I. CALL TO ORDER – Keshav Jagannathan, Chair

II. ROLL CALL – Dodi Hodges, Secretary

III. APPROVAL OF MINUTES – December 5, 2012

IV. CONSENT AGENDA – attached for approval

V. PRESIDENT, PROVOST, AND OTHER ADMINISTRATIVE REPORTS

VI. EXECUTIVE COMMITTEE REPORT

Keshav Jagannathan, Chair, will present the Executive Committee Report.

A. Administrative Actions 08 and 09 were generated and approved without stipulations from the December 5, 2012 meeting.

   AA 08: Approval of all items on the December 5, 2012 Consent Agenda.
   AA 09: Approval for the continuation and enhancement of the Celebration of Inquiry.

B. Election for Vice Chairman

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

XI. NEW BUSINESS

A. Graduate Council

   1. Motion to approve the Marine Science: Coastal and Marine System Science; Ph.D. program (moved by seconded out of Graduate Council Committee):

Title of proposed program and degree: Marine Science: Coastal and Marine System Science; Ph.D.
Semester and year of first graduates: Spring 2017.
Number of students projected in first two semesters: 4.
Catalog Description:
The Doctoral program in Coastal and Marine System Science is designed to approach the study of complex coastal ocean, earth, atmosphere, biosphere, and societal interactions and the associated management applications as a single integrated system. The program builds on
Coastal Carolina University’s focus on coastal zone environments, existing academic and research programs, and a long-term commitment toward integrated management of South Carolina’s coastal systems.

Program Goals
Building on the knowledge and experience of students from undergraduate programs in traditional core science disciplines (biology, geology, oceanography, environmental science, etc.) and/or master's degrees in related areas, the goals of this program are to prepare highly-trained professionals who:

Goal 1: Understand complex systems at the Ocean-Atmosphere-Terrestrial interface from a variety of scientific disciplines and across a range of temporal and spatial scales,

Goal 2: Design and conduct scientific research to enhance the knowledge base concerning coastal and marine systems as well as for specific societally relevant environmental problems in the coastal zone,

Goal 3: Describe and characterize coastal systems using advanced coastal observing instrumentation, and conceptual and quantitative models, and incorporate new research results towards improving the prediction of future system behavior and response to natural and societal drivers,

Goal 4: Translate complex problems and solutions in language and methods understood by public policy decision-makers, as well as the general public, and

Goal 5: Develop core competence, experience and publication records to successfully compete for professional positions in industry, academia, and government.

Student Learning Outcomes
After successfully completing the Doctoral degree requirements, students will be able to:

1. Critically evaluate evidence-based studies of coastal and marine systems (Goals 1, 3).
2. Design field, laboratory and/or computational experiments, data acquisition and analysis to advance scientific knowledge and applications in coastal and marine system science (Goals 2, 3).
3. Develop and test conceptual and/or mathematical models to simulate and predict complex coastal behavior. (Goals 2, 3).
4. Analyze research data and evaluate its application to regional issues (Goals 2, 3, 4).
5. Incorporate knowledge of temporal and spatial variability of coastal systems into recommendations for management of coastal and marine systems (Goals 1, 2, 3, 4).
6. Apply scientific theories, intellectual skills and competencies, and management principles when making decisions related to utilization of human and physical resources in coastal and marine zone policies (Goals 2, 3, 4).
7. Effectively communicate technical information and scientific results to a range of constituencies in the private, public, and academic sectors (Goals 1, 4).
8. Apply a structured and scientific process when making and recommending policy decisions (Goals 1, 2, 3, 4).
9. Demonstrate a leadership role within the field of coastal and marine research, development, and management (Goals 1, 5).
Curriculum

A minimum of 60 credits are required to complete this Doctorate degree. The courses are grouped into three categories ranging from graduate core courses to dissertation research. The core of the curriculum is intended to provide a comprehensive foundation across the sub-disciplinary areas of the marine sciences (Atmospheric, Physical, Chemical, Geological and Biological) to facilitate a systems approach to the coastal marine environment and preparation for Comprehensive Exams. Specialized coursework, directed study, and research courses identified by the Dissertation Committee are required to support student research and professional objectives. Students may receive credits for an earned master’s degree in an area related to the doctoral program.

