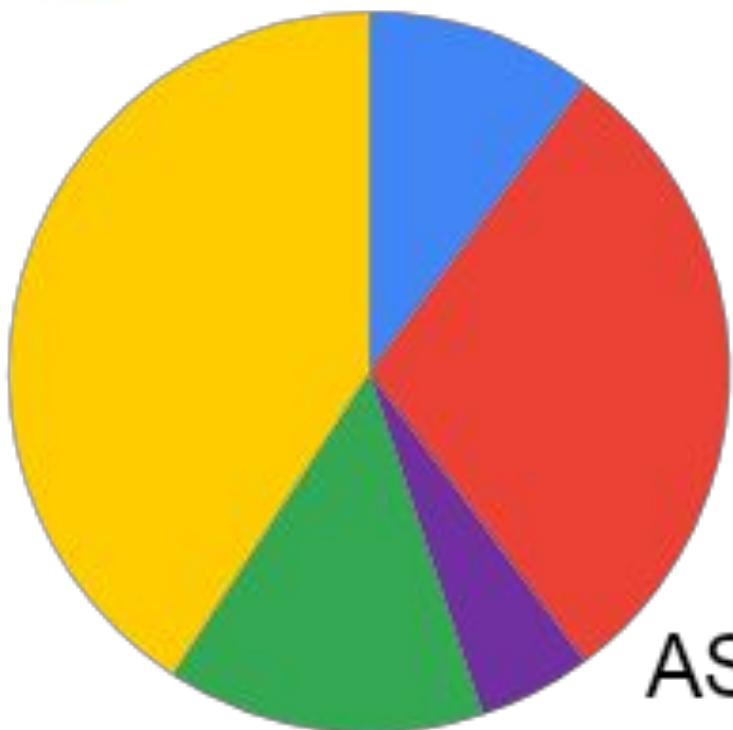
## RECOMMENDATIONS TO ADDRESS FINDINGS

1. Provide tools and additional training to help community members express ideas respectfully and promote mutual understanding.
2. Continue to remove barriers that impact those with disabilities.
3. Address perceived campus “call-out” culture.

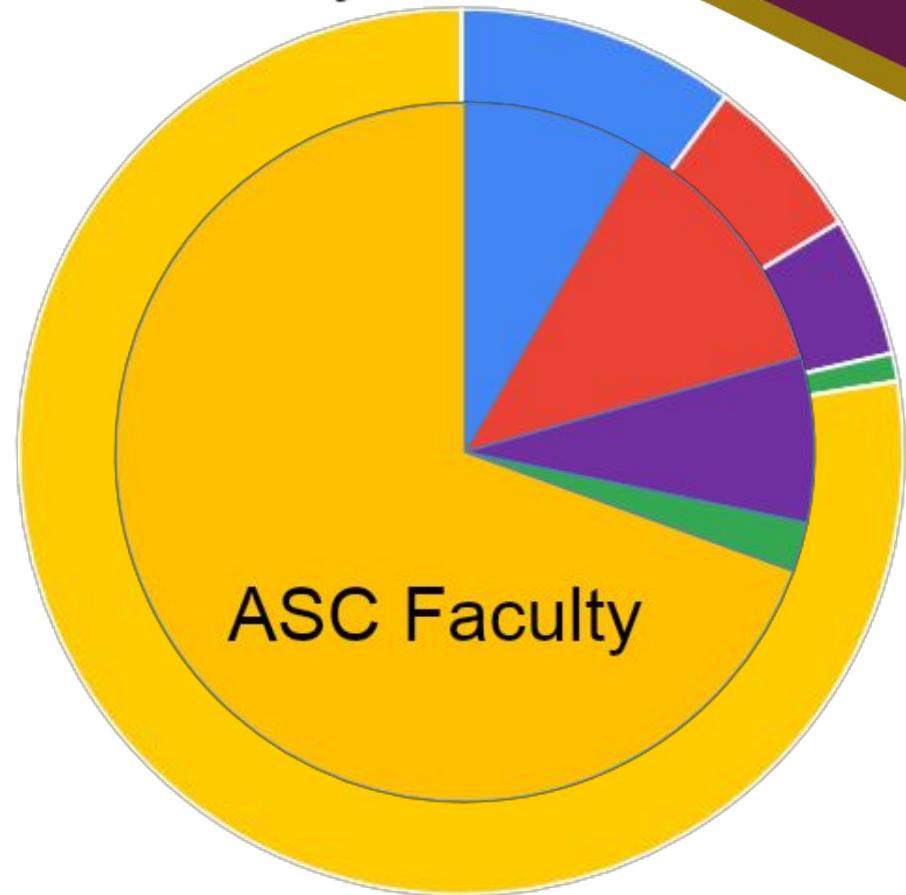
## RECOMMENDATIONS TO ADDRESS FINDINGS (CONT.)

4. Further explore perceptions of disparity in faculty workload by race and gender; continue efforts to diversify the faculty.
5. Continue to analyze employee pay equity for racial and gender parity.

- AAPI
- Black/AA
- Latinx
- Two or More
- White/European



National Faculty



ASC Faculty

ASC Students

## ONGOING RECOMMENDATIONS

1. Continue to seek feedback about improving diversity, equity, & inclusion; Communicate how diversity, equity and inclusion feedback is implemented.
2. Examine open ended comments/themes that were not addressed in the quantitative findings.
3. Implement more effective and consistent data collection and tracking measures.
4. Use the results of this report and future data collection to inform ongoing training for faculty, staff, students, and alums.

## QUESTIONS AND FEEDBACK?

We would like to thank the Diversity & Inclusion Task Force, the President's Cabinet, Marketing and Communications, Dr. Yves-Rose Porcena, Dr. Alison V. Birch, the focus group facilitators and Creative Research Solutions.

## RELEVANT RESOURCES

- Campus Climate Assessment for Diversity (Diversity Audit), Study Design. K. Sanders-McMurtry (4/6/18)
- Baseline Diversity Audit (report on focus groups 5/18)
- Instruments: Student, Faculty, Staff surveys

# REFERENCES

- Association of American Colleges and Universities. (2013) Diversity equity and inclusive excellence. <https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>
- Beyer, A.N., Moore, C.D., Totino, J. (2016) From assessment to action: Identifying progress toward enhanced accessibility and campus climate. *Journal of Postsecondary Education & Disability*, 29(2)199-206.
- Harper, S. R., Ed. (2008). Creating inclusive campus environments for cross-cultural learning & student engagement. Washington, DC: NASPA
- Williams, D. A., & Clowney, C. (2007). Strategic planning for diversity and organizational change: A primer for higher education leadership. *Effective Practices for Academic Leaders*, 2(3), 1-16.
- Williams, D. (2013). Strategic Diversity Leadership: Activating change and transformation in higher education. Stylus Publishing LLC, Sterling Virginia.
- <https://www.usnews.com/best-colleges/rankings/national-liberal-arts-colleges/campus-ethnic-diversity>

## **FEC Election**

Budget council representatives (3 or more positions): Nominations from the floor.

Health insurance task force (3 or 4 positions): Nominations from the floor.

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## Curricular Changes proposed by the Curriculum Committee 2/7/2020

### CHANGE TO A MAJOR

#### **Biochemistry and Molecular Biology**

*Explanation of the requested changes:*

The proposed change will be as follows:

Currently reads: Courses required outside the discipline: Math 118, 119; Physics 202

Changes to read: Courses required outside the discipline: Math 118, 119; Physics 102, 103 or Physics 202, 203 While it is highly recommended that students take the calculus-based physics courses since they are also taking Math 118 and 119, the Physics 102, 103 sequence will also fulfill the physics requirement for the major and adequately prepares students for the upper-level courses.

#### **Chemistry**

*Explanation of the requested changes:* Change the American Chemical Society (ACS)-certified chemistry major as follows: change the course requirement that reads "Physics 202, 203" to "either Physics 102, 103 or Physics 202, 203"

*Rationale:* While we highly recommend that students take the calculus-based physics courses (Phy 202/203) since they are also taking calculus I and II (Mat 118/119), we believe that Physics 102, 103 sequence also fulfills the physics requirement for the major and adequately prepares students for the upper-level chemistry courses.

*Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:* The change allows students to complete either physics sequence for the ACS-certified chemistry major. We find that some students take PHY 102 and 103 before deciding to Year/Semester this change is to be effective: Fall 2020 Form revised, November, 2017 pursue the ACS-certified chemistry major. PHY 102/103 and PHY 202/203 sequences essentially cover the same course material and have similar course objectives; therefore, the college does not allow students to complete both sequences for credit. Consequently, we are currently giving these students special permission to complete the major, and this change will also reflect our current practice.

#### **History**

*Explanation of the requested changes:* Requested change: All 300-level History courses require SO, JR, or SR standing or permission of instructor.

*Rationale:* Currently, there are no prerequisites for 300-level History courses, and we find that FY students struggle in these courses.

## Mathematics - Economics

*Explanation of the requested changes:* Change one of the requirements from "Either Economics 338 or Mathematics 328" to just "Economics 338". Rationale: we're dropping the statistics content from MAT 328 (see accompanying curricular change form), so it no longer provides the statistics background necessary for economics.

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## NEW COURSE

### History

#### HIS/WS 357 - Power, Leadership, and Gender in Machiavelli and His Times

*Description:* This course will explore the relationship between power, leadership, and gender in the thought of the most famous and controversial political theorist in the Western tradition, Niccolò Machiavelli. Although Machiavelli is best known for the ideas that he expressed in *The Prince* (1513), for the rest of his life Machiavelli engaged in a constant process of rethinking and revising these ideas. We will examine how in the *Discourses on Livy*, the *Art of War*, the plays *Mandragola* and *Clizia*, his poetry and his personal correspondence with acquaintances and friends, Machiavelli reformulates his notions on the methods and limits of political power; of the forms of government and their relative merits; of social structures and the ways they condition individual action; and of the nature of political thought itself, especially how it is affected by assumptions about gender, family, and the realm of the private and erotic. Gender will be employed as the central category of analysis for our close readings of Machiavelli's works.

*Rationale:* The proposed course builds on Yael Manes's training and expertise and will support ASC's leadership breadth requirement.

*Learning outcomes:* 1. Identify and explain the major themes and problems in Machiavelli's political thought; 2. demonstrate how Machiavelli employs the model of reflect, analyze, and act in his political observations; 3. create using digital-age textual formats (Digital Communication); 4. evaluate contributions made by others (Digital Collaboration).

*SUMMIT / Leadership Skills Across the Liberal Arts:* The assignments in the course address teamwork as well as digital literacy. For the final assignment, all students will collaborate in the creation of a WP website on Machiavelli. Each student will be assigned a topic related to course themes and submit an entry to the website (40% of the final grade). As part of this project, students will submit an annotated bibliography. Students will also review the entries of their peers (via google doc) and suggest revisions before the entry is submitted.

*SUMMIT in Arts and Humanities:* Like all history courses, this course probes the historicity and contextual meaning behind concepts and cultural expressions. This course will specifically explore the meanings behind Machiavelli's perceptions of power and gender in his political writings as well as in his more literary works, such as his comedies and poems.

## **Public Health**

### PH 330 - Social and Behavioral Sciences in Public Health

*Description:* This course covers select behavioral and social science theories in their application to public health research and practice. Includes an introduction to and critical analysis of select social and behavioral science theories and methods, and considers their application to improve population health in ways that are appropriate for the context.

*Prerequisites:* PH 101

*Rationale:* Behavioral and social science is one of the six major subdisciplines of public health, and is the only one not addressed by our current curriculum. Students in an undergraduate public health degree program should be exposed to theoretical frameworks and methodologies that guide public health research and practice, and demonstrate their understanding through application (e.g., proposing theory-based strategies to address a public health issue). Exposure at the undergraduate level will better prepare students for graduate study and/or entering the public health workforce.

*Learning outcomes:* Upon completion of the course, the student should be able to: 1. Discuss behavioral and social science theories and methods used to improve population health, including strengths and weaknesses; 2. Evaluate the appropriate use of theories or methods considering key contextual factors (e.g., social determinants of health and equity); 3. Apply social and behavioral principles to develop a theory-based approach to address a current public health issue.

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## CHANGE TO AN EXISTING COURSE

### **Physics and Astronomy**

#### AST 120 - The Solar System

*Description:* A survey of the solar system, including the planets, minor bodies and the sun. An overview of orbital motion, the properties of light and fundamentals of astronomical instrumentation. Includes a required laboratory component in which students learn introductory observational methods, including telescope alignment and calibration and visual observations of

the Sun, the Moon, planets and stars. Course requires basic mathematical skills, including ratios, exponents, and simple algebra and trigonometry.

*Rationale:* We are updating the course description to more accurately reflect the math content of the course.

*Learning outcomes:* 1. Students will be able to record observations of motions in the sky and relate them to their physical causes; 2. Students will perform simple astronomical calculations, applying fundamental laws of physics to describe astronomical motions; 3. Students will connect astronomical discoveries to the techniques that enabled their discovery; 4. Students will analyze news articles related to astronomy and the sources reporting them.

## **Mathematics**

### MAT 328 – Probability

*Description:* Introduction to the mathematical theory of probability, including discrete and continuous random variables, distributions, expectations, moments, and joint distributions..

*Prerequisites:* MAT-206 or MAT-220 with a grade of C- or better

*Rationale:* It was too much trying to cram both probability and statistics into one semester. The course ended up being almost entirely probability anyway, so the name was misleading, and a one-semester probability-only course is more standard.

*Explain how the proposed changes will affect the major/minor:* It will still count the same toward the math major, the math minor, and the math-physics major. The math-econ major will now require ECO 338, instead of ECO 338 or MAT 328 (see accompanying Curricular Change Form).

*Learning outcomes:* 1. Solve basic combinatorics and probability problems; 2. Describe random events using probability density functions and cumulative distribution functions, and compute probabilities associated with these events; 3. Recognize and apply random variables and the basic distribution functions; 4. Communicate mathematics effectively, both orally and in writing.

## **French**

### FRE 241 – Survey of French Literature

*Description:* Literary texts from the French-speaking world will be examined in their wider historical, socio-political and artistic context(s). The literary text will be considered as the product of the individual writer who embraces, resists or refuses his/her/their cultural reality. The

French language will be examined as the paradoxical source of both oppression & liberation. The contributions of women and writers of color will be highlighted. Taught in French.

*Prerequisites:* FRE 230

*Rationale:* This course change constitutes one aspect of our curricular revision. The faculty in French are updating the minor/major in keeping with SUMMIT and with comparable colleges nation-wide.

*Learning outcomes:* Upon completion of this course, students will be able to: 1. interpret and analyse literary texts as they reflect and/or resist the social, cultural and historical context in which they were produced; 2. articulate similarities and differences among individual authors from France and the French-speaking world; 3. identify connections between literary texts and the other fine arts: architecture, visual arts, music, etc.

*SUMMIT / Global Learning Elective:* It is a foreign language course above 202.

#### FRE 242 - French for the Professions

*Description:* This course will examine linguistic and cross-cultural differences affecting effective communication between American and Francophone speakers in various professions. It will explore professional structures and interactions in the Francophone world. Students will also have the opportunity to discuss their career goals, networking abilities, the language skills needed for professional interactions, as well as the techniques of professional writing (business letters, administrative memos, cover letter and CV preparation, etc.) and interviewing. Taught in French.

*Prerequisites:* FRE 230

*Rationale:* This course change constitutes one aspect of our curricular revision. It will equip students with linguistic proficiency and intercultural competence related to professional interactions, and thereby make them successful global citizens. The faculty in French are updating the minor/major in keeping with SUMMIT and with comparable colleges nation-wide.

*Learning outcomes:* Upon completion of this course, students will be able to: 1. Demonstrate linguistic proficiency by a) participating in basic professional conversations; b) narrating, describing and expressing viewpoints about professional topics; and c) composing simple professional essays; 2. Demonstrate a basic understanding of Francophone markets, including how different business structures work and interact, and how to participate in everyday business activities; 3. Formulate career goals and a plan for applying for employment in the Francophone world (cover letter and CV preparation, interviewing, etc.); 4. Demonstrate intercultural competence related to professional interactions; 5. (Potentially) Pass "Diplôme de Français Professionnel" examination administered by la Chambre de Commerce et d'Industrie de Paris.

*SUMMIT / Global Learning Elective:* French for the Professions is a foreign language course above the intermediate level. The innovative language course will equip students with linguistic proficiency and intercultural competence related to professional interactions.

#### FRE 243 - French Fashion: Theory & Practice of Haute Couture

*Description:* This course will examine France's vast cultural and economic contributions to the global fashion industry, beginning with its definitive origin at Versailles. Topics to be considered will include: the rise of the fashion designer, Paris as a global fashion capitol, haute couture and the cultural imaginary, fashion and racism, the economics of "fast fashion," fashion in relation to the fine arts, and the ethics of consumption. Practical instruction re: career possibilities in fashion will be included. Taught in English.

*Rationale:* This course change constitutes one aspect of our curricular revision. The faculty in French are updating the minor/major in keeping with SUMMIT and with comparable colleges nation-wide.

*Learning outcomes:* Upon completion of this course, students will be able to: 1. evaluate, integrate, and apply appropriate information from various sources to create cohesive, persuasive arguments related to the fashion industry; 2. identify economic or ethical problems in the fashion industry or fashion system and propose solutions; 3. understand esthetic practices in their historical context and articulate their importance.

*SUMMIT / Global Learning Elective:* It clearly fits the area studies definition.

*SUMMIT in Arts and Humanities:* Students in this course will interpret creative expression as it pertains to "fundamental questions of value and meaning."

#### Theatre and Dance / English

##### THE/ENG 320 Performance Approaches to Literature for Children and Young Adults

*Description:* The study of literature written for young readers, with an emphasis on translating texts for performance. May be taught in a hybrid format.

*Rationale:* The course is moving from the Department of Education to the Department of Theatre and Dance, as part of the transition plan for the Department of Education and Toby Emert's move to the Department of Theatre and Dance. The course has been a staple in the offerings of both English and Education for several years, and it typically fills, so we selected it as one of the courses to revise and continue offering. Some aspects of the course will remain the same: students will still read a range of contemporary literature written for younger readers (picture books, chapter books, middle grade fiction/nonfiction, and young adult novels/nonfiction) and respond to their reading through a variety of assignments. The primary revision, however, will be the focus of the assignments. The course assignments have traditionally included reviews, short

papers, presentations, and digital book talks (a filmed version of a talk designed to encourage readers to consider a book). In the new version of the course, the emphasis of the primary assignments will be on translating texts for performance. Many of the theatrical offerings for children and young adults in regional and national theaters across the country are adaptations of books written for younger readers (e.g., "Matilda", "The Secret Garden," "James and the Giant Peach," "Charlie and the Chocolate Factory," "War Horse," and "Harry Potter and the Cursed Child" are all shows that appeared or are appearing on Broadway stages for general audiences). Regional theaters whose focus is creating and producing work for younger audience members frequently adapt traditional and contemporary writing for children (e.g., "Click, Clack, Moo,"; "Skippyjon Jones"; "Harold and the Purple Crayon"; and the Fancy Nancy picture books). Assignments for the course focus on developing familiarity with contemporary trends in the world of publishing for younger readers (history and socio-cultural factors that influence publishing), translation from one mode of communication (written text) to another (performance of text), and production (staging a translated text). The culminating assignment for the course will be the production of the students' translation projects (which may be a digital project).

*Explain how the proposed change(s) will affect the major/minor requirements of your and other departments or programs, and indicate any cross-listings:* The course will continue to be cross-listed with English and will serve as an elective for students majoring or minoring in Theatre or Dance.

*Learning outcomes:* 1. EXAMINE the socio-cultural values that underlie the marketing of literature for children and young adults (analysis); 2. EXPRESS text-based interpretations and arguments about selected texts in small group and whole-class discussions (comprehension); 3. COMPOSE scripts for performance that translate texts written for younger readers for the stage (synthesis); 4. DRAMATIZE scripts that translate texts for younger readers for audiences/viewers (application); 5. ASSESS scripts and performances, sharing critical feedback and reviews (evaluation).

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## NEW TOPIC FOR AN EXISTING COURSE

### English

#### ENG 220 - Topics in Women and Literature: Radical Korean Women Poets

*Description:* This course will investigate radically feminist Korean poetry spanning from Choson Era Korea (16th Century) to the present. Students will work to understand major texts written by Korean women writers from both a creative and scholarly perspective. Poets we will study include Hwang Chini and her use of the sijo to express feminine desire; poetry written by and about the Korean comfort women; Yi Yonju, a persona poet who adopted the voice of sex workers living on and near American Military bases between the 60s-80s; and the iconoclastic work of Kim Hyesoon and Kim Yideum, two poets who are changing the face of Korean poetry in translation today. Lastly, students will discuss what it means to engage with Korean poetry in translation as well as apply their ideas to other contexts (ie. border studies, human rights, women, gender and sexuality, language and power).

*Prerequisites:* ENG 110

*Delivery method:* Online / Hybrid

*Explain how the proposed changes will affect the major/minor:* This course will add to the existing list of courses in English literature, will serve as a further option for students looking to meet the pre 1800/post 1800 requirement, and give students a chance to look at poetry/literature from an additional global/comparative perspective.

*Learning outcomes:* 1. Demonstrate knowledge and understanding of major texts and traditions of Korean writing (sijo, pansori, feminine grotesque), specifically writing by Korean women; 2. analyze key literary and historical movements of Korea, locating principles of artistic styles, conventions, and ideas within larger national/cultural/global contexts; 3. evaluate, compare, and employ works of criticism and theory in the analysis of major texts and movements in Korean literature from a feminist perspective, 4. formulate original and thought provoking arguments about radically feminist poetry in Korea by examining the foundations of poetry and creative craft against larger historical contexts such as national and global conflict; 5. translate knowledge and understanding of this topic to other disciplines, fields, or contexts.

*SUMMIT / Global Learning Elective:* The course's specific focus on Korean literature qualifies it as an area studies course.

*SUMMIT in Arts and Humanities:* The course will challenge students to confront ethical questions about the US's past and present involvement in Korea and what makes women's poetry valuable as political activism and an effort toward national healing; it will also ask students to meditate on women's poetry and women's voices as opposed to poetry written by men or men who adopt women's voices to evoke national sympathies (ie: male poets using women's voices as a device for expressing a desire for reunification).

*SUMMIT Intellectual Breadth and Global Social and Cultural Analysis:* At the heart of this course is getting to know the voices that inhabit the periphery. These voices are of women entertainers, sex workers, radicals, and queer persons who've all chosen poetry as a means of expression. Korea is of particular and special interest globally right now because of the contended border and North Korea. The US's involvement in Korea raises important questions about neo-colonial relationships as does the obvious fact that the work we will be reading is translated into English from the Korean--stirring up questions of language power imbalance.

## Faculty Meeting Bullet Points

February 7, 2020

### **CASA (J. Pilger)**

- CASA is evaluating the ways that Special Curricular Opportunities (410, 450, 370, 440 and 490) are currently limited and considering ways that the maximum credit for these courses could be set to be equitable, adaptable to the different needs across divisions and then applied as graduation credit.

### **Academic Support (R. Iqbal)**

- The committee has not met yet, therefore no bullets are available.

### **Campus Life (R. Ocasio)**

- Reminder that SPARC will take place on Tues, April 28.
- Soon you will hear from co-chairs Jennifer Hughes and Bridget Roosa concerning submission details.

### **Curriculum (L. Rogers)**

- The curriculum committee is going to bring some CCF's to the 12/6/2019 faculty meeting.

### **FEC (J. Wiseman)**

- Budget - plan to BOT, process for collaboration, long-term planning.
- Committee responses to workload survey.
- Reorganize committee structure/faculty governance.
- Rethink department structure - start with old conferences?
- Workshops/career development opportunities for moves within and out of academia.
- Moving announcements of Gladden and Vulcan from commencement to April (?) faculty meeting.

### **Finance/Strategic Planning (S. Winget)**

#### *Campus Budget*

- FY2021 budget will be finalized in May/June, but there could be changes up until August 1st (as this is when the final numbers for the first year class come in).
- We facilitated lunches to solicit faculty opinion on faculty priorities and guiding principles for the campus budget, and summarized the outcome in a letter to Vice President Ken England.
- It is our understanding that the latest (evolving) plan to reduce the proposed FY2021 endowment draw from \$9 million to \$6 million is to: (i) hold back on approx. \$1.1 million of deferred maintenance (ii) obtain budget relieving gifts of around \$1 million, (iii) cut \$400k from the general operating budget, (iv) cut approx. \$100k by minimizing the increase in employer contributions to health insurance (goes from 10% to 7%), (v) cut approx. \$100k by possibly not replacing a retiring faculty member, (vi) cut approx. \$250k by not replacing 5 of the 35 staff who will likely leave, (vii) cut \$400k by having no raises next year. This is more than \$3 million. We are working on clarification.
- The annual Budget Council will occur March 26<sup>th</sup> and multiple faculty reps will be invited

- At the request of staff, a consultant is being considered to look for ways to cut the budget. He promises a 10x return on investment.

*Strategic plan*

- Process began January 30th 2020 with the announcement of the consultant company (Credo) hired to facilitate the 5 year strategic plan.
- Consultants will engage with campus community one day in March to discuss hopes, wishes, how people want to engage, what may be possible, etc.....
- The bulk of the work will be done in summer 2020

*Board of Trustees meetings*

- We continue to represent the faculty at the many Board of Trustees (BoT) meetings throughout the year, including at the BoT retreat January 29th and 30th 2020.
- We can continue to stay on top of the BoT meetings about the endowment and the campus budget. Perhaps other committees could take on the meetings about the renovations in Main Hall or the architectural designs for the campus master plan etc?
- Many BOT committee meetings simply consist of listening to a PowerPoint presentation (that is distributed prior to the meeting), with the opportunity for us to ask a question or two. We are not able to give a report of the meeting to the wider faculty, since the material is confidential, and reporting out about decisions that have been made by the BoT is not necessarily the role we want anyway. We would rather be involved in the decision making process. Therefore, we feel attending the BoT meetings is not necessarily the best use of our time. We also find that during controversial discussions, administrators are able to say that faculty were at the table when we are not involved in decisions. Perhaps sending the meeting PowerPoints and materials out to the chair of FFSPC and the FEC chair, and then fielding email questions, would be a better use of faculty time.
- We would still like to attend the January retreat each year. We tried to use our platform at the January retreat 2020 to let trustees know that faculty morale is extraordinarily low, particularly among junior faculty. Also, that we have a faculty that are very committed to the institution, but faculty are seeing the cracks and are hoping for a strong leadership partnership.

*Short-term goals for FFSPC*

- Despite the FFSPC's attempts to be proactively involved in the campus budget process, we realize that the administration sees us more as two-way conduits of information (at best).
- We will continue to provide the structure for communication between administrators and faculty, on topics related to the college finances, including a lunch with Academic Affairs leadership and faculty to prepare for the Budget Council on March 26<sup>th</sup>.
- We will provide a way to solicit faculty feedback on ways to improve efficiencies or on benefits, we could ask for in return for losing some benefits.
- We have a meeting scheduled on Feb 13<sup>th</sup> with Academic Affairs leadership and chair of FEC to:

- specifically define our committee's role versus their role in the budget process, and to begin strategizing a new framework for collaboration between faculty and administrators during the budget-planning process
- discuss a faculty role in decision making for any budget cuts that may occur in Academic Affairs FY2021 budget (as part of the \$400k in campus operating budget cuts in FY2021).
- discuss their thoughts on (i) the upcoming Budget Council, (ii) strategically cutting staff numbers through attrition, (iii) improving morale.
- Ken England has invited representatives from our committee to a meeting on Feb 7<sup>th</sup> along with Academic Affairs leadership and chair of FEC to discuss communication on campus
- We will organize a way for faculty voice to be part of the campus Strategic Planning Process that is about to begin, likely with our committee as a two-way information conduit. We have asked Academic Affairs leadership to clarify the number of opportunities for faculty input into process.
- We will work with Kelly Ball to facilitate discussion of the strategic value of new graduate programs.

*Long-term goals for FFSPC*

- We plan to continue with our framework for innovation. Our goal is to have a framework in place to (i) improve faculty morale and (ii) allow for meaningful (and much needed) restructuring of curriculum and departments.
- If the new normal is constant innovation to stay afloat, then we need a support team to ensure faculty retention - something like the Support and Gear (SAG) team in a long-distance bike race. We have a goal of re-building community spirit again. If we have great minds in a room innovating, and being given agency, we could have a very supportive group that allows others to continue with excellence in teaching/research. Whatever happens, we need to push for assessment of pilot (and implemented) innovative programming.

**PDC (L. Venable)**

- The committee is awaiting applications for PDC funding of research activities.

**RPT (T. Finco)**

- Conducting reviews.
- Serving on the Graduate Program Integration Task Force - T. Finco.
- Serving on the Ad hoc Committee on Teaching Evaluations- S. Robic.

**Faculty SUMMIT (A. Patterson)**

- Breadth updates:
  - [From the first set of workshops...](#)
    - Note that the participants in the first set of workshops recommended that the Global Social & Cultural Analysis Standard revert back to the Social & Cultural Analysis Standard and that both GBL or LDR breadth courses be able to apply for it.
  - If you would like to participate in the next set of workshops, please let Hal Thorsrud (Leadership) or Regine Jackson (Global) know by March 1.

- The second workshops (both LDR and GBL concurrently) will be held:
  - Friday, March 20, 12 - 4pm and Thursday, May 7, 9am – 1pm
- And the third workshops (again, both LDR and GBL concurrently) will be held:
  - Tuesday, August 18, 9am – 1pm and Friday, September 11, 12 - 4pm
- SCALE update
  - 101 enrolled students, 22 partner organizations, 6 faculty (Hal Thorsrud, Amy Breidenthal, Nicole Stamant, David Thompson, Bonnie Perdue, Doug Fantz)
  - Estimated expense: \$15,000, which includes lunch vouchers. If we are able to do box lunches, it will be closer to \$11,000.
- Please save the date for three events, co-sponsored by SUMMIT, including conference
  - Phi Beta Kappa - Dr. Robert Fredona, April 7th at 7pm in The Frannie
  - SUMMIT Signature Speaker - Jennie Burnet, “Women and Peacebuilding: Lessons from Post-Genocide Rwanda” March 26th, 7 pm Location TBD
  - Engaging Global Challenges (EGC) Women’s Leadership Conference keynote Nobel Peace Prize Winner Leymah Gbowee - September 24th 7:30pm in Gaines Chapel
- Advising reminder: Please note that first-year and sophomore students are no longer required to declare a specialization, unless they plan to complete one. They are also under the new requirements approved in November:
  - For Global: GBL 201, an upper-level language course in the target language, an additional Global elective/breadth course (beyond the SUMMIT in...), and global experience
  - For Leadership: LDR 200, two Leadership Studies/Breadth courses, and a practicum
  - Juniors and Seniors are still under the previous requirements
- We are working on an event to celebrate and support students who are completing specializations, tentatively Friday March, 27 from 2-4:30
- As requested, FSC has collected data on SUMMIT core teaching participation by faculty rank (69% of Full, 58% of Associate, and 93% of Assistant, for a total of an impressive 71% overall) and by department, and submitted a recommendation to remove the formal contract requirement for incoming faculty to teach in SUMMIT to Dean Christine Cozzens
- The CGL, CDVL, and CLS are launching a summer SUMMIT sample program for high school girls called Global Leadership Immersion and Digital Experience (GLIDE) to both generate revenue and enrollment. It is not for credit, but faculty will be involved leading mock classes and perhaps on a panel.
- SUMMIT course observation plan was articulated:
  - review any RPT observations, syllabi, course evals
  - Address issues with senior faculty one on one
  - More group mentoring of junior faculty
- The 2-day Legacy co-curricular leadership immersion which is a graduation requirement for all students is being reworked in response to feedback into two 1-day events on the Monday before each of the first-year semesters
- Communication: Staffing list for next year’s SUMMIT courses:

- LDR 101:
  - Yakini Brandy, Amy Breidenthal, Mary Cain, Mina Ivanova (?), Scarlett Kingsley, Maria Korol, Emily Master, Bobby Meyer-Lee, Ruth Oyelere, Tina Pippin, Jamie Stamant, Mona Tajali, Hal Thorsrud, Ben Twagira, Lauran Whitworth
- GBL 102:
  - Anne Beidler, Erin Bradley, Rosemary Cunningham, Stacey Dutton, Gundolf Graml, Roshan Iqbal, Regine Jackson, Maria Korol, Tracey Laird, Amy Lovell, Philip Ojo, Willie Tolliver, Sarah Winget, Robin Morris (?)
- SUM 400:
  - Chris DePree, Maria Korol, Emily Master, Janelle Peifer, Nicole Stamant; Nell Ruby (spring 2021)

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Summary of Breadth Workshop Outcomes  
(as of January 2020)

*Based on Cohort I Workshops  
December 2019-January 2020*

- The Global Social & Cultural Analysis Standard will revert back to the Social & Cultural Analysis Standard and can be satisfied via GBL or LDR breadth courses that meet the standard. (Currently, this specific standard can only be satisfied with those GBL courses that also meet the language for the Social & Cultural Analysis Standard [see p. 40 of [2019-2020 Academic Catalog](#)].)
- All breadth courses must include assignments or activities that develop at least two of the digital/post-Agnes success competencies central to these courses (digital communication, online collaboration, and/or analytic tools) and one reflection on those skills.
- All students must take one GBL breadth course AND one LDR breadth course. The breadth course for each requirement can be in Arts & Humanities, in STEM, or in Social Sciences.
- The distinction between GLALA (Global Learning Across the Liberal Arts) courses and Area Studies courses will be eliminated. All Global breadth courses must explicitly address “Contact, Power, *and* Systems” instead of addressing these categories through an arbitrary percentage.
  - We refined the criteria as follows:
    - i) Contact: movements, comparison, and connections between people, information, commodities, ideas, identities, or cultures (eg., arts, literature, language, technology, etc.) across ethnic, racial, communal, linguistic, economic, or gender lines and stratification(s) within and across geopolitical boundaries and their relationship to similar movements and configurations that cross, span, or transcend national boundaries;
    - ii) Power: how communities, groups, structures, and institutions exercise power or how power is resisted internally and the implications and intersections with power structures that cross, span, or transcend geopolitical boundaries;
    - iii) Systems: social, biological, physical, conceptual, or ecological systems that operate in exclusionary or oppressive ways within a country or region, and how they cross, span, or transcend geopolitical boundaries.
- The Leadership Skills and the Leadership Studies categories will be eliminated and replaced by a single LDR breadth category. The current, proposed criterion for LDR breadth is, in addition to the digital competencies requirement (above): the course must employ specific disciplinary interpretations of reflection on individual strengths, identity,

and power; analysis of evidence, perspectives, and systems; and authentic, bold, and ethical action. (This may be revised after the second and third LDR workshops.)

Next steps:

Faculty who participated in the workshops are revising syllabi (descriptions, learning goals, activities and assignments) according to the emerging criteria. These are due no later than 2/15.

The second workshops (both LDR and GBL concurrently) will be held:

**Friday, March 20,** 12 - 4pm and

**Thursday, May 7,** 9am – 1pm

If you are interested in participating in the second or third rounds and have not already received a calendar invitation, please contact Regine Jackson for GBL ([rjackson@agnesscott.edu](mailto:rjackson@agnesscott.edu)) or Hal Thorsrud for LDR ([hthorsrud@agnesscott.edu](mailto:hthorsrud@agnesscott.edu)).

## **Faculty Committee Restructuring: Ideas to Start the Conversation**

### **February 2020**

In response to the faculty workload survey conducted last fall, the FEC has been considering (1) how we might re-imagine our faculty committee structure; and (2) how we can effectively pursue a process for devising new structures. As a conversation starter, we have identified a range of possible scenarios along a spectrum from zero change to radical change. If we can begin to gain consensus around the degree of change the faculty is interested in, we can then work on the changes to policy, practice and by-laws we want to implement. Below are five rough frameworks we could consider for committee restructuring. The FEC is interested in hearing which (if any) of these the faculty find promising as a general starting point, and we can build out from there:

#### **1. STATUS QUO**

Leave committee structure as is.

(Argument in support: we need all of these committees and all of these slots.)

#### **2. MODEST TRIM**

Eliminate Campus Life Committee

(Argument in support: CL has limited responsibilities. All other committees are needed)

#### **3. MODEST TRIM / MERGE**

Eliminate Campus Life Committee

Merge ASC and PDC → create a new Faculty Support Committee

(Argument in support: We're paring back on committees that don't have a lot of critical responsibilities and consolidating committees with fewer responsibilities into a committee with broader ones)

#### **4. MAJOR TRIM / MERGE**

Eliminate Campus Life Committee

Merge ASC and PDC → create a Faculty Support Committee

Merge CC and CASA → create an Academic Program Committee

(Argument in support: Consolidate responsibilities into a few main essential committees. Side note: we must recognize that one Academic Program Committee would have a lot of work, and the chair of this committee would serve in a major faculty leadership position.)

#### **5. BURN IT (ALMOST) ALL DOWN**

Eliminate everything but RPT and maybe CC.

Create *ad hoc* committees as needed for everything else.

(Argument in support: Liberation from structures.)

Please understand that these are just ballpark ideas designed to move the conversation forward. Note too that the Faculty Summit Committee is not yet factored into any of this. The FEC is also discussing the possibility of creating something like a “bullpen” or a “stable” of faculty members to support each committee and to help fill liaison and *ad hoc* roles as needs arise. Our goals are to promote efficacy and to distribute the workload more reasonably.



STAFF  
COUNCIL



JOIN STAFF COUNCIL FOR...

# Happy Hour!

FEBRUARY 7, 2020

TIME: 3:00 PM - 5:00 PM

BULLOCK - BAKER ATRIUM

# FACULTY MEETING

**Friday, March 6, 2020**  
**2:00 p.m. – Teasley Lecture Hall, Bullock Science Center**

- |              |   |   |
|--------------|---|---|
| <b>I.</b>    | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )   | <i>Jim Wiseman</i>  |
| <b>II.</b>   | <b>OLD BUSINESS:</b><br><i>Bullet Points (attachment 2)</i>   | <i>Jim Wiseman</i>  |
| <b>III.</b>  | <b>NEW BUSINESS:</b><br><i>FEC: Elections RPT and Academic Support (attachment 3 &amp; 4)</i><br><i>RPT: Graduate FTNTT policy (1<sup>st</sup> reading) (attachment 5)</i><br><i>CASA: Grade dispute policy (attachment 6)</i><br><i>Curriculum Committee: Curriculum changes (attachment 7)</i><br><i>FEC: Faculty Governance restructuring (1<sup>st</sup> reading) (attachment 8)</i><br><i>Committee on Professional Success (attachment 9)</i> | <i>Jim Wiseman</i><br><i>Tim Finco</i><br><i>John Pilger</i><br><i>Lock Rogers</i><br><i>Jim Wiseman</i><br><i>Lili Harvey &amp; Kelly Ball</i> |
| <b>IV.</b>   | <b>THE PRESIDENT OF THE COLLEGE:</b>  | <i>Lee Zak</i>  |
| <b>V.</b>    | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>   | <i>Christine Cozzens</i>  |
| <b>VI.</b>   | <b>REPORTS OF STANDING COMMITTEES</b>   |   |
| <b>VII.</b>  | <b>REPORTS OF OTHER COMMITTEES:</b>   |   |
| <b>VIII.</b> | <b>COMMUNICATIONS:</b><br><i>Research Input (attachment 10)</i><br><br><i>Academic Support-Textbook request (attachment 11)</i><br><i>The Gay Johnson McDougall Center for Global Diversity and Inclusion-Faculty members needed - Heritage/History Months! (attachment 12)</i>   | <i>Erin Bradley &amp; Janelle Peifer</i><br><i>Roshan Iqbal</i><br><i>Amy Lovell</i>  |
| <b>IX.</b>   | <b>DISCUSSION OF SPECIAL ITEM (S):</b>  |   |
| <b>X.</b>    | <b>ANNOUNCEMENTS:</b>   |   |

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## Faculty Meeting Minutes From the Faculty Meeting of February 7, 2020

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:03 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the December 6, 2019 faculty meeting as submitted (*copy on file*).

**II. Old Business:**

Professor Amy Lovell shared a PowerPoint presentation containing the Diversity and Inclusion Audit results (*copy on file*). Professor Lovell shared that no major surprises were discovered in the audit. She highlighted the following findings:

1. There is a perception that the campus is more welcoming of a student profile who holds a more liberal viewpoint, is pro LGBT and is not religious.
2. There is a perception of overemphasis on diverse genders and sexuality.
3. More accommodations are needed to make our campus accessible.
4. ASC has a high “call out” culture. Calling someone out can be defined as publicly criticizing people for violating accepted behavior standards.
5. About half of faculty respondents perceive that people from underrepresented racial identities and women have a higher workload.
6. One-fifth of staff respondents perceive that people from underrepresented racial identities and women have a lower chance of receiving merit pay increases.
7. A majority of respondents believe ideas to improve the institution are sought, while approximately half believe that their insights are used to redefine institutional practices.

Professor Lovell noted faculty diversity at Agnes Scott College is higher than the national four-year college average but less reflective of student demographics. One of the committee’s goal is for ASC to have an employee bias call similar to the student bias call that already exists. Listening sessions for faculty and staff will be forthcoming. Vice President for Academic Affairs and Dean of the College, Christine Cozzens, shared that a scheduled anti-bias training could be expanded.

**III. New Business:**

**FEC Election**

FEC President, Professor Jim Wiseman, accepted nominations from the floor for budget council representatives and health insurance task force representatives. Both are unofficial college committees (*copy on file*).

Budget Council Representatives

Doug Falen  
Roshan Iqbal  
Yael Manes  
Robin Morris  
Janelle Pfeiffer

**The faculty members were elected by acclamation.**

Health Insurance Task Force

Lara Denis  
Shannan Palma  
Amy Patterson  
Bonnie Perdue

**The faculty members were elected by acclamation.**

**Curriculum Committee Proposals**

Professor Lock Rogers of the Curriculum Committee presented the following curricular changes (*copy on file*).

New Topics for an Existing Course

ENG/WS 220, Topics in Women and Literature

**The faculty voted and approved the change.**

Change to an Existing Course

Physics and Astronomy, AST 120

French, FRE 241

French, FRE 242

French, FRE 243

Mathematics, MAT 328

Theatre and Dance/English THE/ENG 320

**The faculty voted and approved the course changes.**

Change to a Major

Biochemistry and Molecular Biology

Chemistry

History

Mathematics-Economics

**The faculty voted and approved the major changes.**

New Courses

HIS/WS 357 Power, Leadership, and Gender in Machiavelli and His Times

PH 330 Social and Behavioral Sciences in Public Health

**The faculty voted and approved the new courses.**

The Curriculum Committee will be making a call for tenure-track position proposals. The position request form is listed on the Faculty Services website at <https://www.agnesscott.edu/facultyservices/forms-for-faculty.html>. Course change forms for fall 2020 are due February 10, 2020 and course schedules are due on February 20.

**IV. President's Report:**

President Leocadia I. Zak thanked Faculty Director of the Gay Johnson McDougall Center, Professor Amy Lovell, Associate Director of Academic Advising and Fellow in the Center for Global Diversity and Inclusion, Machamma Quinichett and members of the taskforce for all of their work on the diversity audit.

President Zak announced the recent promotions and sabbaticals approved by the Board of Trustees for the following faculty effective July 1, 2020.

Tenure and Promotion

Robert Meyer-Lee, Professor of English

Promotions

Megan Drinkwater to Professor of Classics

Bridget Roosa to Professor of Dance

Leon Venable to Professor of Chemistry

Sabbaticals

Nicole Ackerman, Associate Professor of Physics

Barbara Blatchley, Professor of Psychology

Lesley Coia, Professor of Education

Waqas Khwaja, Ellen Douglass Leyburn Professor of English

Alan Koch, Professor of Mathematics

Bonnie Perdue, Associate Professor of Cognitive Neuroscience

Ruth Riter, Professor Chemistry

Srebrenka Robic, Professor of Biology  
Rachel Rossetti, Associate Professor of Mathematics  
Thomas Will, Associate Professor of Business Management  
Sarah Winget, Professor of Chemistry

President Zak presented a sample timeline (*copy on file*), developed by Credo a strategic planning facilitator that the college hired to provide assistance with the college's strategic plan. The proposed timeline can be adjusted as needed to better meet the needs of the campus. President Zak clarified that strategic planning focuses more on determining the college's vision, identity, how the college presents who we are, how we implement that and determine if we are successful. President Zak is seeking recommendations for participants to serve on planning teams. Credo will cost the college \$45,000.00 per year. They will provide metrics and benchmark the college's success.

President Zak shared that her StrengthsQuest profile contains Learner and Ideation. She welcomes feedback, input, ideas and collaboration.

**V. Vice President for Academic Affairs and Dean of the College:**

Vice President for Academic Affairs and Dean of the College, Christine Cozzens reported that students would like an SGA mandate for faculty to attend anti-bias training. VPAA Cozzens would prefer that faculty claim it as something they would like to do.

VPAA Cozzens communicated that the Dean's office is committed to working collaboratively with the FEC committees and with faculty in general to make sure that important information is shared in a timely and relevant manner. VPAA Cozzens's vision reflects working together through shared governance in making key decisions on budget and other important matters. Associate Vice President for Academic Affairs and Associate Dean of the College, Doug Fantz is planning open sessions related to the budget. Work will continue with FEC looking at processes. VPAA Cozzens encouraged faculty to read the email that she sent on February 5 containing an update on budget process discussions and DOC plans.

VPAA Cozzens disclosed that the number of approved positions for the 2020-2021 academic year would be determined once more information regarding the 2020-2021 budget is known and after Curriculum Committee, VPAA Cozzens and President Zak evaluate all proposals and determine the strength and urgency of each request.

VPAA Cozzens announced that the C.O.A.C.H.E. survey is coming out next week. VPAA Cozzens encouraged everyone to participate to achieve a 100% faculty participation rate.

VPAA Cozzens revealed that initial conversations, with Development, to discuss what type of role faculty can play in fundraising will begin soon. Town hall meetings for anyone interested in attending will follow these discussions. She also announced that The Gates Foundation will be on campus in March for an initial conversation. A leadership development program for interested faculty is also being discussed. VPAA Cozzens shared that funding is available to faculty for leadership development. This funding is provided by a Holder grant.

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

**VII. Reports of Other Committees: None**

**VIII. Communications:**

**IX. Discussion of Special Item:**

Time ran out before discussions to reduce faculty workloads by reducing or eliminating faculty committees could take place.

**X. Announcements:**

SpARC takes place April 28, 2020

Happy hour immediately after today's meeting in the Bullock Atrium

There being no further business, the meeting adjourned at 3:30pm

Respectfully submitted,

Misty Dumas-Patterson

Faculty Services

## Faculty Meeting Bullet Points

March 6, 2020

### **CASA (J. Pilger)**

- We are working to standardize the language, procedure and schedule for the Grade Dispute process. Currently the process is not consistent between the faculty and student handbooks and the college catalog.
- We are evaluating a proposal for revision of credit requirements of graduate students who wish to earn both a Master's degree and certification.
- CASA is evaluating the ways that Special Curricular Opportunities (410, 450, 370, 440 and 490) are currently limited and considering ways that the maximum credit for these courses could be set to be equitable, adaptable to the different needs across divisions and then applied as graduation credit.

### **Academic Support (R. Iqbal)**

- We asked for blinds for Buttrick 204 and they have been installed. Yahh!!!
- We would like a minute (literally) at the Faculty meeting to request that the faculty ascribe books in their courses - as much as possible - that are not expensive. We are sure that the faculty does this anyway, just want to reiterate since students have complained and this has been brought to our attention.
- E-Follett had some glitches. The chair was directed to contact Doug Fantz for assistance.

### **Campus Life (R. Ocasio)**

- SpARC's submission portal will open March 1 and close March 25. Please make sure you have IRB approval, if your research involves human participants.  
Jennifer Hughes and Bridget Roosa  
SpARC Committee Co-Chairs

### **Curriculum (L. Rogers)**

- The Curriculum Committee will be bringing a handful of CCF's to the faculty next week.

### **FEC (J. Wiseman)**

- Committee restructuring.
- Budget/strategic planning coordination with administration.
- Committee responses to workload survey.
- Workshops/career development opportunities for moves within and out of academia.

### **Finance/Strategic Planning (S. Winget)**

FY2020 Campus Budget for 2019/2020

- We currently have 9 students fewer than projected on campus and fewer grad students too (it is a challenge to model grad student numbers since the programs are new), so we need to find \$200-\$400k in our current campus budget to cover these losses. Academic Affairs could offer Christine Cozzens' salary in the English Dept since that salary has not been used yet this year.
- There will also be some financial impact to the current campus budget for any Journeys trips that are rescheduled due to the global Coronavirus outbreak. Agnes Scott self-insures. We have no numbers yet. If trips cannot go ahead as scheduled, then the cheapest solution would be to pay change fees and postpone trips until May or even Fall Break (Fall semester will need to be re-organized for the latter). The most expensive

option would be to cancel trips and then schedule alternative domestic trips (this option could cost up to a million dollars). It is not clear whether money will come from the endowment or from a campus-wide budget etc

#### FY2021 Campus Budget for 2020/2021

- Revenue projections from the VPs for next year are still fluid, but there are still plans for a 2% (\$400k) cut to the operating budgets in next year's budget. These cuts will not be across the board, but will be strategic.
- Ken England has asked VPs to each submit an operating budget (not including personnel) that includes cuts, plus a list of unfunded priorities they would like to argue for.
- Our committee met with VPAA leadership on Tue March 3rd to help strategize the Academic Affairs operating budget for next year.
- An efficiency-finding consultant has not yet been hired to look for cuts in the campus-budget. The first consultant quoted \$60k for a narrow-scope 3-month project, and Ken England is shopping around for two more quotes.
- Reducing staff through attrition will be accomplished by asking managers to make a case to their VP for re-hiring, and the VP will then take their arguments to cabinet.
- Multiple people have asked that the true costs of things be calculated before cutting decisions are made (true cost for a course go ahead, true cost of losing an FTE), since most numbers in the compass/forecast seem to be averages and approximations.
- Budget Council kick-off was Feb 25th, the five faculty reps attended to discuss what information can be shared with faculty, and what format the 1-day meeting will take, etc
- Note, Budget Council is only looking at operating budgets, not personnel.
- Budget Council faculty reps are meeting (i) together, (ii) with staff in business/finance, and (iii) with administrators. They are also communicating with the larger finance/strategic planning committee, to ensure faculty input in next year's budget.
- Christine Cozzens, Doug Fantz, Emily Kandetzki, and Kelly Ball are the only people on Budget Council defending the Academic Affairs budget, and faculty reps are expected to represent the interests of the entire college.
- Latest timeline for finalizing next year's budget has Ken England receiving spreadsheets from VPs by March 6th then a 1-day Budget Council meeting on March 23rd. The budget will be finalized for Trustees by April 30th, and Trustees will vote on it on May 14th.
- The five faculty reps on Budget Council propose the following after the 1-day Budget Council meeting: (i) 3/27 reps meet with FEC, (ii) Reps host discussion with the whole faculty at the April faculty meeting, (iii) 4/7 reps host faculty listening session 1, (iv) 4/9 reps host faculty listening session 2, (v) 4/24 the reps debrief with.

#### Campus Strategic Plan

- The consultants (Credo) have been asked to plan a timeline that better suits our academic calendar (so that the bulk of the work is NOT done in summer 2020).
- Credo will be on campus on May 8th for a single 3-hr meeting with faculty/staff to brainstorm ideas. Credo will then work with this information and return to campus for further discussion with various groups in August.

#### Other Finance/Strategic Planning Work

- We are working with Kelly Ball to discuss new graduate programs.

- Our committee is meeting soon to discuss (1) our framework for innovation, where we hope to give recommendations for enabling constant innovation on campus without burnout, and (2) the role of our committee (and our committee work) moving forward
- We have been approached by concerned faculty about decisions not to rehire some Visiting Assistant Professors. VPAA leadership has let us know that they are trying to reduce the number of FT non-TT positions overall and to use the remaining positions strategically (to cover serious temporary needs). They are seeking to protect the TT FTE, and possibly even grow TT FTE. In general VPAA leadership are ensuring the campus follows AAUP guidelines about "on the clock" positions that are less than ideal for all involved, and which also have a 6-year time-limit.

#### Campus Strategic Plan

- The consultants have been asked to plan a timeline that better suits our academic calendar (so that the bulk of the work is NOT done in summer 2020).
- Christine is looking into the total number of opportunities for faculty voice to reach the consultants, so that faculty can ensure they are fully prepared for those opportunities.

#### Other Finance/Strategic Planning Work

- We are working with Kelly Ball to discuss new graduate programs.
- Our committee is meeting soon to discuss (1) our framework for innovation, where we hope to give recommendations for enabling constant innovation on campus without burnout, and (2) the role of our committee (and our committee work) moving forward
- We have been approached by concerned faculty about decisions not to rehire some Visiting Assistant Professors. VPAA leadership has let us know that they are trying to reduce the number of FT non-TT positions overall and to use the remaining positions strategically (to cover serious temporary needs). They are seeking to protect the TT FTE, and possibly even grow TT FTE. In general VPAA leadership are ensuring the campus follows AAUP guidelines about "on the clock" positions that are less than ideal for all involved, and which also have a 6-year time-limit.

#### **PDC (L. Venable)**

- Currently reviewing the 14 applications for PDC funding for 2020-21.

#### **RPT (T. Finco)**

- Elections to RPT. We are seeking 3 people for 3-year terms, one of which needs to be a Full Professor. We are also seeking a 1-year sabbatical replacement.
- I think the Graduate Program Integration Task Force is near completion of the FTNTT policy for faculty in the graduate program. Should the policy be brought to the faculty by the task force or RPT? RPT members have reviewed a draft but it has been members of the task force who wrote the policy. Who do you think it should be? In any event, it seems that the March meeting would be the first reading.

#### **Faculty SUMMIT (A. Patterson)**

- Reminder: We again have funding to support SUMMIT-related events and course enhancements. Please use the following google forms to submit funding requests: [Course Enhancement Requests](#), [Event Requests](#)
- Communication: [CoVid 19 Journeys Update](#)
- In an effort to facilitate the coordination of the work of various committees on post-Agnes success planning, we are postponing the following activities until the fall:

- breadth workshops
- design of GBL 201
- moving SUM 300 to Jr. year

**President Leocadia I. Zak**

- As you know, the college has engaged Credo to assist in the development of the next strategic plan. To ensure full faculty participation in this process, the timeline has been extended with the goal of completing the plan by the end of the fall semester. The launch of planning conversations with faculty and staff will take place on **Friday, May 8, 9:30 a.m. - 12:30 p.m.** Please mark this date on your calendar NOW!
- Thank you to Gundolf Graml, Elaine Meyer-Lee, Christine Cozzens, and Marti Fessenden for their diligence in assessing and monitoring the impact of "Novel Coronavirus" on Global Journeys 2020 and executing a communications plan to keep all, including our first-year students and their parents, informed.
- Immediately upon learning of the implications of the Coronavirus, we activated our Communicable Disease Policy and Crisis Response Plan. The Crisis Response Team, along with the President's Cabinet, has been meeting regularly to assess the possible impact on Agnes Scott and ensure the campus is prepared to respond in a timely manner. We have launched a [Coronavirus information](#) site and will be providing updates on COVID-19 to the campus community. The health and safety of our campus community is our highest priority. We will continue to monitor the situation and follow the recommendations of the U.S. Centers for Disease Control and Prevention and the Georgia Department of Public Health.

**Vice President for Academic Affairs and Dean of the College, Christine Cozzens**

- **New hires.** We are excited to announce new faculty hires in three departments (subject to board approval). In the fall, the department of biology will welcome Dr. Jennifer Kovacs '02. Also in the fall, Dr. Viniece Jennings will join our public health department. In the math department, Dr. Harini Chandramouli will start in the fall of 2021 after attending a one-year teaching program at Harvard University. Congratulations to our new colleagues and to their departments!
- **SUMMIT Teaching Policy.** On the recommendation of the SUMMIT Committee, we are changing the SUMMIT teaching policy starting with the October 2020 call for instructors for all SUMMIT courses in 2021-22 (2020-21 is already set.) At that time, we will experiment with a completely voluntary method of soliciting faculty to teach in SUMMIT, emphasizing intrinsic and extrinsic rewards and back up by a new proportional system of departmental contributions that includes ENG 110 and required foreign language courses in its formula. To make this work, every department will need to consider how to participate given their individual circumstances. As has been the policy to date, the DOC will provide adjunct support to departments where needed.
- **Online delivery of courses.** In the (unlikely, I hope) event of a mandated closure of Agnes Scott during the virus epidemic or for any other reason, such persistent inclement weather, etc., faculty should start thinking about how to carry on with their courses online. A task force that includes ITS, the CTL, McCain Library, Media Services, the CDVL, and Faculty Coordinator for Digital in the Curriculum Nicole Stamant is gathering resources and will be communicating with faculty shortly.
- **June 1, 2020 is the deadline for faculty and departments to enter all events** for the 2020-21 academic year in the EMS system. This advance planning is part of the strategy to prevent conflicting events and to insure better attendance at all events.
- **Agnes Scott College's First Annual Women's Global Leadership Conference** will be held this fall. Thanks to Robin Morris, Elaine Meyer-Lee, and Reem Bailony and

their committee for making it happen. Faculty may want to consider incorporating the conference into their fall courses. Here is a description from their materials.

Scholars, practitioners, students, activists, and community members are invited to attend Agnes Scott College's inaugural women's leadership conference: "Engaging Global Challenges: Women, Voting, and Representation." The conference will take place September 24-26, 2020 and commemorates one hundred years since the 19th amendment granted women the right to vote and 55 years since the Voting Rights Act of 1965 extended voting rights to communities of color in the US. Future annual conference themes also will focus on the role of women and other marginalized groups as change agents responding to pressing global challenges.... The 3-day educational and inspirational conference will feature Nobel Peace Prize Winner Leymah Gbowee as the keynote speaker and CNN's Brooke Baldwin as the closing plenary speaker, as well as interdisciplinary panels, presentations, film screenings, workshops, and opportunities for activism as we work towards social change on a global scale. It will be free and open to the public.

**Nominations for RPT Committee**

Committee	Dates of service	Term length (years)	Potential nominee
Reappointment, Promotion, and Tenure Committee			
	2020-2023	3	Bobby Meyer-Lee
	2020-2023	3	Li Qi
	2020-2023	3	Nell Ruby
	2020-2021	1	Toby Emert

**Faculty Committee Vacancies for 2019-2020**

There are no membership restrictions for any of these committee vacancies.

Committee	Replacing	Term length (years)	Nominees
Academic Support	Mona Tajali	Spring 2020	Shu-chin Wu

Review Process for Full-Time Non-Tenure Track Faculty Teaching in Graduate Programs  
Updated February 27, 2020

11.2, with proposal for adding 11.2.a,-c.

Full-time renewable positions subject to six-year limit (convertible to tenure track), with primary teaching load in graduate programs

**11.2.a Review Committee Structure**

The VPAA will designate one tenured member of each graduate program Advisory Committee as chair for the purposes of faculty reviews. Two additional tenured members of the Advisory Committee will serve on the review committee, in addition to the graduate program director and the Assistant Dean for Graduate and Extended Programs. During the review of the graduate program director, the director does not serve on her or his own review committee.

For 3-year appointments, if no tenured member of the Advisory Committee is a member of the affiliated academic department, the VPAA will also designate one tenured member of the affiliated academic department as a member of the faculty review committee.

**11.2.b 1-year appointments.**

The designated chair of the Advisory Committee and the graduate program director each make at least one class visit per semester. The chair meets with the faculty member before the end of the fall semester to discuss the faculty member's teaching and any other relevant matters. After making another class visit spring semester, the chair meets with the faculty member no later than March 1. Before this meeting, the faculty member provides the chair a current CV, teaching evaluations from fall semester, syllabi, and any other relevant materials. In the meeting, the chair considers the class visits and submitted materials.

After this meeting, the chair writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the graduate program director, the Assistant Dean for Graduate and Extended Programs, and the VPAA, to be kept in the faculty member's personnel file. These copies are due March 10. The chair discusses the letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and the graduate program director. The results of the review are taken into consideration for reappointment.

**11.2.c 3-year appointments.**

Full-time faculty with three year appointments are reviewed in the fall of second year and in the fall of the third and final year of the contract.

During the fall semester of the second year of the appointment, the designated chair of the Advisory Committee, one additional member of the Advisory Committee, the graduate program director, and the Assistant Dean conduct teaching observations. The chair meets with the faculty member before the end of the fall semester to discuss the faculty member's teaching and any other relevant matters. Before this meeting, the faculty member provides the chair a current CV, PAR forms, and teaching evaluations from the years under review, and any other relevant materials. In the meeting, the chair considers the class visits and all submitted materials.

After this meeting, the chair writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the

graduate program director, the Assistant Dean, and the VPAA to be kept in the faculty member's personnel file. These copies are due December 10. The chair discusses the letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and graduate program director.

In the fall semester of the third year and final year of the contract, all tenured members of the Advisory Committee, the graduate program director, and the Assistant Dean review the performance of the faculty member. The purpose of this review is to offer a fair assessment of the faculty member's work and to assist in her or his development. The review session draws on the faculty member's CV, PAR forms, reports on class visits, teaching evaluations, syllabi, and other relevant information for the years under review. The faculty member's performance as a teacher remain the areas of primary concern. However, if the position is defined clearly in the appointment letter as including scholarship and service, then this area is also evaluated as appropriate.

After the review session, the chair of the Advisory Committee writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the graduate program director, the Assistant Dean for Graduate and Extended Programs, and the VPAA, to be kept in the faculty member's personnel file. These copies are due December 10. The review committee chair discusses this letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and graduate program director. The results of the review are taken into consideration for reappointment, subject to the Faculty Handbook.

Note: The review of graduate program director's administrative responsibilities is a separate process that follows the standard procedures outlined by the Office of Human Resources.

# Grade Appeal Process Revision

**The issue:** The College's grade appeal process appears in the faculty and student handbooks and in the college catalog. The processes described in those sources are somewhat ambiguous, differ in the time allowed for each stage of the process and other technical details. CASA rewrote the Grade Appeal Process text in order to standardize the three versions, to make the language more specific and to set time limits. The document below embodies the intent of the existing versions but clarifies and standardizes it across the three sources.

## **Grade Appeal Process (CASA proposes the following to replace the existing text in the Faculty and Student Handbooks and in the College Catalog.)**

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, the student must initiate the Grade Appeal Procedure by making a written complaint to the instructor no later than 30 days after the beginning of the next semester after the course with the disputed grade. The student and the instructor shall discuss the dispute and the instructor shall have a reasonable period of time to consider changing the grade. The instructor shall notify the student of the decision in writing.

If the matter is not resolved, the student shall have 48 hours from the instructor's notification being sent to forward the original written appeal with evidence to the department chair for mediation. Should the department chair be the faculty member involved in the dispute, the President of the Faculty Executive Committee (FEC) shall serve in the chair's place. The chair or FEC President shall mediate the dispute by consulting with both parties but cannot make a grade change. The chair or FEC President will notify the student of the result of the mediation in writing.

If the matter is not resolved, the student shall have 48 hours from the chair's or FEC president's notification being sent to forward the original written appeal with evidence to the Vice President for Academic Affairs (VPAA) for mediation. The VPAA shall mediate the dispute by consulting with both parties, but cannot make a grade change. The VPAA will notify the student of the result of the mediation in writing.

If mediation is successful at any point during the process, the instructor and the student will sign a document acknowledging the agreement and foreclosing further action on the grade dispute.

If the VPAA is unable to resolve the dispute, the student has 48 hours after notification being sent to forward the original written appeal with evidence to the Committee on Academic Standards and Admission (CASA). Should a CASA committee member be the faculty member involved in the dispute, the faculty member shall recuse themselves from all matters regarding the case. The chair of the Faculty Executive Committee shall serve in his or her place. CASA shall render its decision within a reasonable period of time. The committee's decision is final.

## Faculty Governance Restructuring

### Goals:

- Workload reduction, more equitable distribution.
- Better position the faculty to address current and future challenges (budget, CPS, etc.).
- Make service more satisfying to faculty and have greater impact (less busy work).

### Summary:

1. Merge Academic Support (4 people) into PDC (currently 3, increase to 4)
2. Merge Campus Life (5) into CASA (5)
3. Trim Summit (from 9 to 7 by eliminating digital subcommittee, as they've proposed)
4. Augment Finance and Strategic Planning (from 5 to 6) so that three members can focus more on strategic planning/innovation while three members focus more on budget/finance.
5. Leave alone CC (6), FEC-O (3), RPT (5+)
6. 1-year terms for all committees (except FEC-O), with the expectation that most people will serve two or three consecutive terms to maintain continuity
7. Committee chairs elected by full faculty, not just committee members.

### Rationale:

- Reduces number of slots by 9; creates flexibility for ad hoc committees on urgent issues.
- Much of the work of Academic Support and Campus Life is administrative; let go of that and move the policy/advocacy work into committees with broader charges.
- FSP is stretched thin; the two sub-committees can focus on the two vital areas, while the overall committee can look at the big picture.
- Annual elections allow faculty members to work on the issues they're most interested in each year. They also allow greater transparency (we can see every year who is volunteering and who isn't), simplify elections, and significantly reduce the need for constant supplemental elections for sabbaticals, leaves, resignations, administrative reassignments, etc.
- Currently, most committee chairs are chosen almost by default; there is often at most one practical candidate. Direct election of chairs addresses that problem. In addition, it means that all members of FEC are directly elected by the faculty, making it a fully representative committee.
- Liaisons to board, DOS, etc. don't necessarily come from committees - try to balance workload.

### 3.3 Regulations for Committees:

- a. Administrators who serve ex officio on committees shall have suffrage.
- b. Faculty committee chairs shall be elected by the entire faculty.
- b. ~~Faculty committees shall elect their own chairs.~~
- c. The responsibilities of a committee chair are as follows:
  - To ensure that the committee fulfills the responsibilities assigned to it in the bylaws;
  - To provide committee members with a written agenda at least a day in advance of each meeting;
  - To see that minutes are kept and filed as appropriate;
  - To keep a written record of internal committee procedures and to make them available to new committee members and to the faculty;
  - To ensure that meetings begin and end on time;
  - To give the annual report of the committee;
  - To act as a member of the faculty executive committee
- d. Terms of committee membership are one year.
- d. ~~Terms of committee membership are three years, and the expiration of terms shall be staggered.~~
- e. No faculty member shall serve more than five consecutive terms on any one committee, nor more than two consecutive terms as chair of any one committee. ~~No faculty member shall serve more than two consecutive full terms on any one committee.~~ Eligibility for membership and chairing shall be re-established after one year.
- f. Eligibility for committee membership shall be in accord with Article 6, Elections.
- g. The faculty shall elect replacements for members of faculty committee who are on a semester or year's leave. A full-year or fall semester replacement term begins at the same time as a regular term; a spring semester replacement term begins at the end of fall semester exam period (see section 6.18).

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### 3.4 Committee on Academic Standards and Admission (CASA)

- a. Membership: Five members of the faculty. The VPAA and the Dean of Students or a representative of each of their offices will serve as an ex officio member of the committee.
- b. Duties:
  1. The committee recommends to the faculty the academic regulations of the college and the standards for academic honors. After their adoption by the faculty, these regulations and standards shall be administered by the vice president for academic affairs and dean of the college, who is authorized to make exceptions.
  2. The committee monitors the administration of academic regulations and standards, consider cases referred to it by the vice president for academic affairs and dean of the college, and serve as an appeals body in contested cases.
  3. The committee serves as a resource to scholarship advisors and advisory committees.

4. The committee receives reports on the status of the admissions, enrollment, and retention efforts of the college each semester.
5. The committee recommends to the faculty policies and standards for undergraduate and graduate admission to the college.
6. The committee provides feedback to the admission office on the academic performance of identifiable groups.
7. The committee advises on enrollment and retention strategies.
8. The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program.
9. The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success.
10. The committee receives reports from and consults with, as needed or requested, administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

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### 3.6 Committee on Professional Development (PDC committee)

- a. Membership: Four Three members of the faculty.
- b. Duties.
  1. The committee proposes internal policies concerning research, sabbatical leaves, attendance at professional meetings and other activities that contribute to the professional development of the faculty.
  2. The committee makes recommendations to the vice president for academic affairs and dean of the college concerning the awarding of internal professional development grants and of sabbatical leaves.
  3. The committee may communicate to the Office of Sponsored Programs funding needs for general faculty development.
  4. The committee is available for consultation with the director of the Center for Teaching and Learning.
  5. The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.
  6. The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program, advises on library resources and policies and represents the faculty on issues regarding buildings and grounds.

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### 3.9 Finance & Strategic Planning Committee

- a. Membership
  1. The committee will consist of six 5 members of the faculty.
  2. At least two of the members will be tenured. The chair will be a tenured faculty member.

b. Duties

1. The committee advocates for long-term faculty interests and priorities, including compensation, workload, retirement issues in the context of the broader goals and needs of the College.
2. The committee identifies issues of strategic significance for the college and communicates with other committees through the Faculty Executive Committee when further consideration or action seems appropriate.
3. The committee analyzes and keeps faculty informed of trends and innovations in higher education, including budgetary and financial trends and issues at regionally and nationally comparable institutions.
4. The committee coordinates with liaisons who represent the faculty in matters related to the endowment, capital campaigns, and the college-wide strategic planning process.
5. The committee monitors the implementation of strategic plans, and represents the faculty at each stage of the budgetary process, including but not limited to reviewing the initial proposed academic budget; reviewing the initial proposed college budget; checking that the proposed budget aligns with the college mission; and monitoring the academic and college budgets throughout the fiscal year.
6. The committee periodically solicits faculty opinion about the state of the college, pressing issues, and suggested innovations.
7. Due to the nature of innovation work, additional duties for the committee are unspecified. This committee will function as an incubator for faculty- and college-wide innovation and will report to the faculty on its efforts at least once a semester.

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**3.10 Academic Support Committee**

a. Membership: Four members of the faculty.

b. Duties:

1. The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program.
2. The committee advises on library resources and policies.
3. The committee represents the faculty on issues regarding buildings and grounds.
4. The committee represents the faculty on issues regarding the college website and intranet structures.
5. The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.

**3.11 Campus Life Committee**

a. Membership: Five members of the faculty. The dean of students or a representative of this office will serve as an ex officio member of the committee.

b. Duties:

1. The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program. In addition to serving as a liaison between

faculty and the corresponding administrators and students on these issues, the committee also presents faculty perspectives, offers suggestions, and provides responses when requested.

2. The committee consults with academic advising and works with various programs and activities such as orientation and First Year Seminars to ensure the successful integration of students into the academic program.

3. The committee sponsors, organizes, and coordinates various campus events such as the Spring Annual Research Conference (SpARC) and the ACME Lecture Series to enhance the intellectual climate of the college.

4. The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success.

5. The committee receives reports from and consults with, as needed or requested, administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

### 3.12 Faculty SUMMIT Committee

#### a. Membership:

1. Four elected faculty (two who serve on the Global Learning Subcommittee and two who service on the Leadership Development Subcommittee). One of these four faculty members will be elected by the entire faculty as chair.

1. Six elected faculty (two that serve on the Global Learning Subcommittee, two that serve on the Leadership Development Subcommittee, and two that serve on the D Portfolio Subcommittee). These six faculty members will have three year terms that are staggered within each subcommittee and they will elect one of their lot as chair of the SUMMIT Committee, who will be an ex officio member of the FEC (per 3.3.c/3.8.a).

2. A Faculty Coordinator for Global Learning, a Faculty Coordinator for Leadership Development, a Faculty Coordinator for the Digital Portfolio, all three appointed with staggered terms by the VPAA and ex officio. A replacement will be appointed at the end of each Coordinator's second year of service.

3. SUMMIT Director (Associate Vice President for Global Learning and Leadership Development) ex officio.

#### b. Duties of the entire Faculty SUMMIT Committee:

1. Oversee the creation and implementation of all the curricular aspects of the college's strategic initiative, SUMMIT, including developing, assessing, and refining foundational SUMMIT courses, its specializations, and overall cohesion. Advise on the recruitment process for staffing SUMMIT courses.

2. Consult on relevant academic policy issues, as requested by CASA or Curriculum Committee.

3. Advise on faculty development to build and sustain capacity.

4. Communicate to and with the faculty, and facilitate the refinement of the conceptual framework underlying SUMMIT.

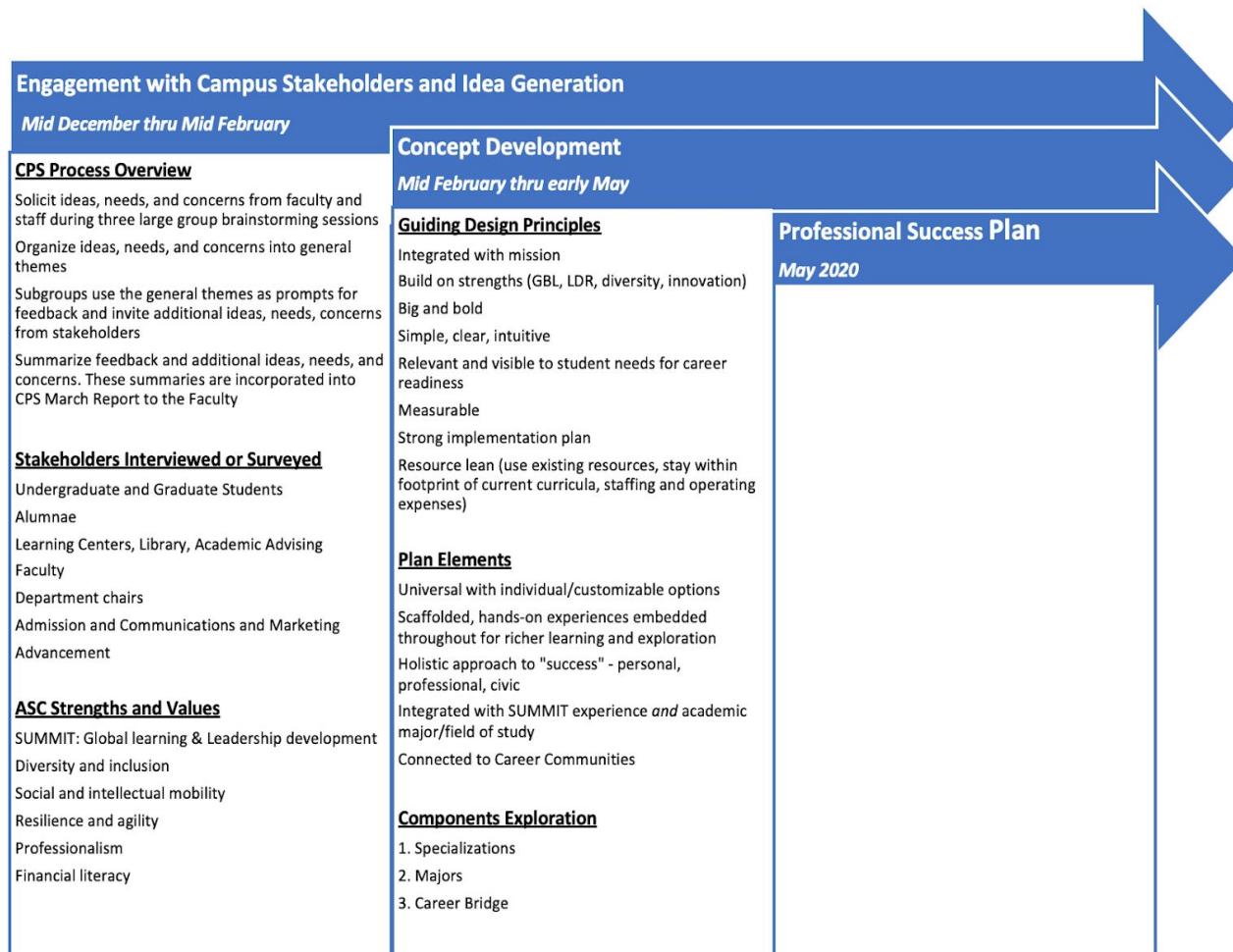
5. Provide information to Agnes Scott students, staff, and sometimes broader audiences regarding the SUMMIT program, and generate names, definitions, and catalog language as needed.

6. Review all SUMMIT mini-grant proposals and faculty travel program proposals and make recommendations to the Dean.
  7. Work with faculty and staff across the campus to implement and ensure the success of the program.
  8. Advise the Associate Vice President for Global Learning and Leadership Development on links to the D-portfolio, Team Global Challenge co-curricular aspects.
  9. Participate in the selection of the future faculty coordinators for Global Learning, Leadership Development, and Digital Portfolio.
- c. Duties of the Global Learning Subcommittee:
1. Perform the relevant portions of the first 6 duties (3.13.b.1-6).
  2. Establish and monitor faculty development trip criteria and selection process.
  3. Establish and monitor policies related to faculty-led travel, student exceptions, faculty expectations, vetting faculty proposals, etc.
- d. Duties of the Leadership Development Subcommittee:
1. Perform the relevant portions of the first six duties (3.13.b.1-6).
  2. Oversee the Leadership Practicum approval process.
  3. Lead the further articulation of the Agnes Scott approach to Leadership Development.
- e. ~~Duties of the Digital Portfolio/Literacy Subcommittee:~~
1. Perform the relevant portions of the first six duties (3.13.b.1-6).
  2. Oversee the D-Portfolio implementation process and advise on the development and implementation of SUM 400 as well as any other future courses focused on digital literacy or citizenship and/or related to the D-Portfolio.

**Committee on Professional Success Report to the Faculty**  
**March 2020**

**Co-Chairs:** Kelly Ball, Lili Harvey

**Members:** Beth Hackett, Elizabeth Henry, Jenny Hughes, Mina Ivanova, Aimee Kahn-Foss, Dawn Killenberg, Jennifer Larimore, Bobby Meyer-Lee, Honi Migdol, Machamma Quinichett, Nell Ruby, Karissa Tedesco



Innovation in curricular and co-curricular elements associated with career preparation is an active space and critical trend in higher education at all types of institutions, especially at tuition-driven private colleges and universities.

To address this trend and its charge, CPS hosted three faculty and staff brainstorming sessions that included a brief presentation of national trends in career/professional preparation of undergraduate and graduate students for postgraduate success. From these sessions the CPS developed the list of ASC strengths and values.

CPS committee members divided into 6 subgroups (reflected in table below), with each assigned to a particular area of the college to consult about their needs, concerns and ideas related to professional success.

**A summary of ideas, needs and concerns for each group is presented in the following table:**

<p><b>Undergraduate Students</b> consistently shared that the College needs to communicate how existing programs (SUMMIT courses, academic projects in majors, internships/research, advising, coaching, workshops, Peak Week, etc.), <i>help students develop skills</i>. Students need to articulate these skills in the process of obtaining professional/career opportunities.</p> <p>Ideas provided by undergraduate and graduate students include:</p> <ul style="list-style-type: none"> <li>● External or signature internships (e.g. leverage our relations with local organizations)</li> <li>● Increased financial support for students' professional development, such as Student Development Fund and Hubert Scholarship</li> <li>● More "bridge" programs or partnerships, such as Women's Bridge to Business</li> <li>● Emphasis on resumes! Consider requiring workshops for students after first-year to update their resume</li> <li>● Flexibility for upper-class and graduate students</li> <li>● Return Peak Week to original format to allow flexibility in selecting workshops based on interests and availability</li> <li>● Senior year should include opportunities for preparing for careers or graduate school</li> <li>● Graduate students seek to learn specific professional skills (e.g. content strategy)</li> <li>● All students noted the need for technology access and childcare</li> </ul>		
Undergraduates	Needs	Concerns
	<p><b>Opportunities for Exploration</b></p> <ul style="list-style-type: none"> <li>● More career exploration starting in 1st year</li> <li>● Five year plan for career development</li> <li>● Professional skill development in the classroom</li> <li>● Clear connections of skills to SLOs</li> <li>● More hands-on experiences in majors for professional exposure and to build confidence</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Amplify resources that work well into the curriculum, not co-curricular</li> <li>● Financial support for internships and research</li> <li>● Financial literacy and adulting skills</li> <li>● More staff (tutors, career coaches, health and professional advising)</li> </ul> <p><b>Advising</b></p> <ul style="list-style-type: none"> <li>● Strong advising for 1st gen and minority students</li> <li>● Faculty support for non-grad school paths and guidance about career options</li> <li>● Peer-advising for similar professional paths</li> </ul>	<ul style="list-style-type: none"> <li>● No new requirements without eliminating existing</li> <li>● Confusing/complicated curriculum</li> <li>● Disconnect between Summit advisor (1-2 years), major advisor (3-4 years) and professional success advisor for years 3-4 and post-grad</li> <li>● New program should be simple, clear, and provide continuity</li> <li>● Messaging is important to ensure students feel supported, not dumped on</li> </ul>
<b>Graduate Students</b>	<ul style="list-style-type: none"> <li>● Tracks to include professional skills in courses</li> <li>● Holistic mentoring</li> <li>● Networking opportunities (with other grad students and with external partners)</li> <li>● Technology to work on projects</li> <li>● Childcare</li> </ul>	<ul style="list-style-type: none"> <li>● Peak Week could offer (more) programming to graduate students</li> </ul>

<b>Department Chairs and Faculty</b>		
Some departments have practices to develop and track students' professional success. Others do not have a systematic approach but do support students' professional success through advising sessions, one-off alumnae events, internship connections, and, especially, graduate school preparation. What is missing is a consistent, systematic, built-in approach to professional success that involves all departments.		
<b>Dept Chairs/Faculty</b>	<b>Needs</b>	<b>Concerns</b>
	<ul style="list-style-type: none"> <li>Financial resources and faculty (FTE) to support the new initiative;</li> <li>Need to define "hands on" carefully, since different disciplines are likely to understand it differently.</li> </ul>	<ul style="list-style-type: none"> <li>Different curricular needs for each major</li> <li>Chairs are anxious about resources, energy and expense required by new major initiative</li> <li>Each major differs in capacity for integrating hands-on professional experiences; for some programs such experiences are already integrated, but for others it seems unreachable</li> <li>Revising GBL/LDR specializations to focus on professional success, might result in specializations that work for some majors but not others</li> <li>Faculty incorporating elements into their teaching for which they have no training, experience, and/or interest; or that liberal arts will be subordinated to vocational imperatives</li> </ul>
<b>Academic support: Library, Learning Centers (RCMS, CWS, CDVL, Econ Learning Center) and Academic Advising</b>		
Learning centers to support multiple professional skills/needs (from cover letter writing to workplace communication) and tutor training; purpose-driven career exploration; support for digital skills beyond d-portfolio (Excel, etc.)		
Ideas provided by the Library, Learning Centers, and Academic Advising include:		
<ul style="list-style-type: none"> <li>Revisions to SUM 400 to focus on career, giving students opportunity to work on career materials</li> <li>Teams for specific career paths composed of a career coach, a SUMMIT advisor, &amp; faculty (e.g., pre-law, education,etc.)</li> <li>Identity-driven alumni groups to support internships, job opportunities, etc.</li> <li>Develop the College's connections outside the Atlanta area. Currently there are few, limiting opportunities</li> </ul>		
<b>Library, learning centers and academic advising</b>	<b>Needs</b>	<b>Concerns</b>
	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Academic policies that support professional success (i.e., not penalizing for missing class due to interviews)</li> <li>Need for simplicity</li> <li>Faculty to link course content to professional success</li> <li>Need to integrate professional success across offices; not rely only on OICD</li> <li>Inclusive of transfer students and dual enrollment students</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>For faculty: modeling resilience, exploration, discovery, trial/error, to students</li> <li>For faculty to build digital skills</li> <li>For tutors across all learning centers</li> <li>For tutors to support multiple paths (e.g. CWS training for med school cover letters)</li> </ul>	<p><b>Program Development</b></p> <ul style="list-style-type: none"> <li>Access to financial support for all students for career opportunities</li> <li>Flexible PEAK Week format</li> <li>Holistic approach that includes student values and input</li> </ul> <p><b>Digital Support</b></p> <ul style="list-style-type: none"> <li>Important for faculty to value online and cross-cultural collaborations as liberal arts and career skill as opposed to "optional"</li> <li>Students won't pay for digital portfolio when they can have free LinkedIn</li> <li>Students' use of technology for professional communication and self-presentation (email, social media)</li> <li>Digital Portfolio in SUM 400 is not working, despite noble goals</li> </ul>

<b>Advancement</b>		
Ideas provided by Advancement:		
<ul style="list-style-type: none"> <li>● Make use of connections and relationships           <ul style="list-style-type: none"> <li>○ Leverage parents of students (mentors, connections, door-openers, etc.)</li> <li>○ Ask corporations to "adopt" students as mentees</li> <li>○ Partner with others to develop financial literacy curriculum/program (ex. Junior Achievement)</li> </ul> </li> <li>● Invest in technology to support work with alumnae and connect to current students</li> <li>● Teach students to assess the economic climate, emerging industries, etc., to think critically about their professional possibilities</li> <li>● Teach students to translate learning experiences for professional opportunities and to see diversity of ASC as an advantage they can use to navigate professional spaces</li> <li>● Communicate student success and their post-grad plans to ASC community and beyond</li> </ul>		
Advancement	Needs	Concerns
	<ul style="list-style-type: none"> <li>● Ways to engage parents</li> <li>● CPS plan must be aligned with strategic plan for speaking with constituents and donors</li> <li>● Technology to manage alumnae relationships alongside OICD and other offices</li> </ul>	<ul style="list-style-type: none"> <li>● Need data to document the professional success of our students for foundations, donors, etc. What are the expected outcomes and how will they be measured?</li> </ul>
<b>Admission and Communications and Marketing</b>		
Ideas provided by Admission and Communications and Marketing:		
<ul style="list-style-type: none"> <li>● Faculty and staff need to understand Gen Z and their entrepreneurial, DIY characteristics. They "make" their own education</li> <li>● Know the parents: Gen X parents don't trust authority; will invest in college but expect a strong return           <ul style="list-style-type: none"> <li>○ Parents want their students to get jobs after they graduate to justify their investment. "Guarantee" is their favorite word</li> </ul> </li> <li>● Leverage alumnae to foster opportunities           <ul style="list-style-type: none"> <li>○ Must keep alumnae database current, services: linkedIn, etc. Invest in staff support for this work</li> <li>○ Change our pitch to alums from asking for mentorship, on campus panels, etc. to getting our students internships and jobs</li> </ul> </li> <li>● Invite employers on campus to hire students</li> <li>● Leverage black ring mafia as a world-wide connection. What if rings could "ring in" on a world map--showing up on the website (new tradition). ASC members could log in for directory info for that Scottie</li> </ul>		
Admission and Communications and Marketing	Needs	Concerns
	<ul style="list-style-type: none"> <li>● A bold, distinct, visible plan that can be communicated clearly and quickly to prospective students and external audiences</li> <li>● Proposal must resonate and be succinct. Admission has difficulty explaining SUMMIT--no one gets it, too hard to explain. Academic program must translate to 17 yr.old's and parents</li> <li>● A "guarantee" of something practical and specific</li> </ul>	<ul style="list-style-type: none"> <li>● Digital portfolio is a negative cue, Admission doesn't talk about it</li> <li>● Alum database is neither current nor helpful</li> <li>● Initiative must be fully integrated on website and all media and College communications</li> <li>● Assess what they already know and what they learn; benchmark professional success</li> </ul>

**Alumnae****Ideas provided by Alumnae:**

- Integrate visits from different industries into the classroom • More variety in professionals that visit campus
- Semester long course about career management
- Access to LinkedIn Learning for alums
- Meetups and networking for alums outside of Atlanta to be involved in professional networking or events
- Collaboration with other colleges' (e.g., GA Tech, Morehouse, Emory, GSU, etc.) networking programs
- Practice interviews with men
- Stronger technology to support alum connections (with each other and with current students)
- Increase connections with large Atlanta organizations and emphasize student visits
- Involve Wellness Center to support student anxiety about life planning, networking,etc.

<b>Alumnae</b>	<b>Needs</b>	<b>Concerns</b>
	<ul style="list-style-type: none"> <li>● Technology to support robust community</li> <li>● Networking opportunities with alumni/students</li> <li>● Support for transitional period from senior year to early years of work</li> <li>● Professional development for career skills: <ul style="list-style-type: none"> <li>○ Professionalism</li> <li>○ Communication</li> <li>○ Negotiations</li> <li>○ Networking</li> <li>○ Being assertive in male dominated industries</li> <li>○ Time management</li> <li>○ Leadership; Confidence</li> <li>○ Navigating office politics</li> <li>○ Career trajectory and goals</li> </ul> </li> <li>● Programs to develop students': <ul style="list-style-type: none"> <li>○ Advocating for themselves</li> <li>○ Risk taking; flexibility</li> <li>○ Humility; active listening</li> <li>○ Emotional intelligence</li> <li>○ Taking initiative</li> <li>○ Adaptability</li> </ul> </li> <li>● Universal program that prepares all with skills and emotional resources</li> <li>● More workshops on skills for workforce (i.e., Excel)</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusive support for non-traditional students (Woodruff, grad, PBPM, etc.)</li> <li>● Some students are slipping through the cracks. How would a formal structure ensure all students benefit from this initiative?</li> <li>● Inclusive of all majors</li> <li>● Career planning support cannot wait until final year/semester. It should occur earlier</li> </ul>

## **Preliminary Feedback from Faculty Input to the Committee on Professional Success Survey**

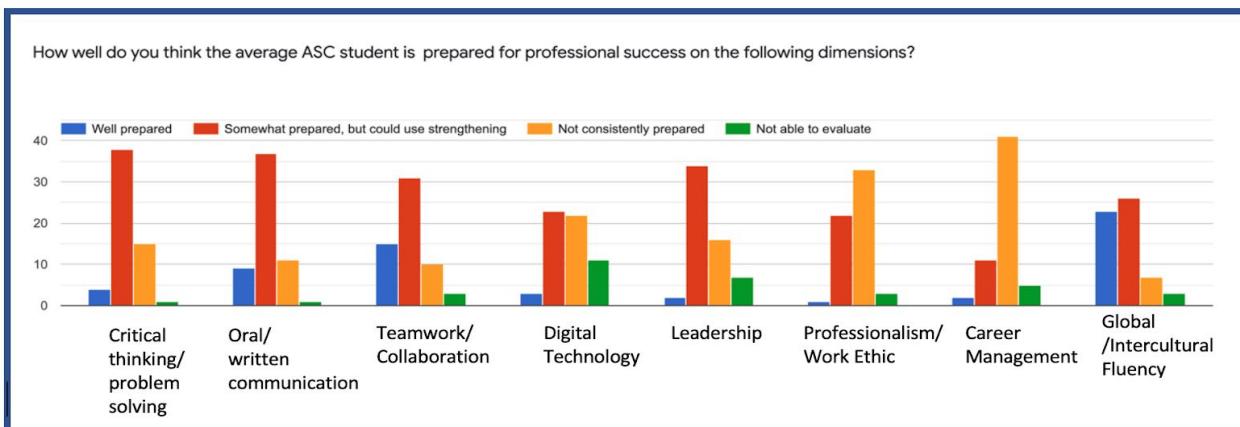
**Number of faculty completing the survey: 58**

### Fine Arts: 4 (6.9%)

Humanities: 22 (37.9%)

### Social Sciences: 16 (27.6%)

STEM: 16 (27.6%)



**Percent of faculty that indicate students are well-prepared in the following areas:**

**43% global and intercultural fluency**

6% digital tech

## **26% teamwork/collaboration**

## 4% career management

## **16% oral/written communication**

## 4% leadership

7% critical thinking/problem-solving

2% professionalism/work ethic

### **Components of professional success that faculty indicate will be most effective in the curriculum**

**Broad trend:** More faculty support career exploration than career mechanics (searching for jobs, interview prep, etc.).

- *Applied Learning (internship and research)*
    - 97% of faculty think it should be included in curriculum
    - 33% of faculty support requiring it, with strongest support for including in the major
    - 33% of faculty favor keeping it optional
  - *Career Management (reflect, analyze, act on self relative to career)*
    - 75% of faculty indicate students are not well prepared for career management
    - 97% of faculty think *Financial Literacy* should be included in curriculum (optional or required)
    - 84% of faculty think *Career Exploration* should be included in curriculum (optional or required)
    - 81% of faculty think *Resume/CV* should be included in curriculum (optional or required)
    - 31% of faculty think *Internship/Job Search* should be in curriculum (optional or required)
  - *Major-specific Digital Skills (Excel, SPSS, WordPress, Omeka, etc.)*
    - 38% of faculty agree digital skills should be required as part of majors
    - 52% of faculty indicate digital skills should be imbedded in courses for the major
    - 2% of faculty indicate digital skills should not be required in major curriculum
  - *Digital Portfolio*
    - 21% of faculty indicate it should be required
    - 28% of faculty indicate it should be optional
    - 28% of faculty indicate that it should not be in the curriculum
  - *Major Advising*
    - 69% of faculty include “graduate school plans” in regular advising conversations
    - 34% of faculty include “possible first jobs” in regular advising conversations

## Research Communication Item

**Calling all experienced and aspiring faculty researchers!** If you've conducted research at Agnes or are interested in doing so in the future, we would like your input. This is not a new committee, task force, or group of any sort. This is merely a request for information with a flexible format to best fit your preferences (e.g., lunch, coffee, phone call, email survey). We aim to aggregate information about your experiences so we can identify best practices, challenges, and opportunities for intra/interdisciplinary collaboration. A robust body of information would be useful when recruiting or onboarding new faculty, and could inform continued discussions about strengthening our research infrastructure.

Insight from all disciplines and levels of experience is useful. Please contact Erin Bradley ([ebradley@agnesscott.edu](mailto:ebradley@agnesscott.edu)) or Janelle Peifer ([jpeifer@agnesscott.edu](mailto:jpeifer@agnesscott.edu)) if you're interested in contributing. Thanks!

## Academic Support Communication Item

Academic Support requests faculty to assign inexpensive textbooks, as much as possible, since many of our students are on a tight budget. We know that faculty are cognizant of this, but are still emphasizing it, as a gentle reminder.

## **Faculty members needed - Heritage/History Months!**

The Gay Johnson McDougall Center for Global Diversity and Inclusion is thrilled to announce an improved format for honoring cultural heritage/history months at Agnes Scott. We will begin implementing this format in April with the planning of Latinx Heritage month (September 2020) and Pride month (October 2020). If you would like to be a part of these two planning groups, or any of the other heritage/history month groups, please sign up: deadlines and other information are included in the form below:

[Heritage/History Month Planning Committees Sign-up Form](#)

If you have any questions, please contact Lucy Aradillas at [laradillas@agnesscott.edu](mailto:laradillas@agnesscott.edu), or Amy Lovell at [alovell@agnesscott.edu](mailto:alovell@agnesscott.edu).

# FACULTY MEETING

**Friday, April 3 2020**  
**2:00 p.m. – Zoom Videoconference**

- |             |  |  |
|-------------|--|--|
| <b>I.</b>   | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>   |
| <b>II.</b>  | <b>OLD BUSINESS:</b><br><i>Bullet Points (attachment 2)</i><br><i>RPT: Graduate FTNTT policy (2<sup>nd</sup> reading) (attachment 3)</i><br><i>FEC: Faculty Governance restructuring (2<sup>nd</sup> reading) (attachment 4)</i>   | <i>Jim Wiseman</i><br><i>Tim Finco</i><br><i>Jim Wiseman</i>   |
| <b>III.</b> | <b>NEW BUSINESS:</b><br><i>FEC: Elections (attachment 5)</i><br><i>CASA: Academic Dismissal Proposal (attachment 6)</i><br><i>Curriculum Committee: Dissolution of Education Minor (attachment 7)</i><br><i>Curriculum Committee: Curriculum Changes (attachment 8)</i><br><i>RPT: Additional Course Eval Questions for Spring 2020 (attachment 9)</i> | <i>Jim Wiseman</i><br><i>John Pilger</i><br><i>Lock Rogers</i><br><i>Lock Rogers</i><br><i>Tim Finco</i> |
| <b>IV.</b>  | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>   |
| <b>V.</b>   | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>  | <i>Christine Cozzens</i>   |
| <b>VI.</b>  | <b>REPORTS OF STANDING COMMITTEES</b>  |  |
| <b>VII.</b> | <b>REPORTS OF OTHER COMMITTEES:</b><br><i>Ad Hoc Committee on Teaching Evaluations: Preliminary Report (attachment 10)</i>   | <i>Janelle Peifer,</i><br><i>Tina Pippen,</i><br><i>Srebrenka Robic</i>                                  |
| <b>VIII</b> | <b>COMMUNICATIONS:</b><br><i>McCain Library (attachment 11)</i>  | <i>Liz Bagley</i>  |
| <b>IX.</b>  | <b>DISCUSSION OF SPECIAL ITEM (S):</b>   |  |
| <b>X.</b>   | <b>ANNOUNCEMENTS:</b><br><i>Faculty committee annual reports are due by noon on April 28<sup>th</sup></i>  |  |

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## Faculty Meeting Minutes From the Faculty Meeting of March 6, 2020

**Professor Jim Wiseman of the Faculty Executive Committee, called the meeting to order at 2:01 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the February 7, 2020 faculty meeting as submitted (*copy on file*).

**II. Old Business:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

**III. New Business:**

**FEC Nominations for RPT**

Professor Jim Wiseman, presented nominations for RPT (*copy on file*).

A motion to waive the 10-day advance distribution requirement (Article 6.4 Elections in the faculty handbook) was proposed and seconded.

The slate of candidates presented:

Committee	Dates of service	Term length (years)	Potential nominee
Reappointment, Promotion, and Tenure Committee			
	2020-2023	3	Doug Falen*
	2020-2023	3	Li Qi
	2020-2023	3	Nell Ruby
	2020-2021	1	Toby Emert

\*Bobby Meyer-Lee, who was originally listed on the proposed RPT slate, withdrew his nomination to continue serving on the Curriculum Committee. Professor Doug Falen volunteered to serve on RPT.

**Candidates won by acclamation.**

Professor Jim Wiseman, presented nominations for a one-semester spring 2020 replacement for Professor Mona Tajali in Academic Support (*copy on file*).

Academic Support

Shu-chin Wu (S20)

**Professor Shu-chin Wu won by acclamation.**

**RPT: Graduate FTNTT**

Professor Tim Finco, chair of RPT, presented a first reading of the review process for full-time non-tenure track faculty teaching in graduate programs (*copy on file*). Suggested changes were vocalized and will be applied to the second reading.

**CASA-Grade Dispute Policy**

Professor John Pilger, on behalf of CASA, presented an updated Grade Appeal Process policy, which included a friendly amendment from CASA (*copy on file*). A suggestion was made to change the 48-hour response time to two business days. The updated version will be presented at the April faculty meeting.

**Curriculum Committee Proposals**

Professor Lock Rogers of the Curriculum Committee presented the following curricular changes (*copy on file*).

New Topics for an Existing Course

ANT 295 – Business Anthropology

PHI 195 – Life, Death & Immortality

**The faculty voted and approved the change.**

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**Change to an Existing Course**

GER 210 – Advanced Writing and Speaking for the Professions I  
GER 324 – Advanced Writing and Speaking for the Professions II  
HIS 326 – The Civil War and American Racial Memory  
WS 205 – Introduction to Queer Studies  
**The faculty voted and approved the course changes.**

**New Courses**

BUS 375 – Principles of Marketing  
GER 212 – Intercultural Competence for the Professions  
REL 120 – Religious Leadership  
WDC 615 – The Craft of Analytical Writing  
**The faculty voted and approved the new courses.**

**FEC: Faculty Governance Restructuring**

Professor Jim Wiseman presented a first reading of the proposed restructuring of the faculty governance structure (*copy on file*). A straw poll was taken to see how many faculty would like to see points 6 & 7, listed in the summary, cut as well as how many faculty approve of points 1-5 also listed under the summary. A modified second reading will be presented at the next faculty meeting.

**Committee on Professional Success**

Professor Lili Harvey and Assistant Dean of Graduate and Extended programs Kelly Ball presented a power point (*copy on file*) on professional success at Agnes Scott. Several members of the committee joined them and assisted in answering questions. The final proposal will be shared in May.

**IV. President's Report:**

President Leocadia I. Zak's bullet points were shared with the faculty (*copy on file*).

**V. Vice President for Academic Affairs and Dean of the College:**

Vice President for Academic Affairs and Dean of the College, Christine Cozzens announced that with Professor Lesley Coia's phased retirement underway, Professor Toby Emert will move to the Theater and Dance Department in fall 2020. With the dissolution of the education minor, Professor Coia and Professor Emert will train the career and SUMMIT advisors on how best to advise students interested in education. The college is also working with Mercer in Macon to develop a 4 plus 1 education master's partnership. The Curriculum Committee will bring forth a formal proposal to end the education program.

VPAA Cozzens confirmed that June 1<sup>st</sup> is the deadline for faculty and departments to enter all events in the EMS system.

**VI. Reports of Standing Committees:**

**VII. Reports of Other Committees: None**

**VIII. Communications:**

An announcement from Professor Erin Bradley and Professor Janelle Peifer requesting input from faculty members that have conducted research or are interested in conducting research in the future was shared (*copy on file*).

The Academic Support Committee, reminded faculty to keep textbook costs in mind when ascribing textbooks to their students (*copy on file*). The high price of textbooks is a concern for students.

Faculty Director of the Gay Johnson McDougall Center for Global Diversity and Inclusion, Professor Amy Lovell shared planning strategies for a series of heritage/history month festivities from September to May (*copy on file*). Interested faculty members are invited to sign up to join a heritage/history month planning committee(s).

Professor Mary Cain reminded faculty that the C.O.A.C.H.E. survey is still open and encouraged anyone who has not already taken it to do so.

**IX. Discussion of Special Item:**

**X. Announcements:**

There being no further business, the meeting adjourned at 3:32pm  
Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

## Faculty Meeting Bullet Points

April 3, 2020

### **CASA (J. Pilger)**

- Wrote a policy for an emergency Pass/Fail grading option policy for all courses for spring 2020.
- We are considering a modification of the Pass/Fail grade option policy for spring 2020 that would apply to students currently on academic probation.
- Rewrote and standardized the language, procedure and schedule for the Grade Dispute process. The process was not consistent between the faculty and student handbooks and the college catalog. Bringing this back to the faculty at the April meeting.
- Evaluating a request from the graduate program to use DuoLingo as an evaluation tool for applicants who need to prove English language ability.
- Evaluated a proposal for revision of credit requirements of graduate students who wish to earn both a Master's degree and certification.
- We are inquiring about how recruitment of the entering class is being affected by the COVID-19 pandemic.
- We hope to finish our evaluation of the ways that Special Curricular Opportunities (410, 450, 370, 440 and 490) are currently limited and considering ways that the maximum credit for these courses could be set to be equitable, adaptable to the different needs across divisions and then applied as graduation credit. We would make recommendations for this to the faculty.

### **Academic Support (R. Iqbal)**

- Nothing to report. Did not meet.

### **Campus Life (R. Ocasio)**

- SpARC canceled.

### **Curriculum (L. Rogers)**

- Met this week by zoom to discuss the Tenure Track search proposals.
- Brings 3 CCFs relating to the Applied Technology Graduate Program.
- Brings a motion to dissolve the Education Minor.

### **FEC (J. Wiseman)**

- Identify urgent Covid-related issues.
- Settle other business as quickly as possible.

### **Finance/Strategic Planning (S. Winget)**

- Committee met with Ken England Wed March 25th to ask for financial updates.
- The financial impacts of the pandemic will likely be felt over the next few years.
- Some financial impacts of the pandemic on the college are known: graduating students will receive 43% refund on their spring 2020 room and board, returning students will have this money applied to their fall 2020 room and board bill.

- Most financial impacts of the pandemic are unknown at this time: will summer weddings go ahead, will we have two commencements next fiscal year, how will enrollment be impacted....?
- Hopefully a little more will be known by next week, and at that time there could be a place for faculty to begin working with administrators on strategies for going forward.
- Currently the Office of Business and Finance is putting together three models/projections: (1) If all predicted revenue streams dry up (no weddings, no summer programs), (2) 50% of our predicted revenue streams dry up, (3) 0% of our predicted revenue streams dry up.
- It is still not clear how private colleges may be helped by the government stimulus plans, but groups (NAICU?) are lobbying in Washington DC and our Office of Business and Finance is tracking how much the pandemic is costing us.

**PDC (L. Venable)**

- The VPAA and the PDC propose that recent recipients of PDC funds be allowed on a case by case basis to delay use of the funds due to the viral outbreak.

**RPT (T. Finco)**

- Working with Doug Fantz to develop additional course evaluation questions that address transition to online learning.
- Worked to develop policy that would allow tenure-track faculty to extend midterm and/or tenure reviews in light of the possible impact the COVID-19 pandemic has on teaching, scholarship, and service.
- Worked with Doug Fantz to develop policy concerning access to spring 2020 teaching evaluations in light of unanticipated transition to online teaching.
- Continued spring semester faculty reviews.
- Revised Graduate Program FTNTT review policy based on feedback received at the last faculty meeting.

**Faculty SUMMIT (A. Patterson)**

- Committee structure
  - Proposed [bylaw changes](#)
- [SCALE executive summary for faculty](#)
- GBL 102 faculty provided two interdisciplinary panels on Covid-19 which were recorded.
- Journeys postponement: For now, assuming that the State Department and CDC have removed the current restrictions on international travel by then, the preliminary postponement dates for Global Journeys are as follows:
  - **August 10 - August 18, 2020** for Global Journeys Belize, Benin, Bulgaria, Croatia, Cuba, Ecuador, Ghana, Martinique, Mexico, NYC, Northern Ireland, Puerto Rico
  - **October 3 - 11, 2020** for Global Journeys Milan, Morocco, and Spain.
  - The different travel dates are in response to currently existing travel restrictions, availability of lodging, and accessibility of on-site venues.
- **Please note: These dates are preliminary.** As the pandemic unfolds across the globe, we will reassess and evaluate if additional postponements might be necessary.
- Both travel times have an impact on other college activities, but all college offices (athletics, residence life, etc.) will work around these dates to allow eligible students to participate without any penalties. All Journeys students who elect to

travel on the postponed Journeys courses should consider these preliminary dates when planning any personal travel and should leave sufficient time for returning to campus and for pre-departure orientation.

**President Leocadia I. Zak**

- I would like to thank our faculty and staff for the absolutely amazing job of taking our classes online with very short notice and continuing to work to make this a successful experience for our students.

**Vice President for Academic Affairs and Dean of the College, Christine Cozzens**

(Everything we do is in conjunction with other offices, committees, etc.; they are not always named in the bullet points.)

- Worked with RPT and the president to determine that faculty in tenure track positions who do not yet have tenure will have an extra year added to their tenure “clock.” They can also choose to go up for review on the original schedule.
- The registrar Gail Meis is working on details for the spring 2020 pass/fail plan. She will bring any changes in rules to CASA.
- We are working with academic affairs to make sure all essential business can be conducted during lockdown. Some redistribution of projects or labor may occur.
- We are examining our budget to estimate potential savings (money we can no longer spend, e.g. budgets for events that are cancelled, etc.) in F20 as a result of going online.
- We are collaborating with CASA, FEC-O, the registrar, graduate and extended programs, and academic advising to work out the details of the Pass/Fail option for spring 2020.
- We worked with ITS, the CDVL, McCain Library, the CTL, etc. to move teaching online and appointed a task force to organize training and technological support for faculty and students. We are also addressing expectations, regulatory issues, policies, etc.
- We are in the process of devising—in consultation with others—a job description and search (internal) process for the position of associate dean for global learning and leadership development (title may change).
- With the graduate and extended programs, we are pursuing 4+1 agreement with Oglethorpe (their undergraduates enroll in our graduate programs); we are also continuing to support integrating services with other offices on campus.
- Overseeing changes to the department of education: Toby Emert’s move to the department of theatre and dance; situating advising for education careers in academic advising and in the OCID; working on 4+1 agreement with Mercer University (our undergraduates enroll in their MAT program).
- Planning for the SACS five year report.
- Later on in April when the course of the pandemic is more established, a decision will be made as to whether summer programs (mentored research, internships, Bridge to Business, etc.) can go forward.
- ASC summer school (all online) will go forward as planned.

Review process for FTNTT faculty whose primary appointment is in the graduate program.  
Updated March 27, 2020

11.2, with proposal for adding 11.2.a,-c.

Full-time renewable positions subject to six-year limit (convertible to tenure track), with primary teaching load in graduate programs

### **11.2.a Review Committee Structure**

The VPAA will designate one tenured member of each graduate program Advisory Committee as chair for the purposes of faculty reviews. Two additional tenured members of the Advisory Committee will serve on the review committee, in addition to the Assistant Dean for Graduate and Extended Programs.

For 3-year appointments, if no tenured member of the Advisory Committee is a member of the affiliated academic department, the VPAA will also designate one tenured member of the affiliated academic department as a member of the faculty review committee.

### **11.2.b 1 year appointments.**

The designated chair of the Advisory Committee meets with the faculty member before the end of fall semester, after making at least one class visit during the semester, to discuss the faculty member's teaching and any other relevant matters. After making another class visit spring semester, the chair meets with the faculty member no later than March 1. Before this meeting, the faculty member provides the chair a current CV, teaching evaluations from fall semester, syllabi, and any other relevant materials. In the meeting, the chair considers the class visits and submitted materials.

After this meeting, the chair writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the graduate program director, the Assistant Dean for Graduate and Extended Programs, and the VPAA, to be kept in the faculty member's personnel file. These copies are due March 10. The chair discusses the letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and the graduate program director. The results of the review are taken into consideration for reappointment.

### **11.2.c 3 year appointments.**

Full-time faculty with three year appointments are reviewed in the fall of second year and in the fall of the third and final year of the contract.

During the fall semester of the second year of the appointment, the designated chair of the Advisory Committee, one additional member of the Advisory Committee, and the Assistant Dean conduct teaching observations. **If the Advisory Committee members are not tenured members of the affiliated academic department, the VPAA will also designate one tenured member of the affiliated academic department to conduct teaching observations.**

The chair meets with the faculty member before the end of the fall semester to discuss the faculty member's teaching and any other relevant matters.

Before this meeting, the faculty member provides the chair a current CV, PAR forms, and teaching evaluations from the years under review, and any other relevant materials. In the meeting, the chair considers the class visits and all submitted materials.

After this meeting, the chair writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the graduate program director, the Assistant Dean, and the VPAA to be kept in the faculty member's personnel file. These copies are due December 10. The chair discusses the letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and graduate program director.

In the fall semester of the third year and final year of the contract, all tenured members of the Advisory Committee, the graduate program director, and the Assistant Dean review the performance of the faculty member. The purpose of this review is to offer a fair assessment of the faculty member's work and to assist in her or his development. The review session draws on the faculty member's CV, PAR forms, reports on class visits, teaching evaluations, syllabi, and other relevant information for the years under review. The faculty member's performance as a teacher remain the areas of primary concern. However, if the position is defined clearly in the appointment letter as including scholarship and service, then this area is also evaluated as appropriate.

After the review session, the chair of the Advisory Committee writes a letter of evaluation to be kept in Advisory Committee files; the letter is signed by all reviewers. Copies of the letter are sent to the faculty member, the graduate program director, the Assistant Dean for Graduate and Extended Programs, and the VPAA, to be kept in the faculty member's personnel file. These copies are due December 10. The review committee chair discusses this letter with the faculty member after the review session. The faculty member may send a response to the chair if she or he wishes, with a copy to the VPAA, Assistant Dean, and graduate program director. The results of the review are taken into consideration for reappointment, subject to the Faculty Handbook.

Note: The review of graduate program director's administrative responsibilities is a separate process that follows the standard procedures outlined by the Office of Human Resources.

### Faculty Governance Restructuring (revised; 2nd reading)

Changes from the 1st reading: eliminated one-year terms and direct election of chairs; Summit Committee now reduced to 6 (3 elected) and subcommittees eliminated.

#### Goals:

- Workload reduction, more equitable distribution.
- Better position the faculty to address current and future challenges (budget, CPS, etc.).
- Make service more satisfying to faculty and have greater impact (less busy work).

#### Summary:

1. Merge Academic Support (4 people) into PDC (currently 3, increase to 4)
2. Merge Campus Life (5) into CASA (5)
3. Trim Summit (from 9 to 6, eliminating subcommittees, as they've proposed)
4. Augment Finance and Strategic Planning (from 5 to 6) so that three members can focus more on strategic planning/innovation while three members focus more on budget/finance.
5. Leave alone CC (6), FEC-O (3), RPT (5+)

#### Rationale:

- Reduces number of slots by 10; creates flexibility for ad hoc committees on urgent issues.
- Much of the work of Academic Support and Campus Life is administrative; let go of that and move the policy/advocacy work into committees with broader charges.
- FSP is stretched thin; the two sub-committees can focus on the two vital areas, while the overall committee can look at the big picture.
- Liaisons to board, DOS, etc. don't necessarily come from committees - try to balance workload.

\*\*\*

3.4 Committee on Academic Standards and Admission (CASA)

- a. Membership: Five members of the faculty. The VPAA and the Dean of Students or a representative of each of their offices will serve as an ex officio member of the committee.
- b. Duties:
  1. The committee recommends to the faculty the academic regulations of the college and the standards for academic honors. After their adoption by the faculty, these regulations and standards shall be administered by the vice president for academic affairs and dean of the college, who is authorized to make exceptions.
  2. The committee monitors the administration of academic regulations and standards, consider cases referred to it by the vice president for academic affairs and dean of the college, and serve as an appeals body in contested cases.
  3. The committee serves as a resource to scholarship advisors and advisory committees.
  4. The committee receives reports on the status of the admissions, enrollment, and retention efforts of the college each semester.
  5. The committee recommends to the faculty policies and standards for undergraduate and graduate admission to the college.
  6. The committee provides feedback to the admission office on the academic performance of identifiable groups.
  7. The committee advises on enrollment and retention strategies.
  8. . The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program.
  9. . The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success. 1
  0. The committee receives reports from and consults with, as needed or requested, administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

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3.6 Committee on Professional Development (PDC committee)

- a. Membership: Four Three members of the faculty.
- b. Duties.
  1. The committee proposes internal policies concerning research, sabbatical leaves, attendance at professional meetings and other activities that contribute to the professional development of the faculty.
  2. The committee makes recommendations to the vice president for academic affairs and dean of the college concerning the awarding of internal professional development grants and of sabbatical leaves.

3. The committee may communicate to the Office of Sponsored Programs funding needs for general faculty development.
4. The committee is available for consultation with the director of the Center for Teaching and Learning.
5. . The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.
6. . The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program, advises on library resources and policies and represents the faculty on issues regarding buildings and grounds.

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### 3.9 Finance & Strategic Planning Committee

#### a. Membership

1. The committee will consist of six 5 members of the faculty.
2. At least two of the members will be tenured. The chair will be a tenured faculty member.

#### b. Duties

1. The committee advocates for long-term faculty interests and priorities, including compensation, workload, retirement issues in the context of the broader goals and needs of the College.
2. The committee identifies issues of strategic significance for the college and communicates with other committees through the Faculty Executive Committee when further consideration or action seems appropriate.
3. The committee analyzes and keeps faculty informed of trends and innovations in higher education, including budgetary and financial trends and issues at regionally and nationally comparable institutions.
4. The committee coordinates with liaisons who represent the faculty in matters related to the endowment, capital campaigns, and the college-wide strategic planning process.
5. The committee monitors the implementation of strategic plans, and represents the faculty at each stage of the budgetary process, including but not limited to reviewing the initial proposed academic budget; reviewing the initial proposed college budget; checking that the proposed budget aligns with the college mission; and monitoring the academic and college budgets throughout the fiscal year.
6. The committee periodically solicits faculty opinion about the state of the college, pressing issues, and suggested innovations.
7. Due to the nature of innovation work, additional duties for the committee are unspecified. This committee will function as an incubator for faculty- and college-wide innovation and will report to the faculty on its efforts at least once a semester.

\*\*\*

### 3.10 Academic Support Committee

#### a. Membership: Four members of the faculty. b. Duties:

- 1 . The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program.
- 2 . The committee advises on library resources and policies.
- 3 . The committee represents the faculty on issues regarding buildings and grounds.
- 4 . The committee represents the faculty on issues regarding the college website and intranet structures.
- 5 . The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.

### 3.11 11 Campus Life Committee

- a . Membership: Five members of the faculty. The dean of students or a representative of this office will serve as an ex officio member of the committee.
- b . Duties:
  - 1 . The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program. In addition to serving as a liaison between faculty and the corresponding administrators and students on these issues, the committee also presents faculty perspectives, offers suggestions, and provides responses when requested.
  - 2 . The committee consults with academic advising and works with various programs and activities such as orientation and First Year Seminars to ensure the successful integration of students into the academic program.
  - 3 . The committee sponsors, organizes, and coordinates various campus events such as the Spring Annual Research Conference (SpARC) and the ACME Lecture Series to enhance the intellectual climate of the college.
  - 4 . The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success.
  - 5 . The committee receives reports from and consults with, as needed or requested, administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

### 3.12 Faculty SUMMIT Committee

#### a. Membership:

- 1 . Three four elected faculty.
- 1 . Six elected faculty (two that serve on the Global Learning Subcommittee, two that serve on the Leadership Development Subcommittee, and two that serve on the D Portfolio Subcommittee). These six faculty members will have three-year terms that are staggered within each subcommittee and they will elect one of their lot as chair of the SUMMIT Committee, who will be an ex officio member of the FEC (per 3.3.c/3.8.a).
- 2 A Faculty Coordinator for Global Learning, a Faculty Coordinator for Leadership Development, a Faculty Coordinator for Digital in the Curriculum the Digital Portfolio, all three appointed with staggered terms by the VPAA and ex officio. A replacement will be appointed at the end of each Coordinator's second year of service.

3 SUMMIT Director (Associate Vice President for Global Learning and Leadership Development) ex officio.

b. Duties: ~~of the entire Faculty SUMMIT Committee:~~

1. Oversee the creation and implementation of all the curricular aspects of the college's strategic initiative, SUMMIT, including developing, assessing, and refining foundational SUMMIT courses, its specializations, and overall cohesion. Advise on the recruitment process for staffing SUMMIT courses.
2. Consult on relevant academic policy issues, as requested by CASA or Curriculum Committee.
3. Advise on faculty development to build and sustain capacity.
4. Communicate to and with the faculty, and facilitate the refinement of the conceptual framework underlying SUMMIT.
5. Provide information to Agnes Scott students, staff, and sometimes broader audiences regarding the SUMMIT program, and generate names, definitions, and catalog language as needed.
6. Review all SUMMIT mini-grant proposals and faculty travel program proposals and make recommendations to the Dean.
7. Work with faculty and staff across the campus to implement, **assess**, and ensure the success of the program.
8. Advise the Associate Vice President for Global Learning and Leadership Development on links to **the D-portfolio, Team Global Challenge** and co-curricular aspects.
9. Participate in the selection of the future faculty coordinators for Global Learning, Leadership Development, and Digital **in the Curriculum Portfolio**.

c. ~~Duties of the Global Learning Subcommittee:~~

10. ~~0. Perform the relevant portions of the first 6 duties (3.13.b.1-6).~~
10. Establish and monitor faculty development trip criteria and selection process.
11. Establish and monitor policies related to faculty-led travel, student exceptions, faculty expectations, vetting faculty proposals, etc.

d. ~~Duties of the Leadership Development Subcommittee:~~

- ~~. Perform the relevant portions of the first six duties (3.13.b.1-6).~~
12. Oversee the Leadership Practicum approval process.
13. Lead the further articulation of the Agnes Scott approach to Leadership Development.~~e~~

~~Duties of the Digital Portfolio/Literacy Subcommittee:~~

- ~~1. Perform the relevant portions of the first six duties (3.13.b.1-6).~~
14. Oversee the D-Portfolio implementation process and advise on the development and implementation of SUM-400 as well as the infusion of **any other future courses focused on digital literacy throughout the curriculum-or citizenship-and/or related to the D-Portfolio**.

## Faculty Committee Vacancies for 2020-2021

Note: If you're sad that you weren't nominated for something this time, don't worry. When we find out about pre-tenure leaves next month, we'll have some one-semester leave replacement positions available; these would be especially good for junior faculty who want to get some service experience. There will also be some exciting ad hoc committees next year.

Committee	Replacing	Term length (years)	Nominees
CASA			
	John Pilger	3	Lara Denis
	Mary Cain/Doug Falen	3	John Pilger
	Alan Koch	3	Cathy Scott
Curriculum Committee			
	Stacey Dutton	3	Robin Morris
	Bobby Meyer-Lee	3	Bobby Meyer-Lee
	Waqas Khwaja	Spring 2021	Roshan Iqbal
Finance/Strategic Planning			
	Lesley Coia	3	Beth Hackett
	Janelle Peifer	3	Janelle Peifer
	New 6 <sup>th</sup> position	3	Patricia Schneider
	Sarah Winget (22) leave 20-21	1	Erin Bradley
Professional Development			
	Leon Venable	3	Alan Koch
	New 4 <sup>th</sup> position	3	Bridget Roosa
SUMMIT			
	Amy Patterson	3	Chris DePree
FEC			
	2 <sup>nd</sup> Vice President	3	
	President	3	

## **Academic Dismissal as described in the College Catalog**

The catalog now states that:

Full-time, degree-seeking students are subject to academic dismissal for any of these reasons:

- Failure to achieve appropriate class standing for two consecutive years
- Two consecutive semesters of academic probation
- Failure to pass at least one 4-credit course in one semester

Rationale: Without the proposed modification, students on academic probation during Fall 2019 might not be able to take advantage of the Pass/Fail option for Spring 2020 because they need to improve their GPA and the Pass/Fail option only does so if the student earns an A. The student would then have automatic JRC review for dismissal for having "Two consecutive semesters on academic probation".

CASA moves the following addition to the college catalog that will modify the statement on academic dismissal.

"For the Spring 2020 semester only, academic dismissal will only be considered for those students who have either failed to pass a 4-credit course in Spring 2020 or for whom this would be their third consecutive semester of academic probation."

The Curriculum Committee moves to end the Education Minor, effective July 1, 2020

**Curricular Changes proposed by the Curriculum Committee 4/3/2020**

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**CHANGE TO A PROGRAM****Applied Technology – Change of the name of this program to Technology Leadership and Management**

*Rationale for the requested changes:* Research conducted through Carnegie finds that the Applied Technology name is inconsistent with our course offerings. This corresponds with our own observations of several prospective students who were looking at the ASC Applied Technology program as a means to receive a computer programming degree (which our curriculum does not support). We proposed several potential new program names to Carnegie. The results of their Search Engine Optimization concluded that we should strongly consider the name “Master of Science in Technology Leadership and Management”. This program title will better incorporate our curriculum in terms that are meaningful to potential students searching for Master’s programs. We will also have a greater potential to attract women in technology and could leverage that as well.

**CHANGE TO A COURSE****Applied Technology – Dropping a course from the program: APT 680**

*Rationale for the proposed change:* With the addition of the APT 625 course, Human Centered Design and Implementation, to the core set of courses (ref: Spring 2019 CCF), students are receiving instruction that is meeting the objectives originally planned for the capstone course. Course objectives specifically covered are: working in teams, applying methods and techniques to real-world problems, and identifying interoperability and lifecycle issues for their projects. Additionally, since this course is cross-listed with the other graduate programs, the students are also getting the opportunity to work in cross-functional teams creating a much richer learning environment than originally planned for the capstone course. Therefore, APT 680, Applied Technology Capstone, should be deleted from the program since the primary learning objectives are covered in APT 625. With the deletion of the APT 680, Applied Technology Capstone, an additional core course will be added to the curriculum. See the CCF Form dated 27Mar20 for changes to the core course requirements.

**CHANGE TO A PROGRAM****Applied Technology – Revised list of courses**

*Rationale for the proposed change:* APT 640 (added to the core list here), Creative Problem Solving and Decision Making was originally an elective course for the Applied Technology program. APT 640 focuses on problem definition and formulation, problem solving, decision making and risk analysis, which are all fundamental skills that every Applied Technology student should possess. Additionally, APT 640 complements the current set of core courses making a stronger core curriculum for the Applied Technology masters and certificate programs. With the deletion of APT 680, a core course, adding APT 640 to the core set of courses fills out the set of 5 core courses required for the APT program. Therefore, APT 640 should be listed as a core course in the Applied Technology program.

Changes to core and elective list of courses:

APT Core Courses:

APT 600: Foundations of Applied Technology

APT 610: Systems and Critical Thinking

APT 615: Ethical Use of Technology and Data

APT 625: Human Centered Design and Implementation

Adding: APT 640: Creative Problem Solving and Decision Making

Deleting: APT 680: Applied Technology Capstone (see above)

AT Elective Courses

AT 630: Managing and Leading Technical Teams (changed to be an elective)

AT 635: Emerging Technologies

AT 620: Modelling and Simulation for Insight

AT 695: Topics in Applied Technology

## **Additional Spring Course Evaluation Questions Proposed by RPT**

- 1.) I continued to learn effectively despite the sudden transition to remote or online learning. (Strong Disagree – Strong Agree)**

Please explain or comment on the question below (open box)

- 2.) Communication from the college about the transition to remote or online learning was sufficient. (Strong Disagree – Strong Agree)**

Please explain or comment on the question below (open box)

- 3.) The instructor altered instructional methods effectively to fit the sudden transition to remote or online learning. (Strong Disagree – Strong Agree)**

Please explain or comment on the question below (open box)

## Ad Hoc Committee on Teaching Evaluations: Preliminary Report

### Summary of Past Efforts

- Several previous ASC task forces and groups have evaluated our use of standardized student evaluations of teaching
- Bias is evident and we are aware of it, and have been aware of it for quite a while
- Research shows highest vulnerability for women and POC, especially in regards to pre tenure and tenure review
- Despite ASC's awareness of these biases, we have chosen to stay with the current system
- Best practice has been trained observers/trained standardized observation
- Implementing this would require presence of active, funded CTL

Research bibliography highlighting some of the issues with student evaluations of teaching can be accessed here:

[https://drive.google.com/drive/folders/1WkiAJRHm2uz\\_ncgBiRzTopwDNGH-W1pm](https://drive.google.com/drive/folders/1WkiAJRHm2uz_ncgBiRzTopwDNGH-W1pm)

### Recommendations

- Formally outline a policy regarding teaching evaluations within RPT.
  - The task force recommends that RPT develops a formal, written policy indicating the College's position on teaching evaluations as it pertains to the tenure review process.
  - We suggest that this policy is shared actively with faculty as part of pre-review meetings during the new faculty, midterm, tenure, and promotion review processes.
  - We recommend that RPT provide anti-bias training with particular focus on the potential, inherent discrimination in teaching evaluations.
- Revise teaching observation protocols.
  - We recommend that the appropriate committee(s) substantially revise the teaching observation protocol to encourage:
    - Productive professional development regarding pedagogy.
    - Concrete feedback on key pedagogical and classroom management strategies pertinent to the RPT process.
    - Framework and expectations for dialogue and review of observational feedback.
    - A clearly outlined timeline for observations with reminders from the VPAA to encourage consistency of observations across faculty members.
    - Policies that outline the role and purpose of teaching observations for RPT and continued professional development and growth.
- Anti-bias training for faculty with a focus on its impact on teaching evaluations and RPT.
- Official statement from the College regarding their stance on the role of teaching evaluations.

## **McCain Library Services & Resources Are Still Available**

McCain Library's doors are closed and most staff members are working from home, but resources (even some print ones) and many library services have been reworked for this semester and are still accessible! To learn how McCain Library can continue to assist you, visit and bookmark the [Library Services Continuity Guide](#). We hope to talk with you soon through video chat or email!

# FACULTY MEETING

**Friday, May 1, 2020**  
**2:00 p.m. – Zoom Videoconference**

- |             |  |   |
|-------------|--|---|
| <b>I.</b>   | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )  | <i>Jim Wiseman</i>  |
| <b>II.</b>  | <b>OLD BUSINESS:</b><br><i>Bullet Points</i> ( <i>attachment 2</i> )<br><i>Grade Appeal Process Revision</i> ( <i>attachment 3</i> )   | <i>Jim Wiseman</i><br><i>John Pilger</i>  |
| <b>III.</b> | <b>NEW BUSINESS:</b><br><i>CASA: Master's/Certificate Proposal</i> ( <i>attachment 4</i> )<br><i>Curriculum Committee: Curriculum Changes</i> ( <i>attachment 5</i> )<br><i>Instructional Task Force</i> ( <i>attachment 6</i> )<br><br><i>Committee on Professional Success: Proposal</i> ( <i>attachment 7</i> ) | <i>John Pilger</i><br><i>Lock Rogers</i><br><i>Amy Lovell,</i><br><i>Regine Jackson</i><br><i>Kelly Ball, Lili</i><br><i>Harvey</i> |
| <b>IV.</b>  | <b>THE PRESIDENT OF THE COLLEGE:</b>   | <i>Lee Zak</i>  |
| <b>V.</b>   | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>  | <i>Christine Cozzens</i>  |
| <b>VI.</b>  | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Reports of Faculty Committees</i> ( <i>attachment 8</i> )  | <i>Jim Wiseman</i>  |
| <b>VII.</b> | <b>REPORTS OF OTHER COMMITTEES:</b>  |   |
| <b>VIII</b> | <b>COMMUNICATIONS:</b><br><i>Enrollment Update</i><br><i>Moodle Update</i> ( <i>attachment 9</i> )   | <i>Alexa Gaeta</i><br><i>ITS</i>  |
| <b>IX.</b>  | <b>DISCUSSION OF SPECIAL ITEM (S):</b>   |   |
| <b>X.</b>   | <b>ANNOUNCEMENTS:</b>  |   |

## Faculty Meeting Minutes

### From the Faculty Meeting of April 3, 2020

**Professor Jim Wiseman of the Faculty Executive Committee, called the Zoom meeting to order at 2:01 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the March 6, 2020 faculty meeting as submitted (*copy on file*).

**II. Old Business:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

Professor Tim Finco, on behalf of RPT, presented the 2<sup>nd</sup> reading of the Graduate FTNTT policy (*copy on file*).  
**The faculty voted and approved the proposal.**

Professor Jim Wiseman, FEC President, presented the 2<sup>nd</sup> reading of the modified Faculty Governance restructuring proposal (*copy on file*).

**The faculty voted and approved the proposal.**

**III. New Business:**

**FEC Elections**

Professor Jim Wiseman presented the slate of Committee Nominations (*copy on file*).

**The slate of candidates were elected by acclamation.**

Professor Mary Cain was nominated from the floor to serve as the President of the FEC.  
**Professor Cain won by acclamation.**

Professor Regine Jackson was nominated from the floor to serve as the second Vice President of the FEC.  
**Professor Jackson won by acclamation.**

Committee	Replacing	Term length (years)	Nominees
CASA			
	John Pilger	3	Lara Denis
	Mary Cain/Doug Falen	3	John Pilger
	Alan Koch	3	Cathy Scott
Curriculum Committee			
	Stacey Dutton	3	Robin Morris
	Bobby Meyer-Lee	3	Bobby Meyer-Lee
	Waqas Khwaja	Spring 2021	Roshan Iqbal
	Gus Cochran	1	Tracey Laird
Finance/Strategic Planning			
	Lesley Coia	3	Beth Hackett
	Janelle Peifer	3	Janelle Peifer
	New 6 <sup>th</sup> position	3	Patricia Schneider
	Sarah Winget (22) leave 20-21	1	Erin Bradley
Professional Development			
	Leon Venable	3	Alan Koch
	New 4 <sup>th</sup> position	3	Bridget Roosa
SUMMIT			
	Amy Patterson	3	Chris DePree
FEC			
	2 <sup>nd</sup> Vice President	3	Regine Jackson
	President	1	Mary Cain

### CASA: Academic Dismissal Proposal

Professor John Pilger, chair of CASA, presented the Academic Dismissal Proposal (*copy on file*).

**The faculty voted and approved the proposal.**

### Curriculum Committee

Professor Lock Rogers of the Curriculum Committee presented a proposal for dissolving the Education minor effective July 1, 2020 (*copy on file*). There are currently 19 students enrolled in the Education minor. These students will be able to complete their minor.

**The faculty voted and approved the proposal.**

### Curriculum Committee Proposals

Professor Lock Rogers of the Curriculum Committee presented the following curricular changes (*copy on file*).

#### Change to a Program

- Applied Technology-name change to Technology Leadership and Management
- Applied Technology-Dropping course APT 680
- Applied Technology-Changes to core and elective list of courses:

#### **APT Core Courses:**

- APT 600: Foundations of Applied Technology
  - APT 610: Systems and Critical Thinking
  - APT 615: Ethical Use of Technology and Data
  - APT 625: Human Centered Design and Implementation
- Adding: APT 640: Creative Problem Solving and Decision Making  
Deleting: APT 680: Applied Technology Capstone (see above)

#### **AT Elective Courses**

- AT 630: Managing and Leading Technical Teams (changed to be an elective)
- AT 635: Emerging Technologies
- AT 620: Modelling and Simulation for Insight
- AT 695: Topics in Applied Technology

**The faculty voted and approved the changes.**

### RPT

Professor Tim Finco, chair of RPT, presented three additional questions to be added to the spring 2020 Course Evaluations (*copy on file*).

**The faculty voted and approved the additions.**

### IV. President's Report:

President Leocadia I. Zak shared a bullet point thanking faculty for taking their classes online with limited time, adjusting the grading policy and continuing to provide a successful experience for our students (*copy on file*).

President Zak announced that Agnes Scott would not be able to hold commencement in May. A possible August or September make up date is being discussed and will be announced once a date has been finalized.

President Zak shared that she and Vice President for Business and Finance, Ken England will meet with FEC-O and the Finance and Strategic Planning Committee to address the financial impact that COVID-19 has placed on the college's budget. A notice informing students about housing credits and refunds has gone out.

President Zak confirmed that approximately twenty-seven ASC students are being housed at Avery Glen. They are mainly international students who cannot go home or students who had no place to go. President Zak thanked everyone for their efforts in housing some of the college's students.

President Zak shared that the college is not aware of any direct members of ASC that have been affected by COVID-19.

**Vice President for Business and Finance, Ken England**

Vice President for Business and Finance, Ken England, reiterated that Agnes Scott College expects to receive 1.2 million dollars from the CAREs act. 1.9 million dollars is being refunded to graduating seniors. The college is currently working with their local bank as well as with the Small Business Administration (SBA) in hopes of obtaining one of the disaster loans that are available. The Payroll Protection loan may be limited based on ASC's net revenue or total employee headcount. ASC is currently required to count student workers as employees, causing the college to exceed the 500-employee headcount maximum that is required for those loans. Additional disaster relief money also contains an employee cap of 500. Continued advocacy by NAICU and GICA for higher education institutions to exclude student workers from their employee headcount is in process.

VPBF, England conveyed that the Coronavirus Task Force created a protocol for employees to report COVID-19 exposure or diagnosis. A detailed email was sent out that included a COVID-19 self-report form as well as instructions to notify the Office of Human Resources. Students who affected by COVID-19 are instructed to notify the Wellness Center.

**V. Vice President for Academic Affairs and Dean of the College:**

In response to recent Zoom security breaches, Vice President for Academic Affairs and Dean of the College, Christine Cozzens announced that ITS is preparing Zoom security safeguards and will share this information via email soon.

VPAA Cozzens disclosed that recent feedback indicates some ASC students are really struggling with the online education format. Anxiety about the state of the world and uncertainty is fueling some of their concerns but other factors to consider are students in non-ideal home situations, students lacking the ability to get organized, and seniors who are concerned about their post-graduate prospects. VPAA Cozzens shared that students need flexibility, alternatives, understanding and faculty connections. VPAA Cozzens encouraged faculty to continue finding ways to connect with students. Professor Mary Cain reiterated the need for flexibility, and alternative ways for students to demonstrate what they are learning. The CDVL tutors have accumulated a large amount of student feedback, which Associate Vice President for Global Learning and Leadership Development, Elaine Meyer-Lee will provide to VPAA Cozzens.

VPAA Cozzens announced that Communications and Marketing created a student resource page, which provides a one-stop shop for students to find information to help them successfully finish the semester. If faculty have concerns about a student who has fallen off the radar, please contact Associate Director of Academic Advising and Fellow in the Center for Global Diversity and Inclusion, Machamma Quinichett so that she can follow-up. Assistant Dean of the College, Director of Academic Advising, Jenn Cannady confirmed that the college has an incomplete policy in place and encouraged faculty to continue flagging students via Compass so Academic Advising can follow-up prior to the semester ending.

VPAA Cozzens shared that an internal search for the Associate Dean for Global Learning and Leadership Development position will soon be underway. A search committee is being formed and all members of the search committee will participate in anti-bias training. Interested candidates are asked to submit a CV and letter of interest. Nominations are also being accepted for this three-year term position. The college would ideally like to have someone in place by the beginning of May.

**VI. Reports of Standing Committees:****VII. Reports of Other Committees:**

Professors Janelle Peifer, Tina Pippen and Srebrenka Robic shared a preliminary report from the Ad hoc Committee on Teaching Evaluations (*copy on file*). A concern with the different scales was expressed. A suggestion was made to pilot an enhanced peer evaluation process alongside the current evaluation process.

**VIII. Communications:**

Elizabeth Bagley, Director of Library Services, shared a communication announcing that McCain Library's services and resources are still available (*copy on file*).

**IX. Discussion of Special Item:**

**X. Announcements:**

Faculty committee annual reports are due by noon on April 28<sup>th</sup>.

There being no further business, the meeting adjourned at 3:13pm  
Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

## Faculty Meeting Bullet Points

May 1, 2020

### **CASA**

- We completed our work standardizing the language, procedure and schedule for the Grade Dispute process. We will bring that proposal to the faculty at its May meeting.
- CASA worked with the Assistant Dean of Graduate and Extended Programs, Kelly Ball, in her effort to create a joint Masters and Certificate program. We will bring that proposal to the faculty at its May meeting.
- CASA is evaluating how our admissions office should use AP and IB scores that may be presented by applicants. Due to the COVID-19 pandemic the AP exam is being administered online. IB testing is cancelled for spring 2020. IB students will have their success and progress in the IB program evaluated and converted into a score.
- We developed a Pass/Fail policy proposal for Spring 2020. It was passed by the faculty at the March 6, 2020 faculty meeting. We subsequently evaluated modifications to the policy but did not feel that modifications were necessary.
- CASA studied whether the college's policy for "Incomplete" is sufficient and generous enough given the impact of COVID-19 interference in the lives and livelihood of our students and their families. We concluded that the existing policy is generous and compassionate enough as to not require modification.
- CASA has not completed its evaluation of the ways that Special Curricular Opportunities (410, 450, 370, 440 and 490) are currently limited and considering ways that the maximum credit for these courses could be set to be equitable, adaptable to the different needs across divisions and then applied as graduation credit.

### **Academic Support**

- Nothing to report.

### **Campus Life**

- SpARC cancelled.

### **Curriculum Committee**

- The CC will have one or two CCFs to bring before the faculty on May 1

### **FEC-O**

- Summer planning - who's available, what needs to be done and when (CPS implementation, curriculum innovation, strategic planning process, ...)
- Work with FSP, instructional task force, administration, other faculty governance on Covid response - budget, fall teaching
- Faculty/college morale - external crisis can bring us together, not turn us against each other

### **Finance/Strategic Planning (FSP)**

- FSP has been meeting regularly as a group and also with Vice President Ken England, President Lee Zak, Vice President Christine Cozzens and Associate Vice President Doug Fantz, for open and honest discussion of finances. The outcomes of these meetings have been shared with faculty and the summaries are currently on the FEC Canvas site. We always welcome further questions and discussion points from the faculty to take to these meetings.
- FSP has been working along-side Vice President Ken England, while the planning for FY2021 and beyond is underway. After soliciting faculty input, FSP prepared an updated document summarizing faculty beliefs, guiding principles and priorities for stewardship of college resources, and we shared that with administrators and faculty. This document is also on the FEC Canvas site.
- Vice President Ken England has shared with FSP the model that has been created to predict the gap between revenues and spending in 2020/2021 (FY2021) and beyond. The model contains realistic numbers for investment return rate in the endowment, likely gifts, and likely increases in health insurance premiums for the employer, etc. Six different scenarios for retention/enrollment were discussed, all considering an in-person semester in the fall. A summary of the meeting is on the FEC Canvas site.
- Faculty have asked that a worst of worst case scenario be worked through next (no July income from camps, 100% online in the fall, reduced students numbers, lower fees for online classes, etc), and this request has been sent along to campus leadership. FSP has also asked for an update on other scenarios the fall planning task force is working on, so that we can possibly send those to the Office of Business and Finance for financial analysis.
- FSP has requested that the FEC officers help coordinate information flow and efforts that are occurring in the various task forces and committees and other groups on campus regarding the 2020/2021 academic year and beyond.
- We are sending representatives to two Board of Trustee meetings in May: (i) Audit & Risk Management Committee on Tuesday, May 12, 1:30-3 p.m., and (ii) financial success meeting on Tuesday, May 12, 3:30-5 p.m.
- Some current and future members of FSP have volunteered to be available in summer 2020 to continue working along-side Vice President Ken England on planning for FY2021 and beyond. Beth Hackett will chair FSP next year.
- FSP would like to ask FEC to also consider organizing two summer working groups to (i) comb through the campus operating budgets to see where small savings may possibly be made (drawn from the budget council reps), (ii) to start on the process for restructuring the way the academic program is organized, while also discussing what is meant when faculty ask the administration to prioritize the academic program and the core mission of the college.

**PDC**

- At the request of the office of VPAA, is asking faculty recipients of PDC funding for the 2020-21 fiscal year for updates on conferences and travel plans which may have changed

because of the current corona virus or economic crisis. Unexpended funds may be used to address the budget shortfall brought about by the campus shutdown.

**RPT**

- Completed spring semester reviews

**Faculty SUMMIT Committee**

- Journeys 2020 update: The GBL 102 faculty met to discuss the plan for the 2020 Journeys Cultural Immersion experiences and have forwarded a recommendation to the Cabinet that reflects our preferences. A decision and announcement to the class of 2023 is forthcoming. We hope to have an update to share at the meeting.
- We held a Global Learning Specialization event on Friday, 4/24 to collect feedback from students who have completed or in the process of completing it. 8 students attended who shared their experiences and positive feedback on which courses and experiences were especially meaningful to them. We also collected feedback/ information from specializers in a survey (N = 33). We also held a Leadership Specialization event on the same day and collected data from leadership specializers in the survey.
- We met with the CPS chairs several times to discuss the CPS proposal and provide feedback.
- Philip Ojo has been selected as FSC chair for next year
- The deadline for nominations for the Faculty Leadership Coordinator Position is May 6 (see emails from Christine).

**Vice President for Academic Affairs and Dean of the College, Christine Cozzens**

(Everything we do is in conjunction with other offices, committees, etc.; they are not always named in the bullet points.)

- The search process for associate dean for global learning and leadership development is under way.
- The search process for SUMMIT leadership coordinator is under way.
- We are monitoring enrollment for fall and will work with chairs to determine the need for adjuncts based on enrollments, centrality of course to major or other majors, etc.
- We will be forming a summer task force to study and make recommendations for transfer and transient enrollment.
- We are conducting the Vulcan and Gladden selection processes.
- We are working with Business and Finance to update F21 budget projections.
- We are considering an NEH COVID-19 grant proposals to support the humanities.
- The Academic Affairs leadership group is studying back to work safety guidelines for future implementation.
- We are working with Admission and the Retention and Persistence Task force to create opportunities for faculty and staff assist in these efforts.

- Upon receiving guidance from the Instruction Planning Task Force, we will be seeking funds to support advanced training for online course design and teaching that will take place over the summer and into next year.
- We are excited to announce the following prestigious scholarships: Leah Trotman '21 Truman Scholar; Furyal Ahmed '20, Goldwater Scholar; Abisola James '20, Fulbright fellow for Taiwan; Alexis Turek '20, Fulbright fellow alternate for Taiwan; Professor Srebrenka Robic (biology), Fulbright Scholar for Croatia. Congratulations to all!

**President Leocadia I. Zak**

- **Strategy Building**, the kick-off of the college's new strategic planning process for faculty and staff, is planned for **Friday, August 28, 2-5 p.m.** Many thanks to the FEC-O for helping determine the best date for our community launch. I strongly encourage all faculty members to participate in this session, which will be facilitated by our strategic planning partner, Credo. To launch the project, cabinet members had an initial session on February 27-28, which I found to be inspiring and thought provoking. Our world has changed since that time, which highlights the need for us to be nimble and creative and places us in the perfect position of envisioning our future in this new environment. The trustees will engage in a virtual strategy session on May 14 as a part of their spring board meeting.
- I want to thank Yves-Rose Porcena and Jenn Cannady for their willingness to co-chair a task force focused on student persistence during this time of uncertainty—but they need your help! Retention of current students is a major factor in our revenue projections for next year. You—our faculty—are one of the most important reasons that students enroll in and remain at the college. You have the relationships with students, especially during this time of online classes, and we will need your help in ensuring that our students continue in the fall.
- Christine Cozzens, Ken England and I have been meeting every Tuesday with members of the Finance and Strategic Planning Committee. I appreciate the ideas, questions and thoughts that committee members have shared in these meetings, and I look forward to continuing our conversations in the weeks ahead.
- As you know, we are watching the college's cash balance. We should know early next week the actual ending balance for the month of April. We have received the first half of the funds from the CARES Act, \$574,000, which must be provided directly to students. In accordance with federal regulations, these dollars will be distributed to students based on their demonstrated financial need in early May.
- The budget process for fiscal year 2021 is moving forward with better, middle, and worse scenarios for revenue projections. Like many other colleges and universities, we have moved our deadline for enrollment by incoming students to June 1. These revenue projections have been shared with members of the Finance and Strategic Planning Committee, and I look forward to working with them as we begin to match these projections with expenses.

**Grade Appeal Process Revision Incorporating Faculty Concerns Expressed March 6, 2020**

**The issue:** The College's grade appeal process appears in the faculty and student handbooks and in the college catalog. The processes described in those sources are somewhat ambiguous, differ in the time allowed for each stage of the process and other technical details. CASA rewrote the Grade Appeal Process text in order to standardize the three versions, to make the language more specific and to set time limits for the steps. The document below embodies the intent of the existing versions but clarifies and standardizes it across the three sources.

**CASA proposes the following to replace the existing text in the Faculty and Student Handbooks and in the College Catalog.**

**Grade Appeal Process**

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, the student must initiate the Grade Appeal Procedure no later than 30 days after the beginning of the next semester after the course with the disputed grade. The process is initiated by making a written complaint to the instructor and copying the Director of Academic Advising. Upon receipt of the written complaint the student and the instructor will discuss the dispute. If not resolved the student may proceed with mediation.

If mediation is agreed upon, the instructor and the student will each sign a document acknowledging the agreement and foreclosing further action on the grade dispute. These will be submitted to the Director of Academic Advising.

The student and the instructor shall discuss the dispute and the instructor shall have a reasonable period of time to consider changing the grade. The instructor shall notify the student of the decision in writing. If a reasonable period of time passes without the instructor notifying the student, the student shall inform the instructor and then may move forward with the next step.

If the matter is not resolved, the student shall have two business days after the instructor's notification being sent to forward the original written appeal with evidence to the department chair or program director for mediation. Should the department chair or program director be the faculty member involved in the dispute, the President of the Faculty Executive Committee (FEC) shall serve in the chair's place. The chair/program director or FEC President shall mediate the dispute by consulting with both parties but cannot make a grade change. The chair/program director or FEC President will notify the student in writing of the result of the mediation.

If the matter is not resolved, the student shall have two business days after the chair's/program director's or FEC president's notification being sent to forward the original written appeal with evidence to the Vice President for Academic Affairs (VPAA) for mediation. The VPAA shall mediate the dispute by consulting with both parties, but cannot make a grade change. The VPAA will notify the student in writing of the result of the mediation.

If the VPAA is unable to resolve the dispute, the student has two business days after notification being sent to forward the original written appeal with evidence to the Committee on Academic Standards and Admission (CASA). Should a CASA member be any of the following: the faculty member involved in the dispute, the chair/program director involved in the dispute, or the FEC officer involved in the dispute, then the faculty member shall recuse themselves from all matters regarding the case. The president of the Faculty Executive Committees shall serve in their place. If any person happens to be in the dispute process multiple times in different roles (e.g., professor and chair, chair and CASA member), then the FEC-O will substitute one of their committee members for all subsequent roles after the first. CASA shall render its decision within a reasonable period of time. The committee's decision is final.

The Director of Academic Advising will monitor the progress of the complaint throughout the process and determine when the deadlines have passed. CASA will address any questions related to the process.

## A Proposal from Committee on Academic Standards and Admission

This proposal supports students who seek to complete both a master's degree and a graduate certificate by reducing the total number of credit hours of the certificate to a total of 12 credit hours (Agnes Scott minimum for a certificate) if both credentials are completed at Agnes Scott.

### **Current Practice: Required Credit Hours for Master's and Certificate Programs**

Agnes Scott defines a master's degree as a minimum 33 credit hours, and a graduate certificate as a minimum of 12 credit hours. Programs may have higher credit hours depending on the curriculum. Agnes Scott graduate certificates currently require 15-18 credit hours depending on the program. In this program, graduate students who wish to complete both a master's degree and a graduate certificate in distinct programs may do so by completing all required coursework for each program. A student who completes a master's and a graduate certificate thus completes 48-51 credit hours of graduate coursework.

$$\text{Master's (33)} + \text{Graduate Certificate (15-18)} = 48-51 \text{ credit hours}$$

### **Proposal for Policy on Joint Master's and Graduate Certificate**

Graduate students who wish to complete both a master's degree and a distinct graduate certificate at Agnes Scott may do so by completing at least 45 graduate credit hours. Of these credit hours, students must complete all credit hours and other requirements of the master's program. To complete the graduate certificate, students complete a minimum of 12 credit hours toward the requirements of the graduate certificate selected with the approval of the certificate program director. The coursework for each program may be completed concurrently or sequentially. No course may count toward any program more than once.

Graduate students must apply and be admitted into each program in which they seek a credential. Students should declare they are pursuing a joint master's and certificate program upon matriculation, if possible. If students decide to pursue a joint master's and certificate after enrolling at Agnes Scott, they will need to apply to the additional program. Once they are admitted to both programs, graduate students must notify their faculty advisor and the director of graduate admission of their intent to complete the joint master's degree and graduate certificate.

Students may return to Agnes Scott within five years of completing a master's degree or a graduate certificate and apply to complete the other program as a joint program of study, subject to these policies.

### **Degree Conferral for the Joint Master's and Graduate Certificate**

Graduate students who wish to complete 45 credit hours toward a master's degree and 12 credit hours toward a certificate will receive both the master's degree and the graduate certificate after all requirements are complete.

The student may request that Agnes Scott confer the master's degree once all requirements for that degree are met. The student may request Agnes Scott confer the graduate certificate once all standard requirements for the certificate are met. Students who complete a certificate while pursuing a combined master's and certificate will not be able to have the certificate conferred unless all credit hours for the standalone certificate are complete.

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## **Curricular Changes proposed by the Curriculum Committee 5/1/2020**

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### **CHANGE TO THE MAJOR AND MINOR**

#### **Economics and Business Management**

*Rationale for the requested changes:* We wish to make changes to both the Business Management major and the Business Management minor.

The requested changes areas follows:

- 1.) Change the status of BUS 211: Financial Accounting from "required" to "elective" for both the Business Management major and minor. The rationale for this change is that BUS 211: Financial Accounting is impossible to staff adequately as an adjunct position with the compensation that the college is able to afford. This course needs to be embedded within a tenure-track position in order for the department to rely on it being taught well on a consistent year-to-year basis.
- 2.) Remove BUS 230: Business Law, BUS 212 Managerial Accounting, and BUS 327: Organization Theory from the academic catalog as electives toward the major. The rationale is that these courses have not been taught in many years, and there are no plans to teach them in the near future, so we do not want to mislead students and foster expectations that they will be taught.
- 3.) For the Business Management major, drop the requirement that a student MUST take a 300-level ECO elective, and add instead a stipulation that a student MAY take up to one 300-level ECO course as an elective toward the Business Management major.

Here are the requested new requirements for the Business Management major:

Required 5 courses:

- ECO 104: Introduction to Macroeconomics
- ECO 105: Introduction to Microeconomics
- ECO 215: Business Statistics
- BUS 202: Organizational Behavior
- BUS 401: Strategic Management

Choose 5 of the Following:

- BUS 205: I/O Psychology
- BUS 210: Investments
- BUS 211: Financial Accounting
- BUS 225: Bridge to Business
- BUS 240: Business & Society

BUS 270: Adaptive Leadership  
BUS 295: Topics in Business  
BUS 320: Nonprofit Management  
BUS 335: Creativity and Innovation in Orgs  
BUS 340: Leadership in Organizations  
BUS 345: Human Resource Management  
BUS 350: Entrepreneurship  
BUS 360: Diversity in Organizations  
BUS 370: Internship  
BUS 375: Principles of Marketing  
Any one of the following: ECO 303, 309, 338, 346, 351, or 352

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Here are the requested new requirements for the Business Management minor:

Required 2 courses:

BUS 202: Organizational Behavior  
BUS 401: Strategic Management

Choose 3 of the Following:

BUS 205: I/O Psychology  
BUS 210: Investments  
BUS 211: Financial Accounting  
BUS 225: Bridge to Business  
BUS 240: Business & Society  
BUS 270: Adaptive Leadership  
BUS 295: Topics in Business  
BUS 320: Nonprofit Management  
BUS 335: Creativity and Innovation in Orgs  
BUS 340: Leadership in Organizations  
BUS 345: Human Resource Management  
BUS 350: Entrepreneurship  
BUS 360: Diversity in Organizations  
BUS 370: Internship  
BUS 375: Principles of Marketing

**CHANGE TO AN EXISTING COURSE****Economics and Business Management**

*Course number:* BUS 222: Economics and Business Management Summer Internship

*Course description:* Online supervised field experience in economics, business, or non-profit . In addition to placement activities, students engage in online work that provides an academic context in which to interpret and analyze their internship experiences. Students will spend a minimum of 130 hours of work in an approved internship over the course of the summer. Students take the course during the summer that they do the internship.

*Learning outcomes:* Identify and make progress on improvement goals in a workplace context; Analyze organizational dynamics; Gain practical experience within a workplace environment; Apply knowledge and skills learned in the classroom in a work setting; Identify areas for future knowledge and skill development

*Credit hours:* 1 credit or 2 credits

*Contact hours:* 0 (online course). In 2018 and 2019, this was offered as a 2-credit course. We have been asked to offer a 1-credit option for students as well as a 2-credit option to better meet student needs. The 2-credit option will be structured as follows: 10 hrs per week at internship site; 3 hrs per-week average in online reading and writing assignments. The 1-credit option will be structured as follows: 10 hrs per week at internship site; 1.5 hrs per-week average in online reading and writing assignments.

*Rationale for the proposed change:* The two changes proposed here (i.e., offering a 1-credit option as well as a 2-credit option, and enabling students to take the course more than once) have been proposed to meet student needs.

*Other changes:* We wish to stipulate that BUS 222 may be taken more than once by a student. The course is designed to facilitate this. Each student is led through a framework that helps them identify a deeply developmental improvement goal and diagnose what is holding them back from making progress on that goal. They then enact experimentation and interpretation relative to this goal in the context of their internship. Applying this process to different developmental goals at different internship sites during different summers will generate learning experiences that are not redundant with one another, and thus we think that BUS 222 can be taken effectively more than once. BUS 222 will not count toward the major or minor

*Course number:* BUS 320: Nonprofit Organizations

*Course description:* An introduction to nonprofit organizations. Topics will include the history of the nonprofit sector and its place in society, the formation and governance of nonprofit

organizations, fundraising and philanthropy, and social enterprise. Prerequisite: Sophomore standing or permission from instructor.

*Rationale for the proposed change:* Given the increased number of Agnes Scott students pursuing internships and careers within the nonprofit sector, and given the sizable number of nonprofit organizations serving as SCALE sites, we assert that students outside the Business Management programs will wish to take the Nonprofit Organization course. To facilitate this interest, the Economics and Business Management department seeks to remove the Financial Accounting (BUS 211) prerequisite, so that any Agnes Scott student with Sophomore standing may take the course.

*Other changes:* Removal of prerequisite (BUS 211: Financial Accounting). BUS 320 will continue to serve as an elective course within the Business Management major and Business Management minor.

*Learning outcomes:* Students will gain an understanding of the key issues and challenges facing the nonprofit sector, how to identify and interpret those issues, and the implications those issues/challenges have for individual nonprofit organizations; Students will learn the managerial practices of nonprofit organizations, including but not limited to governance and strategy; Class sessions will be structured around short lectures, class discussions of readings and cases, written assignments, and guest speakers

## NEW TOPIC FOR AN EXISTING COURSE

### **English**

*Course number:* ENG-370: Radicals, Rabbis, and Everything In-Between: American Jewish Literature from the 1880s to the 1930s

*Course description:* This course analyzes writers and literary movements emerging from the mass immigration period of American Jewish history (1880-1930), focusing on particular themes in their writing--adaptation, assimilation, poverty, radical politics, bilingualism, etc. It also addresses how this era of American Jewish literature shaped later generations of Jewish and non-Jewish writers.

*Rationale for the proposed change:* New topic based on funding from donor

*Other changes:* This course will count as a post-1800, 300-level English literature course within the major.

*Learning outcomes:* Describe major themes and trends in American Jewish literature during this period; Analyze notable novels and poems by Jewish immigrants; Compare Jewish literature during this period to other ethnic literatures; Argue interpretations of various novels, poems, autobiographies, feuilletons, etc. in light of literary genre, cultural context, and medium

**INSTRUCTIONAL TASK FORCE  
STRATEGIES FOR FALL WITH DETAILS & QUESTIONS FOR FACULTY (4/28/20)**

**Guiding Principles:**

We want to prioritize the health and safety for students, faculty, and staff  
We would like in-person options for as many students as possible  
We don't want to shut out international students or immuno-compromised individuals  
We would like to help retain current students and recruit new students  
We want to treat students equitably and try to avoid amplifying existing disparities  
We want to be as flexible as possible for inevitable unforeseen changes  
We'd like to offer courses that can be adapted and taught effectively  
We want students to be engaged and to feel connected to the college and their professors/peers  
We value strategies that conserve energy/intellectual investment  
We want to be proactive and not reactive so we can stay true to the college mission  
We need to gather stakeholder data and perspectives, including different student groups  
We need to prioritize effective communication about plans and strategies  
We want to consider long-term sustainability of the college and its mission

Stakeholders: faculty, staff, decision-makers, student government, commuter students, parents, admissions

**Friday faculty meeting - get initial feedback, see what is missing, prepare for a follow-up survey**

n.b. this document addresses the curricular elements. Other formidable challenges clearly exist!

**Potential Instructional Strategies:**

1. Stable - all in person or all online
2. Hybrid course (students in person and online, same course at the same time)
3. Split curriculum (some courses online some courses in person, a choice, but not same ones/same time)
4. Low residency (course sometimes meets in person and sometimes online)
5. Combination of strategies (start one-way, finish another)

Why on-campus at all? Having students on campus is a supportive learning environment where they prioritize learning & coursework, socially and physically it is safer for many. For some, accessing course resources may only be possible if on-campus: these are reasons why we want to prioritize having as many students as possible on campus [or even able to transition to campus mid-semester]

**Scenarios that can be addressed by these strategies (see table):**

1. (a) Local and national policies permit residential students to move into student housing for fall semester - Modifications of **“Business as Usual”**
  - a. Approaches
    - i. Encourage students to register for the minimum number of credits to be considered a “full-time” (The minimum load for full-time standing is three 4-credit courses in a semester and seven in a year.)
    - ii. Consider local and national guidelines and best practices for distancing.

- iii. Reducing enrollment caps or scheduling courses in larger classrooms to enable better distancing
- b. Needs
  - i. Accommodations for international students who cannot return to the US
  - ii. Small class sizes to ensure safety and prevent infection/ re-infection
  - iii. Grading policy contingency plan (if face-to-face/f2f instruction is interrupted)
  - iv. Testing, recording and reporting policy for infection cases
  - v. An approach to using personal protective equipment/PPE in classrooms or public space
  - vi. Academic accommodations for Covid-related interruptions to learning
  - vii. Look at course enrollment caps or room assignments
- c. Concerns & questions
  - i. Institutional financial aid is restricted to eight semesters for full-time students. Can this be extended to 9 for the classes of 2021-24?
  - ii. OSHA if a worker is infected as a result of performing their work-related duties. Faculty is medium risk occupation (<https://www.osha.gov/SLTC/covid-19/hazardrecognition.html>)
  - iii. Can campus be closed to outsiders to minimize risk of infection?
  - iv. Will College and faculty travel be permitted?
- d. Re-entry/disruption plan
  - i. Testing
  - ii. Maximize time between Move-in day and First day of class
  - iii. Collect travel plans for Fall break

1. (b) Stay at home and physical distancing orders remain in place for the entire Fall 2020 semester - **STABLE ALL ONLINE**

- a. Approaches
  - i. Offer limited course catalog based on gen-ed and departmental needs in online format
  - ii. Flexible grading and withdrawal policy for Fall
  - iii. Reducing enrollment caps to make the online experience more personal and focus faculty attention on fewer students each
- b. Needs
  - i. Professional development over the summer to prepare online courses
  - ii. Support for full implementation of Canvas as learning management software.
  - iii. Power to alter contact hours requirements
  - iv. Student access to technology and network
  - v. Faculty access to technology and network
  - vi. Access to library and other media resources
- c. Concerns & questions
  - i. What technologies or services do we need to offer robust online courses? Which of those were only “trial periods” this spring?
  - ii. Would tuition for fall proceed as for summer per-credit?
- d. Re-entry/disruption plan
  - i. Re-entry would be delayed until Spring 2021 semester.
  - ii. Maximize time between Move-in day and First day of class in January
  - iii. Collect travel plans for breaks, monitor outbreaks in other locations

**Hybrid Courses: Online for any stakeholders who can't be on campus**

**2. Local and national policies permit faculty and staff to return to work on campus, with safeguards and exceptions for underlying health conditions, while students undertake the courses primarily or partially online, whether they are on-campus or off-campus.**

a. Approaches

- i. Develop emergency staffing plans for each course
- ii. Offer limited course catalog based on gen-ed and departmental needs in online format
- iii. Courses operate with students in f2f sessions and with students in purely online sessions, or a combination of the two (for residential students)
- iv. Students for whom online access is problematic could be on campus.
- v. Mandatory Office Hours meetings built into course
- vi. Student teams combine residential and online students to help connect or access physical (lab, studio, print) resources

b. Needs

- i. Professional development over the summer to prepare online courses
- ii. Assessment of courses only offered in the fall, only offered by a particular instructor, required for graduation, or otherwise sequence-critical
- iii. Protocols for supporting student accommodations for accessible education
- iv. Flexible grading and withdrawal policy
- v. Understanding of OSHA, FMLA guidelines and compliance
- vi. Policies and procedures for campus events
- vii. College has 11 classrooms with necessary equipment that can handle f2f and online - this would require expanding
- viii. An approach to using PPE in classrooms or in public spaces
- ix. Tutoring and support services for both groups of students

c. Concerns & questions

- i. Faculty compensation
- ii. How to provide new faculty orientation and faculty review/class visits?
- iii. Would the college consider tuition differentials? How can this be done equitably and with emphasis on the residential experience to the degree possible?
- iv. Can we alter contact hours requirements?
- v. Can campus be closed to outsiders to minimize risk of infection?
- vi. Will College and faculty travel be permitted?
- vii. Access to teaching and learning materials (books, course reserves, films, etc)?
- viii. Would faculty hold in-person office hours?
- ix. Preparing and managing a f2f & online class at the same time is complicated and for those not familiar with doing that, they are going to be challenged.
- x. When would 2020 commencement happen if not everyone is gathering in the fall?

d. Re-entry/disruption plan

- i. Regular testing, unless reliable antibody testing is available
- ii. Quarantine housing options
- iii. Assessment of which courses can be postponed, or assigned alternative graduation requirements
- iv. Can the same emergency staffing plan be used for disruption?

- v. Orientation/training for new students and peer leaders/tutors would also need to be offered both online and f2f.

**3. Curriculum is split, with some courses offered face-to-face only and some courses offered online only.**

- a. Approaches
  - i. Selected courses are offered online.
  - ii. Selected courses are offered f2f.
  - iii. Courses that are inappropriate for online offering are offered f2f.
  - iv. Students for whom online access is problematic could be on campus.
- b. Needs
  - i. Key courses may need to have two sections/instructors
  - ii. Which courses must be available online for students who cannot return?
  - iii. Protocols for supporting student accommodations for accessible education
  - iv. Tutoring and support services for both groups of students
- c. Concerns & questions
  - i. What to do about first year orientation for students remaining off-campus?
  - ii. Assuring necessary courses are available online for students who cannot return
  - iii. Support/compensation for faculty who may be teaching additional sections/format
  - iv. How to provide new faculty orientation and faculty review/class visits?
  - v. Would the college consider tuition differentials? How can this be done equitably and with emphasis on the residential experience to the degree possible? Would the courses be indicated differently on transcripts?
  - vi. Can we alter contact hours requirements?
  - vii. Can campus be closed to outsiders to minimize risk of infection? How does this affect commuter students?
  - viii. Will College and faculty travel be permitted?
  - ix. Access to teaching and learning materials (books, course reserves, films, etc)?
  - x. Would faculty hold in-person office hours for on-campus students?
  - xi. Preparing and managing a f2f & online class at the same time is complicated and for those not familiar with doing that, they are going to be challenged.
  - xii. When would 2020 commencement happen if not everyone is gathering in the fall?
- d. Re-entry/disruption plan
  - i. Orientation/training for new students and peer leaders/tutors would also need to be offered both online and f2f.
  - ii. Courses that are f2f only would need an emergency plan in case sheltering/distancing orders are reinstated.

**4. Local and national policies would permit residential students to move into student housing but most learning is online, but with short period(s) of residency in small groups ("low residency")**

- a. Approaches
  - i. Courses meet online, but have short intensive on-campus sessions a limited number of times in the semester to build group dynamic or do hands-on activities.
- b. Needs

- i. Professional development and approaches to grading for this style of teaching, to ensure it actually enhances and doesn't disrupt learning.
  - ii. Determining logistics of which courses/areas are on campus when, and in what numbers
  - iii. Small group sizes to ensure safety and prevent infection/ re-infection
  - iv. Alternative options for students for whom travel is unsafe or prohibitive (international, other large distances)
  - v. Testing, recording and reporting policy for infection cases & monitoring gathering size
  - vi. An approach to using personal protective equipment/PPE in classrooms or public space
- c. Concerns & questions
    - i. Would all courses have such in-person "summits" or intensive sessions, or only some?
    - ii. Could laboratory and studio courses be adapted to have this help compensate for otherwise online experiences?
    - iii. What staffing/infrastructure resources are needed to handle logistics for this scenario?
  - d. Re-entry/disruption plan
    - i. Testing
    - ii. Maximize time between Move-in day and First day of class
    - iii. Collect travel plans for Fall break

**5. Combination Scenarios - Shelter/distancing is reinstated right before move-in, or after move-in, or shelter/distancing is lifted right before move-in, or mid-semester**

- a. Approaches
  - i. Modular curriculum with two or three or four parts to the term, with students taking fewer classes in each portion, but still adding up to a full load.
  - ii. Students who have already moved to campus have a shelter-in-place option on or near campus, we'd have a robust plan for rapid move to shelter-in-place.
  - iii. Students with options to leave campus would need online alternatives (or to leave after the end of a specified time period when a course or module ends)
  - iv. We need to prepare students, staff, and faculty for the possibility of mid-semester adaptations and modifications.
- b. Needs
  - i. Determining the date at which no changes occur to move-in or start of the semester dates (how late is too late to change options?)
  - ii. Professional development for f2f, hybrid, split, and online options with an eye to flexibility for mid-semester shifts if warranted
  - iii. Assessment of how student accommodations would be transitioned with short notice, to ensure accessible education to the highest degree possible.
  - iv. What have we learned from the quick pivoting that had to happen in the spring semester?
- c. Concerns & questions
  - i. This is a scenario that changes depending on when the students are notified that the campus will be open for Fall 2020.
  - ii. If the decision to bring students back to campus is also delayed until late summer, then this is too late for a large number of students to plan for and return to campus. This

- would be a significant disruption as students and parents struggle to decide if moving to campus is appropriate.
- iii. If the assumption is that the college is moving forward now with opening the campus, then the strategy changes. Students and parents will have the time to make decisions and plan for a move back to campus.
  - iv. We'll need to prepare student leaders, peer leaders, orientation leaders, tutors, and learning assistants for how to assist in supporting students in the event of additional disruptions.
  - v. Would it be more disruptive to move students back mid-semester if we had started online? Perhaps we consider only those students for whom being on-campus is a demonstrably superior option and outweighs the disruption.
  - vi. How do faculty reviews take place and new faculty mentoring?
- d. Re-entry/disruption plan
- i. How to provide new faculty orientation and faculty committee summer planning for fall?
  - ii. What are the dates when decisions must be made to move-in, stay-put, move-out, or postpone academic activities?

**Scenarios we did not consider further:**

- Residential for first year students only, or f2f for graduate students only
- Calendar modifications that compress fall semester
- Calendar modifications fall-to-spring and spring-to-summer with innovative and first-year fall offerings
- Additional distinctive courses are offered (the thought was this would be a supplement, not replacement to existing course offerings)

**Questions that don't match a scenario**

- What agency do we have to alter credit-hour, grading, and withdrawal regulations under unusual circumstances?
- How do we navigate faculty compensation for a very challenging budget scenario but for teaching modes and preparation that are far from the norms addressed in the faculty handbook?
- What do we recommend for students planning study abroad, global study tours, or international internship experiences?

**INSTRUCTIONAL TASK FORCE  
HOW STRATEGIES AND SCENARIOS RELATE (4/28/20)**

**Guiding Principles:**

We want to prioritize the health and safety for students, faculty, and staff  
We would like in-person options for as many students as possible  
We don't want to exclude international students or immuno-compromised individuals  
We would like to help retain current students and recruit new students  
We want to treat students equitably and try to avoid amplifying existing disparities  
We want to be as flexible as possible for inevitable unforeseen changes  
We'd like to offer courses that can be adapted and taught effectively  
We want students to be engaged and to feel connected to the college and their professors/peers  
We value strategies that conserve energy/intellectual investment  
We want to be proactive and not reactive so we can stay true to the college mission  
We need to gather stakeholder data and perspectives, including different student groups  
We need to prioritize effective communication about plans and strategies  
We want to consider long-term sustainability of the college and its mission

Stakeholders: faculty, staff, decision-makers, student government, commuter students, parents, admissions

**Potential Instructional Strategies**

Scenarios they address

1. Stable - all in person (1a) or all online (1b)
  - a. All in person
    - i. Shelter/distancing orders lift, residential students move to campus, no further disruption
    - ii. Calendar modification scenarios or modular approaches may serve here
  - b. All online
    - i. Shelter/distancing orders remain for the entire Fall 2020 semester
2. Hybrid course (students in person and online, same course at the same time, or possibly alternating)
  - a. Shelter/distancing orders lift, international and those with preexisting health concerns need to be online
  - b. Shelter/distancing orders lift, and residential students return, with some faculty unable to return
  - c. Shelter/distancing orders lift before fall semester but are reissued mid-fall-semester
  - d. Shelter/distancing orders remain in place into the fall semester, but lift mid-fall-semester
3. Split curriculum (some courses online, some courses in person; a choice, but not same time)
  - a. Shelter/distancing orders lift, international and those with preexisting health concerns need to be online
  - b. Shelter/distancing orders lift, and residential students return, with some faculty unable to return
  - c. Shelter/distancing orders lift before fall semester but are reissued mid-fall-semester
4. Low-residence (course sometimes meets in person and sometimes online)

- a. Shelter/distancing orders lift, residential students move to campus
  - b. Shelter/distancing orders lift, international and those with preexisting health concerns need to be online
  - c. Shelter/distancing orders lift, and residential students return, with some faculty unable to return
  - d. Shelter/distancing orders lift before fall semester but are reissued mid-fall-semester
  - e. Shelter/distancing orders remain in place into the fall semester, but lift mid-fall-semester
  - f. Calendar modification scenarios or modular curriculum may serve
5. Combinations/Pivoting scenario (start one-way, finish another)
- a. Shelter/distancing orders lift before fall semester but are reissued mid-fall-semester
  - b. Shelter/distancing orders remain in place into the fall semester, but lift mid-fall-semester
  - c. Calendar modification scenarios or modular curriculum may serve

Additional strategies that may be used to address scenarios...

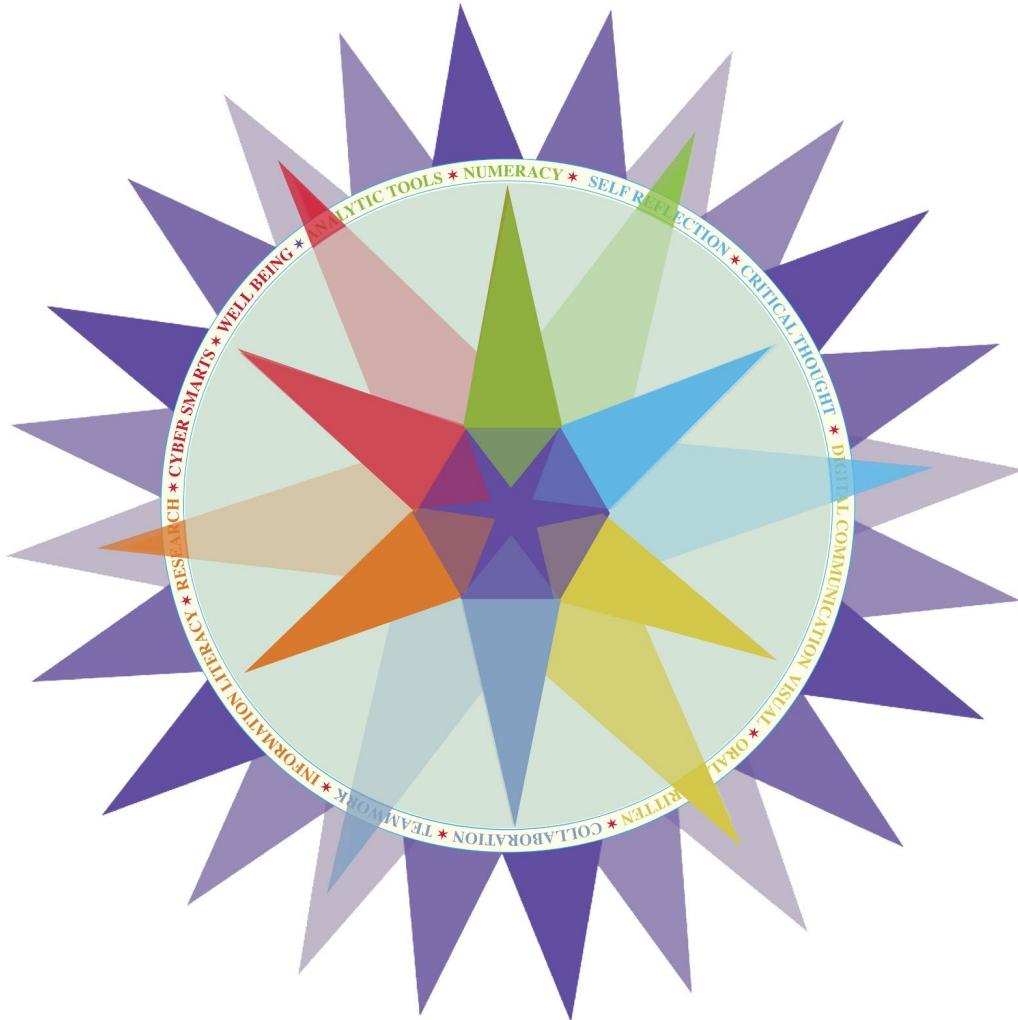
- A. Most students are in residence, but academics are primarily online
- B. Late start and/or compressed fall semester, or fall/spring and spring/summer shift
- C. Block plan or modular course scheduling
- D. Host only first year students on campus, others are online
- E. Structured gap year programming

Our COVID-19 Task Force & FEC-O provided scenarios:

- I. Shelter/distancing orders lift, residential students move to campus
- II. Shelter/distancing orders lift, international and those with preexisting health concerns need to be online
- III. Shelter/distancing orders lift, and residential students return, with some faculty unable to return
- IV. Shelter/distancing orders lift in the summer, but new outbreaks occur, new orders are issued before fall
- V. Shelter/distancing orders lift before fall semester but are reissued mid-fall-semester
- VI. Shelter/distancing orders remain in place into the fall semester, but lift mid-fall-semester
- VII. Shelter/distancing orders remain for the entire Fall 2020 semester.

Visual Strategy and Scenario Table  
Presented by the Instructional Task Force

[https://docs.google.com/spreadsheets/d/1Sv9Nh8la4qHikBhtEMnJD\\_oEgDYfeoN\\_oDuX7VB-ERNU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Sv9Nh8la4qHikBhtEMnJD_oEgDYfeoN_oDuX7VB-ERNU/edit?usp=sharing)



# Breadth, Depth, Growth: Innovating the Liberal Arts for Professional Success at Agnes Scott College

The Committee on Professional Success  
May 2020

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**Proposal Summary**  
**Breadth, Depth, and Growth:**  
**Innovating the Liberal Arts for Professional Success at Agnes Scott College**

The Committee on Professional Success (CPS), in consultation with the campus community, proposes an **overarching framework for all students at Agnes Scott College to achieve professional success**. The framework includes an explicit focus on the needs of the diverse population of undergraduate and graduate students, including lower income and first-generation students. This proposal accounts for recommendations from Art & Science research (August 2019), institutional research data, and trends in higher education. The proposed work is supported by grant funding from the Goizueta Foundation.

**The Proposal:** Agnes Scott will cultivate students' professional success through a 4-year experience that integrates *SUMMIT* and the major with professional growth. **The model proposes a convergence of the three elements that distinguish an Agnes Scott education: breadth (*SUMMIT*), depth (the major), and growth (Career Bridge),** through a Career Bridge that connects the academic experience to professional development, supporting students' professional growth through a scaffolded approach from the first semester through their early post-graduate years and beyond. Distinct to Agnes Scott, the comprehensive framework extends to all students: undergraduate, graduate, and post-bacc, adapting to the needs of each program.

**New Components:** The model includes four overarching components that provide a cohesive student experience while leveraging College strengths, realizing efficiencies across divisions, and protecting the current resource footprint. For purposes of summary for the faculty, specific elements are highlighted.

1. **SUMMIT Advising, OICD, and Graduate Programs:** Early focus on academic success and professional growth includes addition of MAP sequence designed to strengthen the Board of Advisor model and structure of Career Communities (as funded by Goizueta).
  - a. **MAP:** My Agnes Plan (110/120) will streamline student support programming through two 0-credit, 7-week sequences offered in the 1st half of each semester by Academic Advising and Career Coaches
  - b. **GRD Lab:** a 0-credit lab for graduate students will focus on academic and professional success. Sections will be led by staff, piloted in 2020-21, and implemented in 2021-22
2. **Integration of professional success elements into majors and masters'** responds to student/faculty input to create flexible, integrated connection between professional success and program of academic study. OICD, *SUMMIT* Advising, and CDVL will support.
  - a. **Internship/research experience.** 84% of students currently complete; flexibly integrate for optimal learning, professional preparation and enrollment marketing
  - b. **Digital/technology skill.** Identify technology specific to major/master's and embed in courses for improved student proficiency
  - c. **Identification of transferable skills.** Each major/master's will identify career competencies and skills to improve course advising and student awareness
  - d. **Relevant career exposure.** Each academic program will identify (2-3) lower level or gateway courses where relevant assignments or experiences can be included
3. **Career Bridge:** Career Bridge elements support transition to early career and postgraduate work, while strengthening young alumni engagement. Launches with ACT (Applied Career Topic), a Peak Week experience that bridges academic preparation and postgraduate success.
4. **Diversity, equity, and inclusion** as critical to professional success. For students to achieve professional growth, they must experience an equitable and inclusive learning environment provided by faculty and staff, and they must be prepared to address racism, sexism, etc. in professional life.

## **Introduction**

The Committee on Professional Success (CPS), in consultation with faculty, staff, students and alumni, developed an **overarching framework and proposal for all students to achieve professional success** at Agnes Scott. Charged by the Dean of the College Christine Cozzens and endorsed by the faculty in December 2019, the Committee's work responds to emerging trends in higher education, Agnes Scott College's need to innovate in an increasingly complex and competitive market, and most importantly, the College's need to provide our students with an education that fuels social mobility. The work of the CPS included an explicit focus on the needs of the diverse population of undergraduate and graduate students at the college, including lower income and first-generation students.

The College's Goizueta Foundation grant proposal serves as the foundation for CPS work, identifying the general needs for professional success at Agnes Scott:

*Agnes Scott seeks to integrate programming with an orientation toward professional success. While career advising is a part of the College's current advising model, explicitly positioning students for postgraduate success will support a shift in the approach of the Office of Internship and Career Development from transactional (by tool or goal) to a transformational four-year integration of hands-on and experiential engagement with students. . . More intentional career exploration and discovery will allow all students, especially those from lower income and first-generation backgrounds, to more confidently and knowledgeably take advantage of the full breadth of opportunity afforded by a liberal arts education. (p. 6)*

Currently, the Office of Internship and Career Development (OICD) achieves much higher engagement (in percentages and contribution ratings) than institutions nationally; however, overall student and faculty feedback suggests that student preparation for professional success, especially early professional success, is not consistently achieved [[Appendix A: Goizueta Foundation Grant Proposal](#)].

Over the past several months, the CPS worked expansively to communicate with members of our campus community to develop a proposal that meets student needs and best positions them for early professional success, whether in the workplace or in pursuit of an advanced degree. Through a series of retreat-style forums, meetings, and presentations, the committee gathered information from sources across campus, including the offices of Alumnae Relations, Admission, Communications and Marketing, and Advancement; surveys administered to undergraduate and graduate students; meetings with department chairs; a faculty survey (with 64%, or 59 of 92 faculty responding); and meetings with representatives from the Learning Centers, the library, and academic advising. These data are presented in the March CPS Report to the faculty [[Appendix B: March CPS Report](#)].

Chaired by Dr. Lilia Harvey and Dr. Kelly Ball and composed of six faculty members and six staff members, the committee met weekly to develop and refine an ongoing iteration of the framework and individual components.

**Figure 1: Committee on Professional Success representatives**

<b>Committee Members</b>	
<b>Co-Chairs: Kelly Ball and Lilia Harvey</b>	
Faculty	Staff
<b>Beth Hackett,</b> Women's, Gender, & Sexuality Studies	<b>Elizabeth Egan Henry,</b> Academic Advising
<b>Jenny Hughes,</b> Psychology	<b>Aimee Kahn-Foss,</b> Admission
<b>Mina Ivanova,</b> Writing and Digital Communication	<b>Dawn Killenberg,</b> Career Development
<b>Jennifer Larimore,</b> Neuroscience and Biology	<b>Honi Migdol,</b> Leadership
<b>Bobby Meyer-Lee,</b> English Literature	<b>Machamma Quinnichett,</b> Academic Advising
<b>Nell Ruby,</b> Art	<b>Karissa Tedesco,</b> Student Involvement

### **Review of literature and peer practices**

The Office of Internship and Career Development completed a comprehensive review of career development initiatives at other institutions, career development and coaching literature, higher education reports, future of work projections, and conversations with alumni in human resources and industrial/organizational psychology. Approximately 20 trends and models were identified and used as stimuli for stakeholder brainstorming and discussion. ([Appendix Item C: External Review - trends, insights and other institutions](#))

### **Framework for professional success**

Through discussion and analysis of the feedback from the College community, the Committee determined the following characteristics as crucial to an effective framework for professional success:

- Universal, with customizable options
- Scaffolded, with hands-on experiences
- Holistic, encompassing multiple aspects of student life
- For undergraduates: integrated with the SUMMIT experience and academic major
- Inclusive of the needs of alumni for on-going professional development
- Engaging for alumni and external partners to support Agnes Scott students

The framework will also support the following Agnes Scott strengths and values:

- Global learning and leadership development
- Diversity and inclusion
- Social and intellectual mobility

And simultaneously develop students':

- Resilience and adaptability
- Professionalism
- Financial Wellness

Further, the Committee recommends Agnes Scott use the term **professional success** instead of **post-Agnes or post-graduate success** in reference to this work and its implementation.

- “Post-Agnes success” signals an end to the relationship with the College upon graduation, which is antithetical to our recommendations and the philosophy of continued learning and reflection.
- “Post-graduate” success is much broader than professional success, including citizenship, personal happiness, life of the mind, etc. Our charge focused on improving the professional success outcomes of our students, as one aspect of post-graduate success.

### **Professional success at Agnes Scott College: Undergraduates**

Under this proposal, Agnes Scott cultivates students’ professional success through a 4-year experience that integrates *SUMMIT* and the major with professional growth and introduces a Career Bridge<sup>1</sup> that connects the junior year to professional development for alums. **The model proposes a convergence of the three elements that distinguish an Agnes Scott education: breadth (*SUMMIT*), depth (the major), and growth (Career Bridge). The illustration below represents how these elements converge to support one another.**

**Figure 2. Breadth, depth, growth**



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<sup>1</sup> We are not marketers. Terms such as Career Bridge, etc. should be understood as placeholder terms while the ideas are developed. The final terms will be a result of collaboration with the implementation team, Admission, and Communications and Marketing, among others.

**Every undergraduate student achieves professional success by:**

- 1) Completing **SUMMIT**, Agnes Scott's general education program focused on global learning and leadership development,
- 2) Working with a **Board of Advisors** to connect **SUMMIT**, the major, and Career Bridge experiences, anchored by MAP 110/120 (My Agnes Plan), a 0 credit course focused on academic success, professional growth, and financial wellness,
- 3) Gaining relevant knowledge and transferable professional skills in **every major** through coursework that includes major-relevant digital and technology skills and an internship or research requirement to provide hands-on experience of the curriculum
- 4) Engaging the support of a robust **Career Bridge**, commencing with an **Applied Career Topic (ACT)**, a 1 credit course designed to amplify the major with relevant professional content and connections in the junior year Peak Week, and extending through the early post-graduate years with distinct programming and dedicated resources.

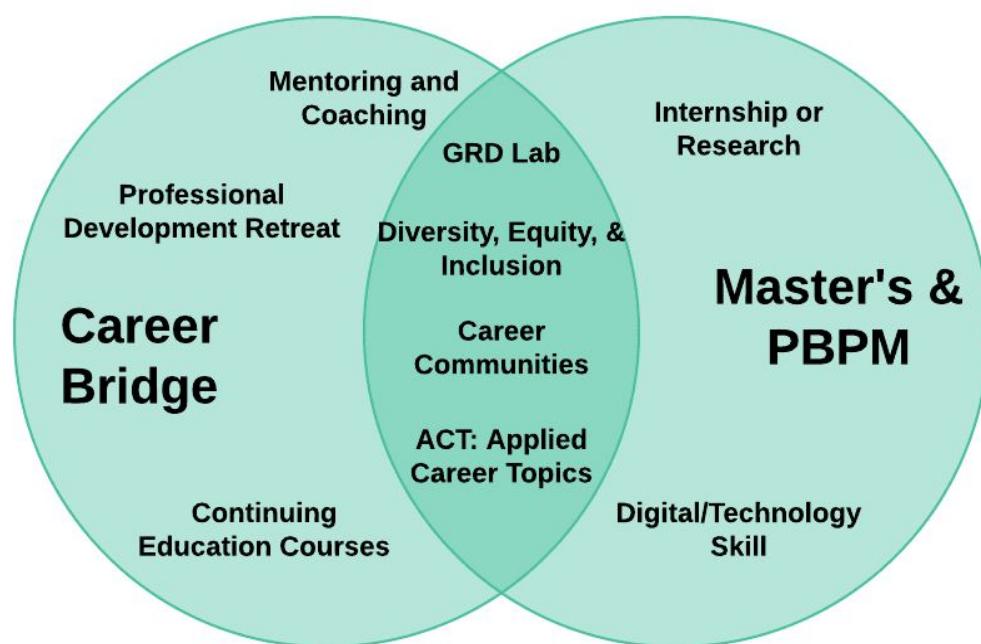
**Figure 3. SUMMIT, major, Career Bridge**



**Every graduate and PBPM student achieves professional success by:**

1. Completing a graduate/post-bacc curriculum designed to offer subject expertise and **advance professional skills** through coursework that includes a **practicum, research, or applied learning experience** and builds **digital and/or technology skills**
2. Electing to participate in an **ACT (Applied Career Topic)**, a 1 credit course designed to complement the master's with relevant professional content and connections, and/or **GRD Lab**, a 0 credit course designed to support academic and professional success, and
3. Engaging the support of a robust **Career Bridge** program, designed to cultivate their professional goals and connect them to the Scottie network.

**Figure 4. Master's, PBPM, and Career Bridge**



## New components of professional success

For all students, professional success at Agnes Scott is developed by the following four overarching components and the elements therein, described below:

**Component 1:** SUMMIT Advising, OICD, and Graduate Programs: Early focus on academic success and professional growth

**Component 2:** Integration of professional success elements into majors and masters'

**Component 3:** Career Bridge that prepares students for postgraduate endeavors and supports their professional journey, with dedicated support for first two years post-graduation

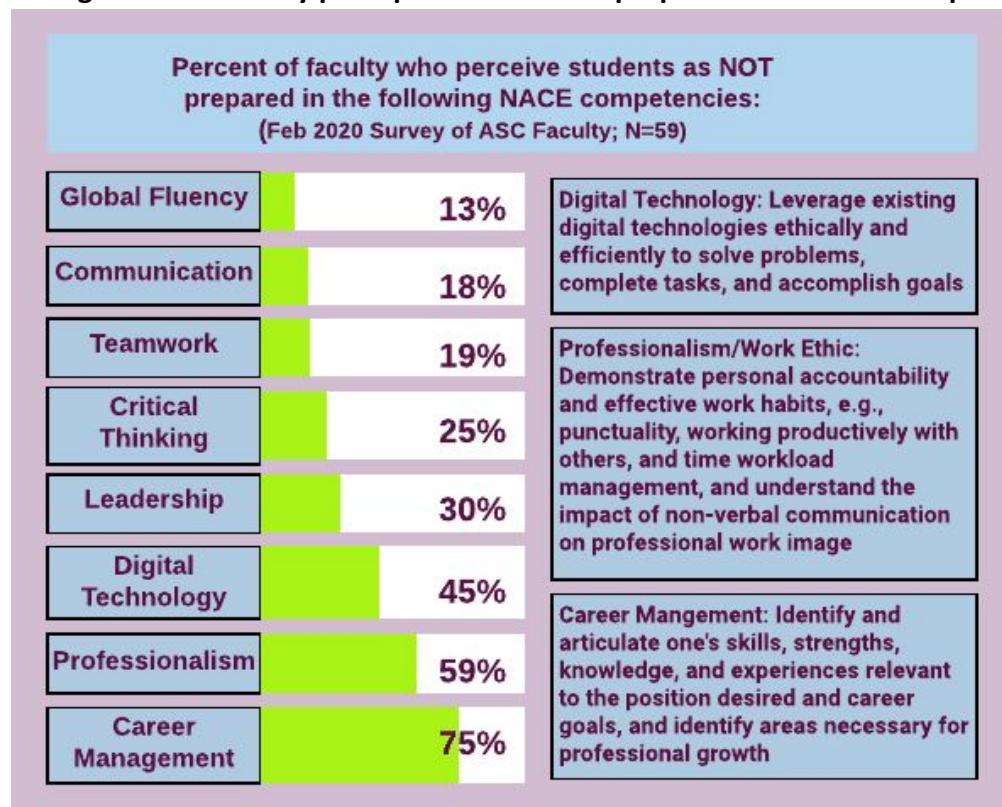
**Component 4:** Diversity, equity, and inclusion as critical to professional success

**Component 1: SUMMIT Advising, OICD, and graduate programs: Early focus on academic success and professional growth**

### A. MAP 110/120 (staff-facilitated, first-year, 0-credit courses)

Student feedback and inspiration from leading schools sparked the need for a more universally integrated transition into Agnes Scott College. Academic success, financial wellness, and early connections to professionalism are critical to student retention and early career success. Additionally, faculty and student survey data suggest that Agnes Scott students are not consistently prepared for the career management and professionalism skills required for professional success. For example, in a survey on the National Association of Colleges and Employers list of competencies, 75% of Agnes Scott faculty perceive students as not being prepared for career management, and 59% of faculty perceive students as not being prepared for professionalism. Please see the survey data below for faculty perception of student preparation across several competencies. [[Appendix Item D: Data Findings - faculty survey, NSSE surveys, and Ring-the-Bell senior survey](#)].

**Figure 5. Agnes Scott faculty perception of student preparation in NACE competencies**



To address these issues, the Committee proposes My Agnes Plan (MAP) as a first-year, zero credit course sequence. MAP 110/120 will prepare students for holistic success. ***The integrated sequence of MAP 110/120 will allow the college to realize efficiencies in existing programming and streamline the student experience.***

#### MAP110/120 Features:

- MAP 110 (fall semester), will focus on a successful transition to college, including academic success skills and resources, and will be facilitated by Summit Advisors
- MAP 120 (spring semester), will focus on professional growth through reflection on individual interests, skills, and strengths, in addition to focusing on financial wellness, and will be facilitated by Career Coaches
- Both courses will be 0 credit, graded Pass/Fail
- Both courses will meet during the first seven weeks of fall and spring semesters
- Both courses will be mandatory

MAP 110/120 will include a variety of modules, connecting students with resources for academic performance, professional success, and financial wellness. The order of modules will match content to student first-year experiences as they set educational goals and develop academic plans shaped by a sense of purpose, academic and career interests, and life goals. Students will reflect on how their intended course of study, when integrated with global learning and leadership development, define a meaningful liberal arts program. Each January, Legacy will serve as an important building block so that spring sections of MAP 120 can focus on

supporting students' identification and communication of their own strengths, skills, and interests, including through formats such as the CV/resume.

MAP 120 will introduce first year students to the Office of Internship and Career Development and our approach to professional growth, Discover-Explore-Connect. This will allow our Career Coaches to share in the exploration process with undecided students. New assessment tools and activities included in the Goizueta grant will provide means for engaging students earlier with intentional exploration around possibilities. We will designate a Career Exploration Career Coach to lead this work partnering with students organizations like Pathways, Latina Unidas, etc. to ensure that first generation, under-represented students are connecting with campus mentors for this important exploration of options.

### **B. GRD Lab (staff-facilitated, 0-credit courses)**

GRD Labs include two required<sup>2</sup> 0-credit courses for graduate students. One GRD Lab section will focus on academic resources such as McCain Library, the Center for Writing and Speaking, the Center for Digital and Visual Literacy, and the Resource Center for Math and Science, with dedicated attention to the needs of graduate students who are returning to the classroom after years of professional work. The Academic Success section will include an array of workshops and instructional sessions specific to the needs of graduate students. The other GRD Lab section will focus on professional success, including a series of workshops on leadership, career management, and other topics led by the Office of Internship and Career Development.

GRD Labs will ensure students have access to the resources they need for success academically and professionally by organizing these resources into a coherent student experience. Sections will be led by staff, piloted as a series of workshops in 2020-21, and implemented in 2021-22.

### **C. Career Communities**

A key challenge for small schools is the ability to create pathways for external partners to reach significant numbers of students. Career Communities is a way of organizing, convening, and connecting students, alumni, and employers for learning, recruiting, and professional growth. The Goizueta Foundation grant allows Agnes Scott to utilize this approach over the next 3 years as a means to develop student awareness of career opportunities and, more importantly, to connect Agnes Scott College to a broader range of external partners. This work will cultivate employer relationships for internships and jobs for undergraduate and graduate students.

Agnes Scott's ability to strengthen our outreach to employers and professional associations within Atlanta will be critical to the professional success of our students, while also building the Agnes Scott network through Career Communities. Currently, Agnes Scott has only 5,000 alumni professionals on LinkedIn, compared to Spelman's 14,000 and Georgia State's 83,000 alumni LinkedIn presence. This comparison means Agnes Scott must be intentional in its cultivation of external partners. Career Coaches will play a critical role in developing learning and networking opportunities for students and alumni with industry associations. Career Coaches will also foster connections between alumni and students to increase student exposure and access to employers (via information interviews and shadowing), skill development (practice interviews), and internship and job recruiting.

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<sup>2</sup> This requirement necessitates further discussion prior to implementation.

All students will be encouraged in MAP 120 to join at least one career community, joining others and exploring during coursework. As they approach graduation, students will focus participation in one Career Community. Career Communities were created through analyzing Bellringer surveys, academic program data, and employment trends. Career Communities are:

- Government, Education, and International Affairs (includes pre-law)
- Health, Environment, and Scientific (includes pre-med)
- Nonprofit and Arts
- Technology, Business, Media, and Communication

### **Component 2: Integration of professional success into majors and master's degrees**

The Committee for Professional Success heard clearly from students and faculty that professional skills need to be more strongly linked with and embedded in the academic majors. As evidenced by the first-year NSSE and senior surveys and the graduate student satisfaction survey, many students at Agnes Scott foster strong mentoring relationships with faculty, and they see their courses and major advisors as logical resources for talking about opportunities for the future, such as internships, research, graduate school, or jobs [[Appendix Item D: Data Findings](#) and [Appendix Item E: NSSE Snapshot for Agnes Scott College, 2019](#)]. Furthermore, the faculty survey conducted by the CPS identified that many faculty seek professional development and ideas for how to facilitate these conversations and connections to learning for students.

#### **A. Internship or research in every major/master's**

Currently at Agnes Scott, 84% of seniors report completing either an internship or mentored research during their four years. Bellringer senior surveys show that internships and mentored research are the #1 and #2 items indicated as contributing to next steps after graduation (see Figure below). While these indicators point to the significance of internship and research experience in students' professional success, Agnes Scott will benefit by ensuring all students have these opportunities. Further, the CPS determined that these experiences are most impactful when they are intentionally designed as part of the student's major field of study.

**Figure 6. Student perception of what prepared them for next steps**



Research shows that relevant internships or work are the primary evidence that employers look for when hiring. The Art & Science research identified the integration of hands-on learning as an element that will strengthen *SUMMIT* [See [Appendix Item F: Art & Science Recommendations, 2019](#)]. The CPS believes that a more overt commitment and intentional approach to internships and research will better prepare students for professional opportunities. By the scaffolding provided by the three experiences of career exposure in the 100/200 level, Sophomore Class Atlanta Leadership Experience (SCALE) in the sophomore year, and the proposed Applied Career Topic (ACT) experience in the junior year, students will be more prepared to maximize the impact of internships and research in their professional preparation.

Therefore, we recommend that all students complete an internship, research experience, or other commensurate hands-on learning experience as a requirement of their major.

Departments will determine the requirement for the major, including whether or not the internship or research bears credit. We recommend the use of self, peer, and/or faculty feedback on competencies and skills gained as a result of the experience. New feedback tools are being evaluated by the Office of Internship and Career Development [[Appendix Item G: SKILLSurvey](#)].

To preserve faculty capacity, departments that require a credit-bearing internship might collaborate with other departments to create interdisciplinary internship courses. Additionally, funding for student expenses associated with internships and research has been substantially increased via the grant from the Goizueta Foundation.

#### B. Digital and/or technology skill in 200/300-level courses

Faculty ratings of student preparation reveal that only 6% of faculty believe current students are well prepared for digital technology, and, in fact, faculty indicated that 45% of students are not prepared to meet the growing need for using technology to analyze and solve problems [Figure 5]. Faculty and student input suggest that students need to build confidence and

proficiency with technology within the major. Each course of study has unique needs for technology that improves problem solving, analysis and communication.

The Committee recommends that each department develop a plan to identify and embed at least one relevant digital technology in at least one course for the major. The use of technology in a 200-level course will enable students to analyze and solve problems, and better prepare them for projects in upper-level courses. Digital and/or technology skills in the major can be developed with support of Center for Digital and Visual Literacy workshops and tutoring, as appropriate, and enhanced by ACT (in Career Bridge) experience(s). Goizueta funding for ACTs and other digital and/or technology learning enhancements is available.

#### **C. Transferable skills identified and “tagged” for all majors**

While there are bodies of information on the skills that a liberal arts education develops, the ability for a student to identify and articulate those skills should not be taken for granted. Departments will be asked to identify the professionally relevant skills students acquire while completing their major. Departments will not be asked to tag every course in the academic program, but, using a version of the NACE competencies, to consider strategically which courses most readily lend themselves to transferable skills. Skills outcomes help students connect what they are learning in the major to ways they may apply their learning outside of the classroom. Being explicit about skills empowers students to see how they gain professional competence through their major. Faculty will be encouraged to list skills outcomes on assignments.

#### **D. Career exploration in 100/200-level courses**

Career exposure is critical to first-generation and lower-income students who often enter college with low “career literacy” about the options available to them. In focus groups with students and in SCALE feedback, the CPS learned that students benefit from early and on-going career exposure. Many faculty already include embedded career exposure through assignments, events, and in-class opportunities. The CPS believes it is critical to expand this practice across departments to ensure it is intentionally included as part of the student experience.

Each department will identify 2-3 lower-level courses in which to embed career exposure. The Offices of Alumnae Relations and OICD will be a resource for professional connections, event coordination, and/or consultation on relevant assignments. Exposure could include:

- Hosting a class panel of professionals who majored in the field and/or who work in a field related to the major (as currently offered in PSY) or asking students to attend a panel hosted by OICD (as currently offered in WSGS and IR/Poli Sci)
- Assigning qualitative, informational interviews with alumni/professionals in the field (as currently completed in PH)
- Assigning students to research possible career pathways (as currently offered in BIO)
- Including a written reflection that asks students to connect their academic learning, personal skills, strengths, and career interests to potential opportunities for growth

While this element will be determined by academic departments, the CPS does not recommend this be a requirement for completing the major. Instead, this element will offer any student

who takes these courses the opportunity to explore a range of career possibilities.

### **Component 3: Career Bridge that prepares students for postgraduate endeavors**

The third component of the CPS recommendations is the Career Bridge. Young alumni shared that the transition out of college into the world of work is challenging and one that requires resilience, support, and confidence. First-generation students and those from low socioeconomic households often lack the familial safety-nets and networks of their peers. The Career Bridge provides a range of professional and financial knowledge, mentoring, and connections for a successful transition into early career success or into graduate study.

The Career Bridge is among the most innovative aspects of this proposal, as it functionally extends the College's active support of a student through the first two years post-graduation. While nearly all institutions support alumni through professional development offerings, the Career Bridge is a bold, distinctive model for higher education, as it creates a formal program of professional support for recent graduates that begins during the spring of the junior year with ACT: Applied Career Topics and extends two years post-graduation, creating a four-year bridge of support for early career and life success, and expanding a student/alum's active engagement with the College to six years. Longer term, the Career Bridge provides lifelong opportunities for professional development and continuing education. The Committee believes the Career Bridge will be fundamental to further bolstering the College's already impressive social mobility outcomes. Not only will Agnes Scott be known for social mobility but also for the intellectual and professional mobility of its alumni.

One fundamental need affecting these elements is the technology that supports the Offices of Alumnae Relations and Internship and Career Development. Alumni, staff, and faculty all requested stronger connections to alumni through robust database and relationship management systems. The College must invest in this technology, and training the staff who will support it, to ensure strong alumni engagement with the College. This engagement will support not only the work of this initiative, but the broader goals of College Advancement.

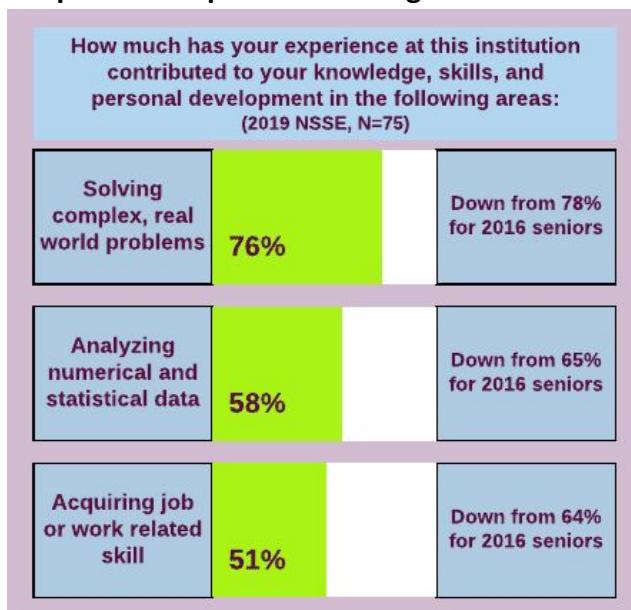
#### **A. ACT: Applied Career Topics**

Students will launch their career bridge in the junior year with an Applied Career Topic (ACT) experience. ACTs will be week-long, 1-credit experiences designed to amplify every major. Offered during Peak Week, ACTs will be modular and include interdisciplinary content, relevant digital technology, and professional connections. Topics will be selected to meet student interest, emerging market needs, and the expertise of Agnes Scott faculty and alumni.

ACTs are the first part of the Career Bridge, complementing *SUMMIT* and the major by teaching skills relevant to professional success. While the value of the liberal arts has been shown to pay off over the long term of career success, prospective and current students do not always see the value and immediate applicability of the skills and strengths they are acquiring. ACTs will also include relevant options for students planning to attend graduate school prior to launching their careers. NSSE data collected in fall 2018 from the Class of 2019 provides evidence of the need to support students in "acquiring job- or work-related knowledge and skills." It is important to note that our peer group of women's colleges achieved 75% on this survey

question. The addition of identifying and tagging transferable skills in the majors in combination with the ACT experience will improve student perceptions of acquired knowledge and skills.

**Figure 7. Student perception of acquired knowledge and skills**



Students from any major will be allowed to complete any Applied Career Topic. ACTs will be coordinated by staff, with limited faculty instruction, with industry insights offered by alumni. Faculty may elect to connect projects in upper-level spring courses to relevant ACTs.

Effective for the class of 2024, all undergraduate students will be required to complete at least one ACT. Students will be encouraged to complete their ACT during the junior year but may satisfy the requirement during the senior year if circumstances do not allow completion in the prior year. The ad hoc Faculty Implementation Committee will develop the process for all faculty to propose ideas for ACTs. Three ACTs will be piloted in spring 2021.

Several ACTs will be developed for graduate students and offered in the evenings of Peak Week. We believe ACTs will be especially attractive to graduate students who are young professionals with limited career experience, as well as to experienced professionals who are seeking to change their career or achieve advancement.

**Figure 8. Sample Applied Career Topics**

Sample Topics for Illustration Only				
Applied Career Topics	Digital Exposure	Career Relevant Content	Potential Areas of Work	Professional Connections
<b>Data Insights</b>	Excel, Qualtrics, Tableau	survey design pivot tables reports storytelling	market research public policy healthcare	WIT (women in tech) Data Science Connect
<b>Digital Marketing Essentials</b>	Google analytics; infographics; Adobe Creative	SEO design basics storytelling	media strategist graphic design videography	American Marketing Association Digital Marketing Association
<b>Nonprofit Essentials</b>	Salesforce; Raiser's Edge; Constant Contact	grant writing volunteer relations reporting funding basics	outreach evaluation fundraising	GA Center for Nonprofits; Young Non-Profit Professionals
<b>Project Management Essentials</b>	Slack coding SmartSheet	Scrum design thinking	client support project coordinator	Association for Project Management; Center for NonProfit Management
<b>Training and Human Development</b>	Sharepoint; UI/UX Learning Management Systems	instructional design assessment	instructional design human resources education	Society for Human Resources Managers; Society for Training and Development

### B. Professional development courses (non-credit)

Agnes Scott will offer online professional development modules and online courses that are non-credit bearing. Courses can be self-directed and used in combination with Career Coaching.

Such courses will support alumni professional success by offering content an alum may have not studied formally. For example: a History major realizes she needs to learn accounting basics; a chemistry major realizes they need to brush up on CSS and HTML; a political science major seeks an affordable LSAT prep course; or a current graduate student seeks to refresh his knowledge of Spanish.

By partnering with a continuing education provider that offers courses on a white-label basis, Agnes Scott will offer these opportunities immediately and establish a revenue stream by promoting these courses to alumni as well as the broader community. All Agnes Scott alumni will receive one course at no cost upon graduating from their academic program. This incentive will create a pipeline of Agnes Scott alumni who engage continuing education and return to the College for this resource.

By initially partnering with an external provider, Agnes Scott will avoid needing to invest immediately in the infrastructure required to offer a robust continuing education program. Possible providers include Education to Go, MindBridge, and others.

After two to three years of offering online continuing education, Agnes Scott will consider developing on-campus and/or online continuing education courses that are most needed by our community and that leverage the expertise of our faculty and staff.

### **C. Mentoring and coaching**

#### ***(i) Mentorship and Community Groups: Student/Early Career-to-Alum; Alum-to-Alum***

Mentorship for early career success has been identified as a critical need, and one for which we are uniquely positioned. The 400 alumni members of the *SUMMIT* Career Connect (who have agreed to support students) have not been fully tapped. Feedback from young alumni about the transition into the world of work and graduate school suggests that there is an opportunity to create a variety of mentorship and community affinity groups.

Alum-to-Alum Mentor Groups participate in informal, monthly meetings that occur in person or virtually for professional growth and community building around certain topics, open discussion, and support. Groups can be organized geographically or by Career Community. Topics might include: communicating with your supervisor, navigating workplace boundaries, developing work/life balance, code-switching, communicating across generations, etc. These mentor groups will be facilitated by volunteer alumni with support from career coaches, Alumnae Relations, and other offices.

#### ***(ii) Alum:faculty advisory groups***

Currently, Agnes Scott College has an Alumnae Board that spans all ages of alumni and supports all aspects of alumni life. Alum:Faculty Advisory Groups will serve as an invaluable resource to interested faculty. Career Coaches will facilitate advisory groups by academic conference, major, or program, in response to faculty interest. Whether keeping faculty apprised of new workplace trends or sharing news of internships and jobs, the Alum:Faculty Advisory Groups will come together (virtually or in-person) at least twice per year to support students, academic integration, and professional connections. Alum:Faculty Advisory Groups will be a vital resource for the development and implementation of ACTs.

### **D. Career Bridge professional development retreat**

Conversations with Offices of Advancement, Alumnae Relations, and alumni indicate that the college needs more innovative young alumni programming. To meet this need, CPS proposes a new summer program: Career Bridge Professional Development Retreat. This short retreat will bring alumni back to campus for workshops, seminars, boot camps, and networking. Designed with tracks for alumni 0-10 years out, and alumni who are 10+ years post-graduation, these offerings will be facilitated by members of our faculty, staff, alumni, and community partners. Alumni will be invited to reside on campus. In addition to increasing alumni engagement, this

retreat could be a revenue stream for the college<sup>3</sup>. The retreat could also be opened up to a broader audience as a professional development opportunity to further offset costs.

#### **Component 4: Diversity, equity, and inclusion as critical to professional success**

CPS understands that one of the greatest drivers of employer and community-partner interest in Agnes Scott College is the rich diversity of our student body and our success at supporting our students' social mobility. In addition, faculty, student, and employer feedback suggests that intercultural competency is an area in which our students excel compared to their peers at other institutions. But there is much more that we can and should do regarding diversity, equity, and inclusion as it relates to the professional success of our students.

The ability to work effectively with others - as equals - across differences/hierarchies is an essential competency for professional success, for students as well as faculty and staff. Valuing diversity and striving toward equity and genuine inclusion also are core principles of Agnes Scott College. We have a remarkably diverse student body but have not yet, as an institution, *systematically* equipped ourselves to meet its diversity-related needs or tapped its distinctive potential to prepare our students to thrive in an increasingly diverse world. For both ethical and pragmatic reasons, the CPS proposes that we intentionally and robustly integrate diversity, equity, and inclusion throughout our professional success plan. Steps will include:

- Providing rigorous, on-going professional development for faculty and staff that focuses on diversity, equity, and inclusion (e.g., how to identify ostensibly race-neutral actions/policies, etc., that perpetuate systemic racism; implicit bias; how to teach diverse groups, etc.)
- Ensuring that considerations of diversity, equity, and inclusion inform and are addressed throughout the components of the professional success initiative and in our efforts to support the social mobility of Agnes Scott graduates.

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<sup>3</sup> To ensure recent alumni and alumni with lower incomes can attend, one possibility is to create a sliding scale for retreat fees. For example, the retreat could be free for those earning less than \$50,000 (most young alumni), 50% discount for those with household income less than \$100,000, and full price for those with household income over \$100,000. Another idea is to offer the retreat at no cost for the first 5 years post-graduation. It is critical this initiative be designed to be self-sustaining given the anticipated costs.

## Student experience: undergraduate, graduate, and PBPM students

The diverse needs and academic programs of our student body drive the need for a flexible framework. CPS designed scaffolded, flexible, and customizable options for each element.

Flexibility of Components for Undergraduates				
1st Year	2nd Year	3rd Year	4th Year	Post-Grad
Journeys	SCALE	ACT: Applied Career Topics		
MAP 110/120			Career Bridge: Mentoring and Coaching	
Legacy		Internship or Research in the Major		Career Bridge: Professional Development Retreat & Continuing Ed
		Digital/Tech Skill		
		100/200 Career Exposure		
		Career Communities		

**Figure 9. Flexibility of components for undergraduates**

**Undergraduate student experience** Proposal components allow flexibility for different majors, as well as for transformative educational experiences such as study abroad. Some elements can or will occur only within a particular semester or year, but most are flexible and can occur over a broad timeline.

Flexibility of Components for Graduate Students					
1st Semester	2nd	3rd	4th	5th	Post-Grad
GRD Lab: Academic and Professional Success				Career Bridge: Mentoring and Coaching	
Digital and/or Technology Skill					
ACT: Applied Career Topics					
				Career Bridge: Professional Development Retreat & Continuing Ed	
Internship, Research or Applied Learning					
Career Communities					

**Figure 10. Flexibility of components for graduate students**

**Graduate student experience** The components allow flexibility for different fields of study, while offering elective resources for graduate students. Some elements can or will occur only within a particular semester, but most are flexible and can occur over a broad timeline.

Post-Bacc Pre-Med Professional Success	
GRD Lab	Optional workshops to support academic success, professional growth, and financial wellness
Internship or Service	All PBPMs are encouraged to complete an internship or relevant service. A credit-bearing internship will be designed as an elective
Career Bridge	As alumni of Agnes Scott, PBPMs will be able to access the Career Bridge for mentoring, coaching, and continuing education resources

**Figure 11. Post-baccalaureate pre-medical components for professional success**

**Post-baccalaureate pre-medical students** The components allow flexibility for pre-medical students, offering elective resources and preparing them for the health professions. Some elements can or will occur only within a particular semester, but most are flexible and can occur over a broad timeline.

## Professional success implementation

An *ad hoc* Faculty Implementation Committee will be established by the Faculty Executive Committee to develop the curricular elements of the proposal and to steer any academic policies and other work through the appropriate faculty standing committee.

A cross-campus staff implementation team will be established to begin developing the co-curricular and post-curricular work during Summer and Fall 2020. The implementation team will further develop and pilot elements to identify what works.

The Committee on Professional Success strongly recommends that robust assessment plans and data collection be developed at the same time of implementation to collect baseline data and to document evidence of outcomes.

## Possible timeline for implementation of proposal elements

The following chart illustrates the proposed incremental implementation of proposal elements over a four-year period beginning in fall 2020. Each of the four proposal components and their corresponding elements are grouped by color on the leftmost column, followed by the personnel or office responsible for developing and/or implementing those elements. Yearly objectives for element incorporation are also indicated, with complete implementation of all proposal elements by the end of the 2022-2023 academic year, and on-going incorporation of DEI in all elements.

**Figure 12. Implementation timeline**

Professional Success Elements		Existing	2020-21	2021-22	2022-23	2023-24	All Components Implemented	Assess, Improve, Sustain, & Stop What Doesn't Work
Career Communities	Advising, Coaching		Kickoff Career Communities					
MAP 110/120 GRD Lab	Advising, Coaching		Pilot MAP/GRD as workshop series	All incoming students take MAP or GRD				
100/200 level Career Exposure	Faculty		50% of majors	100% of majors				
Digital/Tech Skill			50% of majors	100% of majors				
Transferable skills			Identify skills	Map skills				
Internship/Research requirement		84% of students	50% of majors	100% of majors				
ACT: Applied Career Topics	OICD, OGEP, and Alumnae Relations		Pilot 3 ACTs	Pilot 6 ACTs	ACTs launched		100% class of 2024 ACTed	
Professional Development Courses			Pilot w/ Alum Volunteers	Launch for Alums & Public			Assess use & plan on campus offerings	
Professional Development Retreat				Mini-Retreat Pilot	1st Annual Retreat		Increase attendees; boost revenue	
Mentoring & Coaching Groups		Soft Launch SU20 re: COVID-19	Pilot groups: In person and virtual	Grow groups according to need				
Diversity, Equity & Inclusion	All		Professional Development for Faculty and Staff	On-going consideration of DEI in all elements				

## Implementation of proposal and faculty workload

Curricular elements and elements involving academic policy will necessarily require the participation of faculty. Faculty may participate in activities associated with other proposal elements, but those elements are purposely designed to be optional for faculty to minimize workload. An ad hoc Faculty Implementation Committee will be necessary to oversee the implementation of the curricular elements, with departments participating in the implementation of elements in the major or master's programs.

**Figure 13. Expected faculty workload**

Expected Faculty Workload	Component
OAA and OICD to create proposals; Faculty Implementation Committee to <b>REVIEW</b> and submit to Curriculum Committee	 <b>MAP 110/120 and GRD Lab</b>
Faculty Committee to <b>DEVELOP</b> topic proposal process; Staff to coordinate content and facilitate sections; Faculty participation optional	 <b>ACT: Applied Career Topics</b>
Departments to <b>REVIEW</b> 100/200 level course content and identify 2-3 courses to include career exposure	 <b>100/200 level Career Exposure</b>
Departments to identify at least 1 digital/technology skill relevant to the discipline and <b>DEVELOP</b> a plan for ensuring student mastery	 <b>Digital/Technology in major</b>
Departments to <b>DOCUMENT</b> skills from OICD list, and map to courses	 <b>Transferable skills</b>
Departments to <b>DEVELOP</b> the requirement if the program does not already require an internship, research, or similar experience, with forms to Curriculum Committee	 <b>Internship or Research Requirement</b>

The figure detailing expected faculty workload clarifies the expected participation of faculty in activities associated with academic majors and master's programs and attempts to illustrate the impact of the proposed work on faculty workload.

**APPENDIX: [Link to view](#)**

- A. Goizueta Foundation Grant Proposal (October 2019): *Positioning Students for Postgraduate Success through Discover, Exploration and Connection*
- B. CPS March Report for faculty (March 2020)
- C. External Review - trends, insights and other institutions (compiled September 2019 - April 2020). Includes link to slidedeck from CPS brainstorm sessions with faculty and staff (December 2019)
- D. Data Findings - faculty survey, NSSE and Ring-the-Bell senior survey
- E. NSSE 2019 Report Agnes Scott Snapshot
- F. Art and Science Recommendations (September 2019)
- G. SKILLSurvey student sample

### **CPS Proposal for vote**

The CPS Proposal is a comprehensive framework for ensuring the professional success of our students. **A year vote is a vote to approve the specific components outlined below, and endorse the continued development and implementation of the ideas presented in the overall proposal. Fully developed policies, curricular changes, etc., will be brought to the faculty for approval per standard faculty governance processes.**

#### **Component 1: SUMMIT Advising, OICD, and Graduate Programs**

Specific proposals will be brought to faculty in 2020-2021

- A. MAP 110/120: 0-credit course for first-year students focusing on academic performance, professional growth, and financial wellness. Sections will be led by Summit Advisors (MAP 110) and Career Coaches (MAP 120); to pilot in 2020-21 as a workshop series and to implement as a mandatory course for all first-years in 2021-22
- B. GRD Lab: required 0-credit lab for graduate students focusing on academic and professional success. Sections will be led by staff, piloted in 2020-21, and implemented in 2021-22

#### **Component 2: Integration of professional success into majors and master's**

The goal is for all departments and programs to integrate the following by May 2022

- A. Required internship, research, or other commensurate experience; program decides whether it is credit-bearing or not. Changes to major or master's requirements need faculty approval
- B. Digital/Technology Skill – programs identify a digital or technology skill related to the discipline, and develop a plan for students to acquire mastery of that skill as part of their completion of the program
- C. Transferable skills – programs identify professionally relevant transferable skills, with opportunities for students to recognize and articulate these skills. This element builds on existing Career Roadmaps
- D. 100/200-level Career Exposure – two or more courses in each program incorporate some exposure to career information, through an assignment, an event, or an in-class experience

#### **Component 3: Career Bridge**

Includes four elements, only one of which (Applied Career Topics), requires additional faculty approval

- A. Summer professional development retreat for alums
- B. Mentoring and coaching
- C. Online professional development and continuing education courses
- D. Applied Career Topics, ACTs: 1-credit courses offered during Peak Week, open to juniors and seniors, with distinct sections for graduate students. Several will pilot in 2021 and 2022, with a full suite in spring 2023. This will be an undergraduate graduation requirement starting with the class of 2024

#### **Component 4: Diversity, Equity and Inclusion within Professional Success**

The goal is for all aspects of this initiative to be informed by and address considerations of diversity, equity, and inclusion. The implementation team will make recommendations about:

- A. How diversity, equity, and inclusion will be addressed in the components of the professional success plan
- B. The particular kinds of professional development faculty and staff need in order to foster the professional success of our diverse student body and support the social mobility of our alums.

## **Annual Report of the Committee on Academic Standards and Admission**

### **2019-2020 Academic Year**

**Committee members:** Doug Falen, Maryam Jernigan-Noesi , Alan Koch (CASA liaison to JRC), Eleanor Morris (Liaison to Student Success Committee), John Pilger (Chair) and Jennifer Cannady (ex officio, representing, Christine Cozzens, Academic Affairs), Rob Sparks (ex officio representing, Karen Goff, Student Affairs) and Gail Meis (invited)

**Business of the Committee:** In fall, 2019 the committee on Academic Standards and Admission (CASA) dealt with general college policies that affect academic standards. During the spring semester that work continued but we also examined and modified several college policies that governed aspects of academic assessment and admissions that were influenced by the COVID-19 pandemic. In particular, CASA:

1. provided advice to the Office of Academic Advising about how they may evaluate the language proficiency (speaking, reading and writing) of international students when they may not have transcript documentation and when a suitable language expert is not available to evaluate them.
2. studied whether ASC's requirement for 300 and 400 level courses (16 credits) is in line with peer and aspirational institutions. After studying the requirement we determined that ASC's requirement is well within the requirements of these institutions. CASA also followed up on the 2017-2018 CASA study that found some departments were not in compliance with the college's upper-level course credit requirement for graduation.
3. advised on and facilitated the development of policies for a 4 + 1 dual-degree program between ASC and Oglethorpe University students and the ASC graduate program. The program "provides an opportunity for qualified undergraduate students to accelerate their course of study by completing both their bachelor's degree and their master's degree in approximately five years of full-time study."
4. developed a Pass/Fail policy proposal for Spring 2020. It was passed by the faculty at the March 6, 2020 faculty meeting. We subsequently evaluated modifications to the policy but did not feel that modifications were necessary.
5. studied whether the college's policy for an "Incomplete" is appropriate given the impact of COVID-19 interference in the lives and livelihood of our students and their families. We concluded that the existing policy is generous and compassionate enough as to not require modification.
6. advised the admissions office on how to appropriately evaluate prospective student's AP and IB scores in this time of the COVID-19 pandemic. The assessment exams are being administered differently; the AP exam will be given online and IB exam has been cancelled for spring 2020. IB students will have their success and progress in the IB program evaluated and converted into a score.
7. standardized the language, procedure and schedule for the Grade Dispute process. The process descriptions were not consistent between the faculty and student handbooks and the college

catalog. We bring this proposal to the faculty at its May meeting.

8. worked with the Assistant Dean of Graduate and Extended Programs, Kelly Ball, in her effort to create a combined Master's and Certificate policy. We bring that proposal to the faculty at its May meeting.

**Unfinished Business:**

CASA did not complete its evaluation of how Special Curricular Opportunities (410, 450, 370, 440 and 490) currently are limited. It has been our intent to consider ways that the maximum credit for these courses could be set in an equitable way that also accommodates the different uses of these courses across divisions.

Respectfully submitted,

John Pilger, Chair

Campus Life Committee Annual Report ('19-'20)

Chair: Rafael Ocasio

Members:

Alan Grostefan

Rachel Hall-Clifford (Fall semester '19)

Jennifer Hughes

Kamilah Moon

Bridget Roosa

Zablocki, Abraham

I Representatives: Judicial Review Committee

Kamilah Moon and Alan Grostefan ('19-20)

Alternates:

Rachel Hall-Clifford (Fall semester '19)

Bridget Roosa ('19-20)

II ACME presentations

Co-chair, Abraham Zablocki

"Using the Classroom as a Platform for Post-Agnes Skill Development"

Presented by Dr. Stacey B. B. Dutton, Assistant Professor of Biology and Dr. Jennifer L. Larimore, Associate Professor of Biology and Chair, Co-Director of Neuroscience. Oct. 3, '19.

"The Personal is Political: The Complex Histories of Hong Kong and Taiwan and Their Relation to China"

Presented by Dr. Shu-chin Wu, Associate Professor of History. Nov. 7, '19

Note that two ACME lectures were scheduled for Spring 2020 - Roshan Iqbal and Mina Ivanova - but both were postponed due to the pandemic.

III SpARC

Co-chairs: Jennifer Hughes and Bridget Roosa

Conference postponed due to the pandemic.

## **Curriculum Committee Annual Report, 2019-2020**

### Committee Members

Lock Rogers (chair)

Stacey Dutton

Waqas Khwaja

Robert Meyer-Lee

Jing Paul

Gus Cochran (spring, 2020)

Christine Cozzens (*ex officio*, VPAA / DOC)

Gail Meis (*ex officio*, Registrar)

### Curricular Changes

The committee carried out its regular duties, reviewing 83 proposed changes to the curriculum.

### Student-Designed Majors (SDM)

The committee has largely turned over the initial evaluation of SDM proposals to Doug Fantz, Associate Dean of the College. We received word from a student who's SDM proposal was denied in 2019 that she was interested in petitioning the CC for a second review. We agreed to consider a substantially revised proposal.

### Hiring Proposals

The committee reviewed two expedited tenure-track search proposals, one Target-of-Opportunity proposal, and 11 regular tenure-track search proposals. We feel that this process was improved by the efforts we had made in the fall to standardize the information with which we were provided. As in years past, we felt that all the proposals held considerable merit, but in a tight budget climate, most requests are not granted. That climate became much more severe in the spring with the onset of the COVID-19 pandemic. As such, the College was not in a position to act on the regular searches.

### Unfinished Business

1. Replacement of faculty: Page 41 of the handbook states that curriculum committee reviews proposals to replace faculty who retire or leave. This would occur outside of the normal call for position requests. But it appears that faculty are unaware of this policy and are not taking advantage of it. Usually, replacement requests are submitted along with all other position requests. The committee should communicate to faculty and apply this policy.
2. There remains a concern for professors teaching lab courses receiving only 0.5 FTE for the lab element, despite the fact that the in-lab student-professor contact time is 3 hours.
3. The SUMMIT Global subcommittee suggested a change to the four-semester language requirement. The CC advised the submission of a formal proposal for this change.

**FEC Annual Report, 2019-2020**

Membership: Megan Drinkwater, 2nd VP; Mary Cain, 1st VP; Jim Wiseman, Pres.

Besides routine business, the FEC worked on the following:

- Fall retreat on next chapter of SUMMIT; adopted SCALE
- Created (with VPAA Cozzens) a Committee on Professional Success; will vote on their proposal in May.
- Faculty town halls on the budget and Covid response
- As a partial response to the TIAA freeze/long-term budget situation announced in December, we worked to establish better communication and collaboration with the administration: more frequent meetings with FEC-O, dean, president, FSP, VPBF; FEC-O attend a cabinet meeting; more faculty members on Budget Council; faculty members on Health Care task force; upcoming strategic planning process
- Received a report from the Diversity and Inclusion Task Force; began organizing a response
- Conducted a survey on faculty workload; charged committees with identifying areas for efficiencies/reductions
- Completed first phase of a reorganization of faculty governance, merging/eliminating committees to reduce busy work and free up resources for urgent needs
- After the college closed due to the pandemic, we had an ultimately unsatisfactory attempt at asynchronous voting (on pass/fail and course evaluation policies for the spring); after that, we moved to Zoom faculty meetings.
- In response to pandemic, encouraged committees to stop non-essential business, created instructional task force to identify and plan for possible fall instructional scenarios, assigned faculty members to college Covid task force and operational/administrative planning task force, attended cabinet meeting to identify immediate budgetary needs, FSP weekly meetings with administration
- Currently working on identifying work that needs to be done over the summer, and people to do it.

For summer/next year

- CPS implementation
- departmental/curricular restructuring
- COACHE survey analysis/action plan/implementation
- course evaluations revision
- Campus Life and Academic Support duties redistribution
- faculty governance - further revision?
- Academic Affairs appreciation
- workload reduction
- dissolution of Education Department
- Diversity and Inclusion report implementation

We are deeply grateful to the indispensable Misty Dumas-Patterson.

Faculty SUMMIT Committee Annual reportOverall

- Planning Summit Core Courses 2020-2021.
- Based on faculty self-nominations in open call, FSC members and AVP Elaine Meyer-Lee proposed faculty teaching roster for courses in Fall 2020 and Spring 2021. VPAA Christine Cozzens confirmed proposals.

- **SUM 400: Portfolio Capstone**

- Chris DePree (2 sections)
    - Maria Korol (2 sections)
    - Emily Master (2 sections)
    - Janelle Peifer (2 sections)
    - Nicole Stamant (2 sections)

- Spring 2021

- Nell Ruby (1 section)

- **Leadership**

- LDR 101**

- Amy Breidenthal
      - Mary Cain
      - James Diedrick
      - Mina Ivanova
      - Julia Knowlton
      - Maria Korol
      - Emily Master
      - Bobby Meyer-Lee
      - Kamilah Moon
      - Tina Pippin
      - Jing Paul
      - Ruth Riter
      - Jamie Stamant
      - Jason Solomon
      - Hal Thorsrud
      - Ben Twagira
      - Ruth Uwaifo
      - Lauran Whitworth

- LDR 200**

- David Allan (fall 2019)
      - Alan Grostefan (spring 2020)

- **Global 102 Spring 2020**

- Reem Bailony
      - Kristian Blaich
      - Christine Cozzens

- Rosemary Cunningham
- Regine Jackson
- Maria Korol
- Erin Bradley
- Mina Ivanova
- Doug Falen
- Srebrenka Robic
- Philip Ojo
- Nell Ruby
- Stacey Dutton
- Willie Tolliver
- Roshan Iqbal
- Amy Lovell

- SUMMIT Faculty Development

- FSC continued to vet and approve small grant proposals for instructional enhancement and co-sponsored events.
- Faculty teaching the Summit core courses will meet for course development workshops in May and August 2019 to conduct assessment, share teaching strategies and finalize common syllabus elements:
  - Global 101: Global 101 met in August to develop syllabus and course for the Fall 2018 semester and in December to assess the final iteration of the course.
  - Global 102: Faculty teaching Global 102 met in May 2018 for a day-long assessment and planning workshop. In August 2018, Global 102 faculty met for a two-day planning workshop and in December 2018, the teaching faculty cohort finalized their syllabi in a half-day workshop. In January, the Global 102 faculty leaders and co-leaders met for a day-long risk management workshop.
  - LDR 101: Faculty from fall 2018 met in December for a half-day assessment workshop. Incoming faculty will meet May 6-7 for a planning workshop and again in August for a half-day workshop to confirm assessment plans.
  - LDR 102: Faculty will meet May 4 for the final assessment of this course.
  - LDR 200: TBD
  - SUM 400 faculty will meet for a full day workshop in August, in person, if possible; via Zoom if not.

### Leadership Development

#### LDR 101 Course Revision

- Work among the faculty cohort and with the CWS tutors produced common readings and assignments and modules, some delivered by the tutors, during the first two weeks of

the semester. These introductory assignments, built on Legacy: The Goizueta Foundation Leadership Immersion, and preceded discipline-specific content in these seminars.

#### LDR 102 Implementation

- Faculty taught the final iteration of this course, which explores leadership and questioning from seven disciplinary perspectives. Students practiced teamwork and produced a semester-long project on asking good questions, leaning toward leadership development or global learning (and thus help students consider potential specialization) and appear as a post on d-portfolios at the end of the semester.

#### Additional Activities:

- Provided input into Art & Science market study, with the digital and global subcommittees
- Drafted and introduced a new approach to leadership
- Led and participated in the process to propose a signature sophomore leadership experience
- Considered the necessary changes to LDR 101 after removal of LDR 102 from curriculum, including new modules for d-portfolio and information literacy as well as two “swap days” between LDR 101 and GBL 102, just after the matches in October and upon return from Journeys in March
- Advised and met with students in the Leadership Theme House (Coordinator)
- Welcomed Hal Thorsrud as incoming Faculty Coordinator for Leadership Development
- Brought major LeaderStories speaker Heather Booth in the fall

#### Global Learning

##### Global 101 Gateways

- Faculty taught the final iteration of Global 101 on food as a global topic. Students created a series of essays around food and its relationship to their journeys destination which some students included in their d-portfolios.

#### Additional Activities:

- The FSC-G joined the LDR and digital sub-committee on providing input into Art & Science market study.
- FSC-G worked with FSC on the development of new leadership initiative
- Began preliminary conversations about revising the framework and faculty development for the global elective and breadth courses and about revising the global specialization
- FSC-G collaborated with the Center for Global Learning on study abroad scholarships
- FSC-G advised CGL on process for creating new study abroad/exchange affiliations and partnerships and approved moving forward with current affiliations.
- Brought SUMMIT Signature Speaker Isabel Wilkerson to speak in the spring

## Digital

### SUM 400 Course Development:

- Implemented the second iteration of SUM 400: Portfolio Capstone with 10 sections in Fall 2019 and 1 section in Spring 2020.
  - Faculty delivered 100% common content that was created by teaching faculty, FSC-D, McCain Library, and CDVL.
  - Advised on registration and withdraw policies.
  - Hosted second annual Digital Portfolio Showcase featuring 10 student finalists. Archived portfolios from finalists can be found [here](#).
- Assessment
  - Faculty who taught SUM 400 in Fall 2019 met in December to complete an assessment workshop. Faculty assessed the course outcome, “Catalogue, curate, and showcase one's achievements” using a common rubric on ⅓ of their students.
    - At this meeting, the faculty worked to establish a set of SUM 400 teaching guidelines, to move the course from away from entirely being common content and to allow individual instructors more autonomy over their sections, both in terms of administrative elements and curricular foci. They agreed that the specifications for the portfolio should not be altered.
  - The CDVL will archive a random sample of 88 portfolios. The faculty coordinators are meeting to discuss using student portfolios to assess broader SUMMIT outcomes.

### Coordination with CDVL

- Worked intimately with the FSC-D and the Digital Coordinator for cross-communication by inviting the Director of the CDVL to regularly attend the FSC-D meetings and the Faculty Coordinator to attend CDVL team meetings.
- Refined [faculty request form](#) and implemented a policy for faculty to request support from the CDVL.
- Initiated the [remote learning resources page](#) and worked together to communicate effectively and quickly with faculty regarding these resources. Less than one month after its implementation, by April 15, the Remote Education Resources Page had been viewed 1557 discrete times.

### Additional Activities

- Provided input into Art & Science market study (specifically around language for digital portfolio and digital competencies).
- Proposed to the FSC moving SUM 400 to the third year to attend to students' concerns about taking the course while simultaneously searching for jobs and completing major requirements, and to faculty members' concerns about the usefulness of the course if it's after they've secured employment and/or internships. This proposal was put on hold in the spring of 2020.

- Continued to revise the “Proficiencies for Post-Agnes Success,” both at the Faculty Retreat in August 2019 and in committee. A new graphic was designed by former committee member Nell Ruby and the descriptions of the proficiencies were honed through faculty, staff, and committee feedback. This new graphic, tentatively called DIAL (Digital Integrity and Agile Learning), is linked [here](#). These proficiencies underscore the relevance of digital literacy along with conventional liberal arts literacies to ongoing professional success.
- Digital Coordinator participated in the breadth workshops held in December 2019 and January 2020, working to integrate digital proficiencies throughout SUMMIT courses by requiring at least 2 digital components and a reflection. The core courses began implementation in the Fall of 2019, (including ENG 110); through the breadth course workshops, the SUMMIT breadth courses will have this requirement going forward. One additional FSC-D member participated in each of the workshops.
- Worked with the CDVL to host the Digital Portfolio Panel, required for SUM 400 students.

Professional Development Committee  
Annual Report, 2019-20

Members: Tina Pippin, Qiao Chen Solomon, Leon Venable (Chair).

The Professional Development Committee received, ranked, and recommended 10 sabbatical proposals (six full year, four semester-long) for the 2020-21 academic year. Two additional applications were pre-tenure leaves. In the spring semester, the Committee received 13 project proposals from faculty totaling ~\$53,000 in requests ranging from \$1900 to \$9100. With the funds from endowed and restricted accounts, the Committee was able to support at least partially all 13 proposals.

With the arrival of the corona virus, the departure of students from campus, and the subsequent financial crisis on campus, the PDC was asked to provide an update on those financial awards given during the spring, 2020. Recipients were asked to inform the Committee of any conference cancellations, changes in travel plans, or project changes that might result in unexpended funds. If any such funds were identified they were to be used by the Vice President of Academic Affairs to assist in balancing the budget shortfall for fiscal year 2019-2020. As of the submission date for this annual committee report no recipients of funding were able to identify conclusively any cancellations of conferences or travel plans. Many of the plans or conferences were postponed but not canceled.

The committee would like to extend thanks to Emily Kandetzki, whose ability both to understand the nuances of endowed and restricted accounts and to piece together funding for the faculty proposals made our job significantly easier.

Respectively submitted,  
T. Leon Venable, Chair,  
Professional Development Committee

## **RPT Committee Annual Report 2019-2020**

The RPT Committee members conducted reviews for 2019-20 and planned the reviews for 2020-2021. In the fall, the chair of the committee met with new faculty on the RPT committee to discuss the RPT policy and review process.

A committee representative (Tim Finco) served on the Graduate School Integration Task Force. The task force developed a policy for the review of Full-Time Non-tenure Track Faculty (FTNTT) whose primary appointment is in the graduate program. This policy was reviewed by the RPT committee and approved by the faculty during the spring semester, 2020.

In addition, the committee continued to consider alternative methods of evaluating teaching. A member of the RPT Committee (Srebrenka Robic) served on the faculty Ad Hoc Committee on Course Evaluations. This Ad Hoc committee provided a preliminary report for the April 3 faculty meeting.

In response to COVID-19, the committee worked with Associate Vice President of Academic Affairs, Doug Fantz, to have questions added to the Spring 2020 student course evaluations. The questions address student experiences with the implementation of Online teaching during the second half of spring semester. These questions were approved by the faculty at the April 3 faculty meeting. The committee also worked with the Vice President of Academic Affairs to develop a policy allowing untenured, tenure-track faculty to delay their midterm and/or tenure review by one year. The policy was approved by the President of the College and made available to applicable faculty,

In 2020-2021 Tim Finco will serve as the RPT Committee Chair. Other members of the committee are Toby Emert, Doug Falen, Li Qi, Nell Ruby, and David Thompson.

# HELLO SUMMER, GOODBYE MOODLE

BEFORE YOU LEAVE FOR THE SUMMER, TAKE A LITTLE TIME TO PACK UP ANY MOODLE CONTENT YOU WANT TO KEEP AND SAVE IT LOCALLY FOR FUTURE USE.



Moodle content will be permanently unavailable after **May 22, 2020 at 5:00 PM**.

Don't wait until the last minute, as the export process can take some time.

Since student data is not included in the backup, be sure you have a copy of your Spring '20 gradebook . This insures that you are in compliance of the grade dispute policy.

For more information or help getting started contact the ITS Help Desk @ est. 5487 or [itshelp@agnesscott.edu](mailto:itshelp@agnesscott.edu)

Visit this link for a guide detailing how to easily backup and export your Moodle content.

<https://tinyurl.com/w32h27f>

# FACULTY MEETING

**Friday, May 15, 2020**  
**1:30 p.m. – Zoom Videoconference**

- |              |   |  |
|--------------|---|--|
| <b>I.</b>    | <b>APPROVAL OF THE MINUTES:</b> ( <i>attachment 1</i> )   | <i>Jim Wiseman</i>   |
| <b>II.</b>   | <b>OLD BUSINESS:</b><br><i>Bullet Points (attachment 2)</i><br><i>Instructional Planning Task Force update</i><br><i>(Documentation will be shared via email)</i> | <i>Jim Wiseman</i><br><i>Regine Jackson</i><br><i>Amy Lovell</i> |
| <b>III.</b>  | <b>NEW BUSINESS:</b><br><i>Presentation of Candidates for Degrees (attachment 3)</i><br><i>FEC: CPS implementation ad hoc committee election (attachment 4)</i>   | <i>Gail Meis</i><br><i>Jim Wiseman</i>                           |
| <b>IV.</b>   | <b>THE PRESIDENT OF THE COLLEGE:</b>  | <i>Lee Zak</i>   |
| <b>V.</b>    | <b>VP FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE:</b>   | <i>Christine Cozzens</i>   |
| <b>VI.</b>   | <b>REPORTS OF STANDING COMMITTEES</b><br><i>Reports of Faculty Committees (attachment 5)</i>  | <i>Jim Wiseman</i>   |
| <b>VII.</b>  | <b>REPORTS OF OTHER COMMITTEES:</b>   |  |
| <b>VIII.</b> | <b>COMMUNICATIONS:</b><br><i>Enrollment Update</i>  | <i>Alexa Gaeta</i>   |
| <b>IX.</b>   | <b>DISCUSSION OF SPECIAL ITEM (S):</b>  |  |
| <b>X.</b>    | <b>ANNOUNCEMENTS:</b>   |  |

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## Faculty Meeting Minutes From the Faculty Meeting of May 1, 2020

**Professor Jim Wiseman of the Faculty Executive Committee, called the Zoom meeting to order at 2:02 pm**

**I. Approval of the minutes:** The faculty approved the minutes of the April 3, 2020 faculty meeting as submitted (*copy on file*).

**II. Old Business:**

Professor Wiseman called attention to the bullet points from Faculty Committees (*copy on file*).

Professor John Pilger, on behalf of CASA, presented a revision of the Grade Appeal Process (*copy on file*). The proposed changes will replace the existing text in the Faculty and Student Handbooks and in the College Catalog.

**The faculty voted and approved the proposal.**

**III. New Business:**

**CASA: Master's/Certificate Proposal**

Professor John Pilger, chair of CASA, presented a policy proposal for the joint Master's and Graduate Certificate set forth by the Graduate Program (*copy on file*).

**The faculty voted and approved the proposal.**

**Curriculum Committee**

Professor Lock Rogers of the Curriculum Committee presented the following curricular changes (*copy on file*).

Change to the Major and Minor

Economics and Business Management

Change to an Existing Course

BUS 222: Economics and Business Management Summer Internship

BUS 320: Nonprofit Organizations

New Topics for an Existing Course

ENG 370: Radicals, Rabbis, and Everything In-Between (a donor-funded course)

**The faculty voted and approved the changes.**

**Instructional Task Force**

Professor Regine Jackson and Professor Amy Lovell, representing the Instructional Task Force presented five instructional strategies for fall 2020 (*copy on file*). The task force provided a variety of scenarios along with questions for faculty to consider. Information on how the strategies and scenarios relate (*copy on file*) as well as a Visual Strategy and Scenario Table was shared (*copy on file*). After an informative discussion, a Zoom poll was conducted, to determine, which instructional strategy(s) faculty prefer based on the current state of the pandemic. The poll results were:

STABLE-All courses in person (25/77) 32%

STABLE-All courses on-line (42/77) 55%

HYBRID COURSES (students in person and online: same courses at the same time) (37/77) 48%

SPLIT CURRICULUM (Some courses online: some courses in person) (39/77) 51%

LOW RESIDENCE (Students meet in person for short periods of time; otherwise course meets online) (39/77) 51%

The Instructional Task Force intends to email a follow-up instructional support survey to faculty.

**Committee on Professional Success**

Professor Lili Harvey and Assistant Dean of Graduate and Extended Programs, Kelly Ball shared a proposal brought forth by the Committee on Professional Success. The extensive proposal entitled *Breadth, Depth,*

*Growth: Innovating the Liberal Arts for Professional Success at Agnes Scott College (copy on file)* was discussed. A guide explaining the voting options was also provided (*copy on file*). After a brief discussion, the outline of the proposal was brought forth for a vote.

**The faculty voted and approved the proposal.**

#### **IV. President's Report:**

President Leocadia I. Zak thanked faculty for the tremendous job they have done providing amazing instruction and for supporting the college's students during this difficult period.

President Zak shared that she has been in constant contact with the FEC-O, Finance/Strategic Planning Committee, the Covid-19 Task Force members, and the Instructional Task Force Committee and thanks them for their hard work. She thanked the Committee on Professional Success for the phenomenal report they provided, the work they put into creating their proposal and for everyone that contributed.

President Zak elaborated on the email that was sent prior to the faculty meeting which in part stated that the college hopes to meet in person in the fall. President Zak shared that she was in touch with the FEC-O and the Finance/Strategic Planning Committee prior to releasing a message announcing that the college hopes to meet in person fall 2020 with remote options. The announcement was intentionally vague as the college awaits recommendations that are forthcoming from the Instructional Task Force Committee. The timing of the announcement was in large part due to May 1<sup>st</sup> being National College Decision day. A number of colleges were releasing statements and Agnes Scott did not want to be excluded.

President Zac confirmed that Agnes Scott College is moving forward with the college's strategic planning process. President Zak acknowledged timing concerns were shared with her during an open meeting she held with faculty. President Zak addressed those concerns stating that higher education is changing and this is an opportune time to create a plan for the future of the college. President Zak shared the college's strategic planning partner Credo is developing a facilitation plan based on the college's ideas and themes. Credo will assist with implementation and has committed to working with Agnes Scott for 2 years post implementation. The Board of Trustees are scheduled to meet next week and will engage in a virtual strategy session with Credo. Agnes Scott Cabinet members participated in a session with Credo in February.

President Zak confirmed that Agnes Scott College is focused on the health and safety of their students, staff and faculty. She reiterated that ASC is a private institution and is able to make the best decision for our constituents. President Zac confirmed that the vast majority of students are interested in returning to campus. A Student Retention and Persistence Task Force has been created to identify strategies that can be immediately implemented to ensure all Scotties resume their college education at Agnes Scott in the fall.

Vice President for Business and Finance, Ken England shared that he and Senior Financial Analyst, Robert Gaskins have condensed the original budget timeline and will work collaboratively with the Finance Strategic Planning Committee for the appropriate faculty input.

#### **V. Vice President for Academic Affairs and Dean of the College:**

Vice President for Academic Affairs and Dean of the College, Christine Cozzens congratulated Professor Srebrenka Robic for being the recipient of a Fulbright award to the University of Zagreb in Croatia.

VPAA Cozzens shared the following announcements via an email that was sent to faculty immediately after the faculty meeting:

- Today we were supposed to have a retirement party for Jim Diedrick, former associate dean and long-time beloved professor of English. Jim and I agreed that a real party would be more fun than a virtual one, so we are postponing the ~~reast~~-happy event until the fall. Nevertheless, Jim IS retiring, so feel free to wish him well!
- As you know, Elaine is off to a new job at Goucher in June. We are planning a virtual party for her in late May. Information coming soon!

**VI. Reports of Standing Committees:**

Professor Wiseman called attention to the annual reports from the faculty committees of CASA, Campus Life, Curriculum, FEC, Professional Development, RPT, and Faculty SUMMIT(*copy on file*). Professor Regine Jackson and Professor John Pilger (CASA) will share an updated report.

**VII. Reports of Other Committees:**

**VIII. Communications:**

Vice President for Enrollment and Dean of Admission and Financial Aid, Alexa Gaeta shared that 168 first year students are currently enrolled for 2020-2021. In an attempt to determine how many students to expect in the fall, high school seniors are being surveyed and colleges and universities are adjusting their anticipated ranges.

VPE Gaeta disclosed that she is predicting an incoming class of 225 first year students. Vice President for Business and Finance, Ken England is modeling three scenarios, which include, a high of 250 incoming first-year students, a middle consisting of 225 students and a low estimate of 175 students. VPE Gaeta reported that Agnes Scott extended the national signing deadline, from May 1<sup>st</sup> to June 1<sup>st</sup>. It was noted that prospective students can apply throughout the summer. VPE Gaeta informed faculty that there is a realistic possibility that gap year requests may increase. She further shared that waitlist activity at some of the college's competitors could have a negative impact on Agnes Scott's final enrollment numbers. VPE Gaeta communicated that Agnes Scott is ready and willing to work with transfer and transient students.

On a positive note, VPE Gaeta reported that Agnes Scott's Enrollment division was set up for success in a virtual world with Agnes Scott College already established as a test optional school. An additional positive is the college already maintains a great online tour presence.

VPE Gaeta thanked everyone who has assisted thus far in Zoom chats with prospective students. Thirteen faculty chats have been held so far. All enrollment events, including in-person visits have been moved online. VPE Gaeta revealed that her division's goal this summer is to communicate the dynamic intangibles that the ASC community has to offer. One way to accomplish this will be through weekly Zoom chats with faculty over the summer. Associate Vice President for Academic Affairs and Associate Dena of the College, Doug Fantz has agreed to organize the faculty chats.

VPE Gaeta will provide another update at the May 15, 2020 faculty meeting.

ITS provided a flyer announcing that Moodle content will be permanently unavailable after May 22, 2020 at 5 p.m. (*copy on file*).

**IX. Discussion of Special Item:**

**X. Announcements:**

There being no further business, the meeting adjourned at 3:35pm  
Respectfully submitted,

Misty Dumas-Patterson  
Faculty Services

## Faculty Meeting Bullet Points

May 15, 2020

### FEC

#### SUMMER PLANS (details may change):

- Planning/consultation work going on over the summer:  
Summer council (FEC-O + committee chairs + others) - liaison with administration  
FEC-O weekly meetings with Lee & Christine/Christine & Doug continue  
FSP weekly budget meetings w/ VPBF continue  
FEC-O, FSP, budget council, IPTF, college Covid task force, admin/ops task force  
(individual members: as available)
- Summer communication  
Bi-weekly emails from FEC-O (more frequent if necessary). Summarizing all of the other emails that went out that week, so people who want to be left alone can read just one email per week. Also posted on Canvas.  
Faculty town halls - as needed, maybe once a month. Completely optional; summaries will be sent out afterward.

### Vice President for Academic Affairs and Dean of the College, Christine Cozzens

- Janelle Peifer will be the new coordinator for Leadership development in SUMMT. Leadership development is under way. Thanks to outgoing coordinator Hal Thorsrud for his excellent work in this position.
- Graduate enrollment is in full swing, and is tracking just ahead of last year's numbers. Please support graduate recruitment by sharing information about our programs with current/former students, colleagues at other schools, and your networks. Current ASC students may be interested in the new 4+1 program (Agnes Accelerated), and class of 2020 may be interested in pursuing a MA/MS degree if their plans have been affected by the pandemic. Graduate classes will be online, hybrid and/or in person, this fall to support the needs of this student population. PBPM is on track for a record-breaking class of over 30. Final numbers will be announced in *The Irvine*.
- Retention (first-year to sophomore year) based on number of enrolled students is very strong, 87%. We know this number is likely to drop, especially if we go to all online instruction. Good news for now, though.
- We are continuing to monitor undergraduate enrollment for fall and to work with chairs to determine the need for adjuncts based on enrollments and centrality of courses to the major or other majors.
- We know that no matter what instructional plan is in place in the fall, we need to raise the quality of our online teaching. Regine Jackson and Amy Lovell, co-chairs of the instructional task force, and Julia Knowlton, CTL director, will work together and in consultation with Neta Counts to plan and conduct a program of instruction—pedagogy and technology—over the summer. The workshops and demonstrations will occur mainly in the month of June. We have some funds (CARES Act, donor funds) for this purpose. Please send your recommendations and needs to them.

- To better support online learning for the various scenarios under study for fall semester, we also plan to use CARES Act money to enable ITS to carry out upgrades and changes to internet security and Wi-Fi on campus.
- Christine will hold a weekly open office hour throughout the summer, day and time forthcoming.
- We are working on the F21 budget for academic affairs, including consultations with all staff offices.
- Christine and Doug will be meeting every other week with the FEC officers throughout the summer. Weekly meetings with the finance and strategic planning committee will continue as well. Thanks to the FEC-O for planning for extensive summer consultation with faculty.
- We submitted an NEH COVID-19 grant proposal to support the humanities. Thanks to Doug Fantz, Mary Cain, and Toby Emert for their work on this.
- Big thanks to the office of the registrar—Gail, Stacey, and Mary—for the extra work they're doing on the many pass/fail requests (492 students) and unusually high number of incompletes they are processing, at a time of year when they are already slammed with degree conferral and final grades. We appreciate it!

**President Leocadia I. Zak**

- For the past two years, the Board of Trustees has been reviewing its board committee structure and studying best practices of other governing boards in an effort to keep committee work strategic and focused on the long term. At this week's meeting, the board is piloting a new committee structure, with three "super" committees: External Engagement, Financial Success and Student Success. The Audit & Risk Management, Governance and Executive committees of the board would continue as currently charged. Should the board adopt this new structure effective next year, the number of board committees will be reduced from 12 to 6.
- With fewer committees, the board is also looking at task forces to focus on short-term topics. Beth Holder has announced her plans to appoint immediately a COVID-19 board task force, chaired by Elizabeth Noe '86, which will work alongside the college's Coronavirus Task Force.

**Friday, May 15, 2020**

**Presentation of the Graduating Class of 2020 to the Faculty by Gail Meis, Registrar**

*The following Bachelor of Arts and Bachelor of Science degree candidates, as you are receiving them this afternoon, have completed all degree requirements. I recommend these 167 candidates for degree conferral on May 16, 2020.*

Ahmed, Zarine	Elzie, Sophia	Lockett, Jaiel	Shahbandy, Samira
Ajanaku, Adedayo (Dayo)	Engsberg, Elizabeth (Lizzy)	Lomeli, Selena	Shaw, Emma
Alvarez, Adriana	Exford, Lily	Lott, Nyjia	Sherman, Florence
Ancrum, Olivia	Faletra, Julianna	Marshall, Sylvia	Shonekan, Folake
Arnold, Tayler	Fallon, Alex	Martin, Hannah	Slogar, Nicole (Nikki)
Aswani, Anjiya	Fan, Huajie (Catherine)	Masitha, Relebohile (Lele)	Sloman, Sara
Bandanza, Alaina	Farnsworth, Rachel	Masters, Isabelle	Smith, Emily
Barnett, Destiny (Briana)	Figueroa, Jennifer	McCandless, Kate	Soto, Lisette
Barton, Lara	Flanagan, Daney	McKeon, Emma	Soto, Marissa
Beardall, Nella	Fox, Adrian	McLaurin, Renea	Spencer, T'erah
Bodenlos, Lauren	Garmon, Ruby	Meredith, Alicia	Stanley, Audiya
Borum, Mackenzie	Ghani, Ja'lina	Mills, Amber	Stordy, Laura
Bourne, Rosemary (Rosie)	Gonsalves, Deja	Mitchell, Cameron	Sturgill, Anna
Brasgalla, Madeline	Gottlieb, Sophia	Montgomery, Christine (CJ)	Sykes, Keia
Breuker, Abigail (Abby)	Grace, Evangeline	Morgan, Khyla	Tang, Caiwei (Iris)
Briggs, Erin	Grant, Garis	Nash-Fuller, Jahmeelah	Tatsumi, Rena
Brown, Mackenzie	Grieco, Rebecca	Neal, Lauren	Thompson, Nia
Burnette, Emily	Haisty, Margaret (Maggie)	Nguyen, Quynh	Thompson, Rachel (Ray)
Burns, Amanda	Hall, Diona	Oates, Kayla	Tolentino, Mayra
Caldwell, Anna	Hardy, Kerri	Oliver, Lydia	Tolman, Briana
Candler, Jamie	Hargis, Shayne	Ortega Eguia, Ilsse	Torres, Jasmine
Chu, Jialin	Hatcher, Samantha (Sami)	Owusu Ansah, Audrey	Turek, Alexis
Clements, Esha	Haulotte, Madelyn	Patterson, Kimberly	Umana, Jacqueline
Coates, Nia	Henry, Shekinah	Paw, Meh Sod	Vadsaria, Alina
Colley, Leandra	Hill, Brea	Phung, Tu	Vasquez, Savannah
Crawford, Talia	Hill, Georgia	Piecuch, Hannah	Villalpando, Vanessa
Crockett, Alexia	Hudgins, Virginia (Ginny)	Pierce, Callicott (Callie)	Vizcaino Garcia, Salma
Da, Zik	James, Abisola	Poudel, Urmila	Wang, Ruoyi
Davila, Eileen	Kahn, Sigal	Randall-Neppl, Brittany	Watkins, Elizabeth
Dill, Lexie	Kayigirwa, Eduige	Rashidi-Yazd, Faith	Webster, Jhodi
Dodds, Anna	Keiler, Jasmine	Reid, Taelyn	Weimerskirch, Annie
Doss, Alexis	Kennebrew, Kalah	Rhea, Jessa	Williams, Brianna
Drake, Taylor	Khwaja, Eman	Rivas, Valerie (Val)	Wilson, Mallory
Drummond, Clara	Kimball, Kristina	Rivers, Dominique	Winston, Katherine
Durak, Ege Su	Knight, Mia	Rosas, Mayra	Wondimu, Yemi
Dwyer, Julia	Krumm, Jordyn	Ross, Samiha	Wu, Xiyuan
Dyer, Zaria	Landon, Najee	Sabinano, Maiquie	Yarbough, Jacqueline
Dzvurumi, Ruvimbo	Le, Happy	Sanchez, Stephanie	Yeh, Sydney
Eatmon, Nicole	Lewis, Mariah	Sanford, Sarah	Young, Lexei
Edney, Jeana	Lewis, Saul	Sayre, Glenn	Zheng, Yuxin
Edwards, Kaylah	Liu, Peijia	Seaver, Catherine (Gracie)	Zhou, Xiaobin
Ellis, Kate	Liu, Shengyi (Sybil)	Sessum, Jenna	

**Friday, May 15, 2020**  
**Presentation of the Graduating Class of 2020 to the Faculty by Gail Meis, Registrar**

*The following students in the Graduate Program have completed all requirements for the Master of Arts degree.  
I recommend these 8 candidates for degree conferral on May 16, 2020.*

Battle, Phoenicia	Harvey, Carolyn	Robinson-Ortiz, Isobel
Beadle, Jatana (J.J.)	Douglas-Williams, Terell	Sabir, Shaa'ista
Beard, Carlee	Perry, Crystal	

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*As presented to the faculty on Friday, December 6, 2019, the following 31 Bachelor of Arts and Bachelor of Science degree candidates and 9 Master of Arts degree recipients were accepted for conferral of degree in August 2019 or December 2019. Degrees were conferred with official transcript denoting August 2019 or December 2019 completion.*

Apel, Taryn (Lizzie)	Hunter, Epiphany - MA	Moore, Avery	Robinson, Christina - MA
Akobundu, Ayanna	Godwin, Courtney	Nigh, Tatiana	Robinson, Makeba
Blankenship, Carey - MA	Johnson, Koryn	Oates, Mariah	Shepherd, Gaelyn
Buschor, Bianca	Khan, Fatima	Opdyke, Alexandra (Alexa)	Stern, Abigail
Caldwell, Destiny	King, Verlinda - MA	Pant, Anoushka	Taufiq, Rafia
Croland, Caroline - MA	Lachkaya, Anna	Parker, Margaret (Maggie)	Turner, Shelby
Era, Maisha	Lane, Kamiyla	Patel, Sonia	Wingard, Chasity - MA
Farhan, Islam	Latham, Kathlyn (Olivia)	Perrin, Courtney - MA	Wittmeyer, Devyn
Gillis, Jayne - MA	Madrid Quiles, Kimberly	Ravenhill, Indiana	Wyatt, Frances
Gluck, Cara - MA	Mawi, Alice	Rimal, Prashamsa	Zhai, Ruotong

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*The following Bachelor of Arts and Bachelor of Science degree candidates are approved for participation in May 2020 graduation activities with pending requirements to complete degree in August or December 2020 or are completing dual-degree programs and participating with their class. I recommend these 21 candidates for degree conferral upon completion.*

**Dual Degree Candidates:**

Chiok, Emily	Lee, Yujung
Gallardo, Cindy	Lyon, Hadley
Garrett, Aysia	Mathew, Meghna
Gillani, Imra	Miller, Kamarie
Guo, Meng Xin	Pinto, Tatiana
Jones, Taylor	Qiu, Jingxuan

**August/December 2020:**

Wiggins, Deja	Ansah, Jessica
Young, Jasmine	Curtis, Hope
Yu, Meng	Gold, Carina
	Mahmood, Hadiya
	Newkirk, Tiana
	Roberson, Kora

## Slate for the Professional Success (CPS) Implementation Ad Hoc Committee

<b>Committee Represented</b>	<b>Nominees</b>
From the Faculty SUMMIT Committee	Chris De Pree (on leave summer 2020); Philip Ojo (summer 2020 leave replacement)
From the Curriculum Committee	Robin Morris
From the original CPS	Jenny Hughes
At large	Bridget Roosa

## Annual Report for Academic Support Committee (2019-2020)

Members: Reem Bailony, Charlotte Artese (Fall 19) Shu-chin Wu, Roshan Iqbal (Chair), Robin Morris (Spring 20)

### **Issues Addressed during the 2019-20 Academic Year**

**Originality Checker and Plagiarism Prevention Service** - Academic Support committee explored the possible integration of an originality checker and plagiarism prevention service, TurnItIn.

**Committee Recommendation** - We found out that TurnItIn costs thousands of dollars. How useful is it for faculty? Can't Google serve much the same purposes? Along with the cost issue, the committee has ethical concerns and was made aware that these sites store student data and uses it for its own purposes. Is this a top budgetary priority, as opposed to updating classroom technology? We did not recommend its inclusion. VPAA Cozzens shared that a plagiarism detection component is available with Canvas.

**Expensive Text Books** - Academic Support Committee discussed a concern shared by Director of Library Services, Liz Bagley and Vice President for Academic Affairs and Dean of the College, Christine Cozzens regarding some student's inability to afford required textbooks.

**Committee Recommendation** - Draft a policy for textbooks, to include an early deadline each semester for ordering textbooks. We recommend that faculty order books as early as possible so that students can shop around for cheaper versions. We recommend the Library order copies of expensive textbooks to keep on reserve. Though the library says it does not really have money to buy copies of expensive books. We recommend financial aid be organized in a manner such that books are included in the package.

**Faculty Requiring Students to Buy Textbooks Written by Them** – A concern shared with us by Director of Library Services, Liz Bagley was about the issue of faculty assigning books written by them for their courses. Was this not creating demand for their books?

**Committee Recommendation** – After much back and forth with Liz and between the committee members, we felt a blanket prohibition on such books is problematic because sometimes a faculty member has written a book for a specific class.

**Issues with Ordering Books through Follett** – Some concerns navigating the Follett website where expressed by different faculty. VPAA Cozzens said AVPAA Doug Fantz is working with Follett to resolve the issues.

**Wireless network improvement** – Faculty reported less than ideal network connection in some buildings. Better network connection is a pressing need. We met with Neta, who told us usually 4% of the college budget is allocated to ITS. Whereas at Agnes, 1 % of the budget is allocated to ITS. This issue is still unresolved, but with COVOD 19, we might see a drastic improvement, pushed by the need for online instruction.

**Support/Accommodation for Faculty** – It was brought to our attention that a faculty member was sick and Faculty services refused to proctor his/her exam, and told them that it is no longer in the job description of Faculty services. The conversation regarding faculty support and accommodations was geared towards supporting faculty with disabilities or with other issues, as well as faculty support in the way they think of faculty services and assessment.

**Committee Recommendations** - Reassess Faculty Services guidelines for what it can do and what it can't. What about support that falls outside these guidelines, such as proctoring tests when a faculty member is ill? Could Faculty Services do a self-study? Happened last year? Can we assess faculty needs from Faculty Services, especially in light of the new arrangement with student workers? Something for faculty akin to Accessible Education? Tie in to workload survey recently conducted by FEC? No conclusions have been determined and we hope that the next year's committee will take this on.

**Support for faculty who are facing harassment, discrimination, abuse from students?** Electronic harassment of various kinds. Is the Disruptive Student process still in effect? Yes, Rob Sparks is the person in charge. Judicial Review Committee has a process.

**Discussed Should Academic Support be abolished?** We discussed that the committee provides a useful channel between faculty and ITS and other constituencies. We could perhaps be more effective if we had point persons for individual projects. In the end, we recommended, yes. And it will be folded into another committee.

**Finance and Strategic Planning Committee  
Annual Report 2019-20**

Committee Members: Sarah Winget (chair), Lesley Coia, Lili Harvey, Janelle Peifer, Ruth Uwaifo

**Background**

This was the inaugural year of the committee, the result of a faculty sanctioned merger between the Finance Committee and the Strategic Planning Committee. A primary motivation for this merger, was the desire for a committee that was more activist in orientation and that had the weight and authority to advocate effectively for faculty. Given this, we are proud of what we have accomplished. We have been successful in maintaining communication with faculty and college leadership: We have shared good information both ways while not shying away from asking hard questions and tackling difficult issues that need to be addressed.

The major tangible accomplishments of the year include:

**Representation**

Members of the committee represented the faculty at the following board of trustee meetings: Investment; Finance; Audit and Risk; and Environment/Facilities. Members of the committee also attended the board of trustees retreat in January.

Members of the committee also attended the following college committees: Committee for the COACHE survey on faculty morale; the Post Agnes Success Committee; Task Force on Graduate Programs. Lili Harvey served as co-chair of the Post-Agnes Success Committee as the representative of the FSP.

**Housing**

The committee developed and conducted a faculty/staff housing survey. The results were submitted to the VPAA and the VPBF December, 2019.

**Budget**

In the fall and early spring, the committee met with and communicated frequently with Ken England (VPBF) on matters related to the college budget. The meetings primarily concerned projected budget deficits.

Hosted meetings with faculty (“lunch and learn”) early in the spring semester. At these meetings Ken England presented interactive computational models of the budget designed to illustrate how the projected \$9m deficit could be addressed.

During the second half of the spring semester, the committee met weekly with Ken England, Lee Zak, Christine Cozzens and Doug Fantz to discuss budget matters. The college is facing a

large deficit due to the response to the COVID-19 pandemic. Summaries of these weekly meetings were sent to the FEC and posted for faculty to provide feedback.

**Framework for Innovation**

In the fall, the committee conducted preliminary research on how the faculty could prepare for a culture of constant innovation of academic programs. The committee was able to make one recommendation: that the position of Associate Dean for Global Learning and Leadership Development be converted to Associate Dean for Innovation.