The curriculum for the Ph.D. in Coastal and Marine System Science (60 credit hours)

I. Coastal and Marine System Science Core Courses .................................................................21***
   CMSS 605 Coastal and Marine Hydrodynamics (3)
   CMSS 606 Coastal and Marine Geological Processes (3)
   CMSS 607 Coastal and Marine Bio-Geochemistry (3)
   CMSS 608 Coastal/Marine System Science, Issues and Applications (2)
   CMSS 609 Coastal/Marine System Science, Issues and Applications Seminar (1) Required for four semesters.
   CMSS 610 Temporal and Spatial Analysis (3)
   CMWS 603 Coastal and Wetland Policy and Management (3)

II. Specialized Courses ........................................................................................................18 ***

   Graduate coursework approved from an earned master’s degree and/or required by a student’s Coastal doctoral committee.

III. Dissertation Research and/or Directed Study .................................................................21
   CMSS 799 Dissertation Research (1-21)
   CMSS 787 Special Topics orDirected Study (1-6)

TOTAL CREDITS REQUIRED ..........................................................................................60

*** With the approval of the School’s Graduate Director, a student’s Dissertation Committee may specify other course work to satisfy the core or specialized course requirements to suit a student’s particular needs and the objectives of the curriculum.

Use of Technology
All courses will be delivered face to face.
B. Proposed Amendments to the 2012-2013 Faculty Manual

1. **Motion to make the following revisions to page 6 (section III. A. 2.) and page 42 (section V. C. 2. I.) to the 2012-2013 Faculty Manual pertaining to Associated Faculty representation (moved by Deb Breede and seconded by Sherer Royce):**

**Amend III. A. 2. (page 6):**
*From:* “This Faculty Manual pertains to this group as it relates to professional obligations, academic freedom, and grievance procedures only, as authorized in sections IV. A and B., V. B. 1. and V. C. respectively.”

*To:* “This Faculty Manual pertains to this group as it relates to **faculty governance**, professional obligations, academic freedom, and grievance procedures only, as authorized in sections III. D. through F., IV. A. and B., V. B. 1. and V. C. respectively.”

**Amend V. C. 2. I. (page 42):**
*From:* “Associated Faculty members are not eligible for tenure, and employment is not governed by the Faculty Manual except for issues pertaining to professional obligations, academic freedom, and grievance procedures.”

*To:* “Associated Faculty members are not eligible for tenure, and employment is not governed by the Faculty Manual except for issues pertaining to **faculty governance**, professional obligations, academic freedom, and grievance procedures.”

**Justification:**
The very idea of Shared Governance suggests that faculty should play a role in important decisions that affect their working conditions and teaching effectiveness. It is based on several assumptions:

- Faculty have a vested interest in making sure their institution provides the best educational experience possible.
- Faculty should participate in discussions and decision-making because they are the best informed population about many of the issues.
- Faculty have a right to participate in discussions and decision-making that affect their working conditions.

Because these assumptions are true for associated faculty, just like tenured/tenure-track faculty, this amendment proposes to include associated faculty in shared governance, including a vote for representation and direct representation by their peers.

As the Faculty Manual stands, associated faculty are not granted the right to vote for representation or to serve in faculty governance. Given the number of associated faculty who teach at Coastal Carolina University, the number of classes that they teach, their typical multi-year commitment to this institution, the philosophical support by the AAUP and other professional organizations, and the precedent set by some of our peer and aspirant institutions, **it is time that associated faculty gain the right to participate in shared governance.**
Background and Support:

1. The non-inclusion of associated faculty in governance opportunities is based on outdated assumptions about who associated faculty are and what their role in the university is. Central to the definition of and policies pertaining to associated faculty in the Faculty Manual (2012-2013, p. 42) is the idea that these are “temporary” positions; however, facts and trends suggest otherwise:

   - Statistics from Institutional Research show that non-tenure-track faculty now make up over half of the teaching faculty at Coastal Carolina University (with numbers growing annually). The majority of these non-tenure-track faculty are Teaching Lecturers or Teaching Associates (many of whom teach full time for multiple semesters, indeed, many years, but are considered “temporary” by definition).
   - The number of credit hours taught by associated faculty has increased by 53% over the last three years. Teaching Associates alone were responsible for offering 30% of all credit hours in 2011-12.

2. Recent AAUP statements & studies argue for faculty governance to be shared by all faculty “including those appointed to part-time positions” (aaup.org). AAUP calls for inclusion of non-tenure-track faculty in multiple levels of governance, including voting for representation, serving on governance bodies, and working on committees.

3. Some of our peer/aspirant institutions already recognize the rights of non-tenure-track faculty to participate in shared governance.

   - Appalachian State University grants governance rights to instructors, lecturers, and part-time faculty teaching six or more hours per semester.
   - Radford University Faculty Senate includes two seats for senators elected from adjunct and full-time temporary faculty by college on a rotating basis.

Additional notes:

- When implemented, terms of associated faculty should be staggered. The Executive Committee will advise the Colleges in this regard.
- Upon implementation, each standing faculty committee is encouraged to evaluate the feasibility of adding associated faculty to its membership.

2. **Motion to make the following revision on page 9 (section III. D. 1.) to the 2012-2013 Faculty Manual pertaining to Associated Faculty representation (moved by Deb Breede and seconded by Sherer Royce):**

Insert after second paragraph of III. D. 1. (page 9):

“The associated faculty of each College will elect one senator from those at the university with the rank/title of Teaching Lecturer or Teaching Associate. Senators from the associated faculty will have taught at least 12 credit hours in the calendar year prior to the beginning of their terms.
and must be teaching during the period of their terms, subject to the conditions previously set forth. Service on Faculty Senate in no way alters the expectations of or rights granted to any associated faculty member. Senators serving holding the rank/title of Teaching Lecturer or Teaching Associate will not vote on matter concerning tenure and promotion of the tenure track faculty.”

Additional notes:

When implemented, terms of associated faculty should be staggered. The Executive Committee will advise the Colleges in this regard.

C. Faculty Welfare and Development Committee

1. Motion to make the following revisions to page 18 (section III. F. 10.) to the 2012-2013 Faculty Manual (moved and seconded out of committee):

Page 18, section III. F. 10:

10. Faculty Welfare and Development

Membership: Nine to eleven faculty (two elected from each College and one elected from the Library).

Purpose: The duties of this committee are to consider policy matters pertaining to salaries and other aspects of the personal welfare of the faculty; to act as an initial agent of the faculty in matters of forfeiture of tenure; and to review, propose and/or consider policy concerning matters of faculty conduct. In addition, this committee assists in all aspects of faculty development, scholarly research, publication, and travel to professional meetings. Recommendations concerning scholarly reassignment leave applications and the awarding of faculty development grants are forwarded to the Provost. The committee will elect a Chair, Vice Chair, and Secretary. The duties of the Chair are outlined in section III. E. 6. The Vice Chair will be responsible for processing the Professional Enhancement Grant applications and organizing a post-reassignment research symposium, and will act as Chair of the committee in the event of the Chair’s absence. The Secretary is responsible for compiling all committee meeting minutes.

2. Motion to make the following revisions to page 18 (section III. F. 10.) to the 2012-2013 Faculty Manual on the condition that motion B. 1. pertaining to Associate Faculty representation passes (moved and seconded out of committee):

Page 18, section III. F. 10:

10. Faculty Welfare and Development

Membership: Nine to eleven faculty (two elected from each College, one elected from the Library, and one elected from associated faculty).
Purpose: The duties of this committee are to consider policy matters pertaining to salaries and other aspects of the personal welfare of the faculty and associated faculty; to act as an initial agent of the faculty in matters of forfeiture of tenure; and to review, propose and/or consider policy concerning matters of faculty and associated faculty conduct. In addition, this committee assists in all aspects of faculty development, scholarly research, publication, and travel to professional meetings. Recommendations concerning scholarly reassignment leave applications and the awarding of faculty development grants are forwarded to the Provost. The committee will elect a Chair, Vice Chair, and Secretary. The duties of the Chair are outlined in section III. E. 6. The Vice Chair will be responsible for processing the Professional Enhancement Grant applications and organizing a post-reassignment research symposium, and will act as Chair of the committee in the event of the Chair’s absence. The Secretary is responsible for compiling all committee meeting minutes.

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT