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40
Please provide a summary of departmental or program service and outreach contributions to the school, college, community (of a professional nature), or profession. What are your strengths and challenges?

Has your department or program conducted professional development opportunities for faculty? If yes, what are examples of those opportunities?

What success have you had in meeting program, departmental, school or college goals? What obstacles prevent you from reaching specific program, departmental, school or college goals? In what way can Academic Affairs support your efforts?

What curricular development or other major changes in the program(s) are planned for the next three years? Briefly, what resources are required to implement these?

Other highlights

Faculty productivity (FAS Report)
NARRATIVE DESCRIPTION OF THE STATUS OF THE SCHOOL FROM A NATIONAL PERSPECTIVE
(INCLUDING EMERGING ISSUES AND TRENDS)

The past few years have seen intensified discussion over the value of a liberal arts degree, and educators from disciplines in the humanities and social sciences, and almost any major that ends with the word “Studies” have frequently found themselves on the defensive. As the School of Humanities and Social Sciences at the College of Charleston, a state funded liberal arts institution, we find ourselves on the defensive arguing that a liberal arts degree is not technical training which leads to a particular job or single career, but an education that prepares one for a multitude of careers. Unfortunately, this idealistic position has become less viable, or at least less persuasive, with recent dramatic increases in college tuition. Responding to claims that states should support only pre-professional training at the college level, faculty and administrators point to evidence suggesting that education in the liberal arts is solid job training. Unfortunately, these encouraging studies and articles never seem to get as much play in the media and in the political arena as do anecdote-based reports proclaiming the impracticality of degrees in the humanities and social sciences.

- For example, the 2013 AAC&U employer survey shows that “eighty percent of employers agree that, regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences,” and that “nearly all those surveyed (93%) agree, ‘a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major’” (http://www.aacu.org/leap/presidentstrust/compact).

- Census data from a 2012 American Community Survey provides further reassurance for humanities and social sciences majors: their starting salaries, on average, lagged about $5,000 behind students with pre-professional majors, but those average salaries caught up over time, so that by their late 30s there was no difference, and in their late 50s and early 60s, HSS majors out-earned their professional counterparts.

Our school recognizes and values the transferable skill sets learned in the liberal arts and sciences, and we look forward to contributing to the College’s long-standing tradition of excellence in the liberal arts and sciences in keeping HSS as key participants in the College’s initiatives.

Each discipline within the humanities and social sciences has its own individual emerging issues and trends. Noted below is information pulled from each individual department/program reports. More information about each can be found in the appropriate individual reports.

Communication
Communication research and education experienced rapid growth and institutional consolidation as an academic discipline in the second half of the twentieth century. The field is informed by the intellectual traditions of the humanities and social sciences, building on the
ancient Greek arts of rhetoric, dialectic, aesthetics and poetics as well as psychology, anthropology, sociology and political science. Our theoretical foundation is built on the seven primary traditions of communication: rhetoric, semiotics, cybernetics, phenomenology, social psychology, sociocultural theory, and critical theory. The discipline ranges in scope from the micro-analysis of individual behavior (e.g. information processing) to macro-analysis of communication at the institutional or societal level (e.g. organizational communication, international communication). Research in the discipline also utilizes various methods of inquiry including quantitative social science (e.g. media effects), critical and cultural studies (e.g. gender studies, media criticism), interpretive social science (e.g. social interaction), humanities (e.g. rhetorical studies), applied (e.g. journalism). Because of the diversity of the discipline, it is difficult to identify emerging issues and trends that cut across all areas, but most scholars agree that the discipline will continue to have a distinctly applied focus with significant opportunities for funding research in the areas internationalization and global communication, media, health communication, ethics, and mediation and conflict resolution. We also anticipate ongoing discussion about the role of communication in the public sphere. As with all disciplines, the role of technology in shaping and changing the way we communicate is likely to remain an important topic.

English
Some positive effects of the recent anxiety over the practicality of the BA in English have included departments paying more attention to informing students about career options, helping students find and make the most of internships, and offering more courses (such as technical writing and business writing) that have direct application to careers outside of teaching. While reports of the “death of the English major” have been greatly exaggerated (see, for instance, James F. English, “Who Says English Is a Dying Discipline?” Chronicle of Higher Education 17 Sept. 2012), English departments recognize the need to adapt not only to the increased demand for demonstrably marketable skills but also to changes in how people read and write.

But those changes raise serious questions for English departments. One of the most significant is, what are the boundaries of English Studies? At the College of Charleston English includes composition theory and pedagogy, rhetoric, literary study, creative writing, and film studies (though we don’t “own” any of these specialties, with the exception of creative writing). That line-up is fairly typical, but not universal: any of those areas of study might constitute its own department at another institution, or fall under another department such as Communication or Media Studies. To some extent this is an old issue (Which department teaches business writing?), but the pressure to expand our range of teaching specialties without losing our shared identity as English professors seems to be accelerating. With increased academic attention on – and student interest in – new media and new genres (ranging from video games to blogs to home-made performance videos to comic books to fan fiction) and increased demand for professional writing instruction, English departments are trying to balance their traditional subfields (such as my own, nineteenth-century American literature) with newer, growing areas of interest.
A closely related question brought about by changes in media and technology: In what formats and in what genres should English departments be teaching students to write? The traditional literary research paper is still alive and well – and will probably remain so for a long time – but English professors, particularly those in composition studies, see a need to embrace and teach modes of writing other than the academic essay. As Richard Utz argues, “The English professoriate should embrace, accompany critically, and shape the new discourses its students sorely need to communicate and compete: blogs, video essays, Web comics, digital archives, data visualization, and the like” (“The Trouble with English,” Chronicle of Higher Education 3 January 2013). At the same time, courses in creative writing seem to be more popular than ever (that’s certainly the case here), perhaps partly because new media make it easier for young writers to disseminate their work and to experiment with form.

Across the country, from small colleges to large public universities, “English” generally denotes a department rather than a single discipline, given the undeniable differences among its specializations. With added pressure from new economic realities and the “digital turn” in academics and culture generally, English departments must find ways to use that diversity of expertise and interest to our advantage, and to our students’ advantage.

**History**

Nationally, the discipline of History is currently marked by three trends: subfield specialization, interdisciplinarity, and electronic publication.

Historians have always specialized in discipline, but several new disciplines are emerging. Women’s Studies, now an established branch of our profession, is rapidly transforming into Gender Studies with the addition of a specialized subfield of Masculinity Studies. Another growing subdiscipline is Public History. By contrast, it is increasingly difficult to find scholars interested in good ol’ fashioned political history; there is sometimes a disconnect between scholarly specialties and student expectations, especially as most History in the public schools is still taught as a basic political narrative so that’s what students think History “is.”

Historians nationwide are strongly divided on how beneficial the latest spate of interdisciplinary programs is for our profession, an issue especially pertinent at CofC with its many interdisciplinary programs. On the positive side, historians argue that interdisciplinary programs interest a wider student population in historical studies and also lead to innovative scholarship as professional historians use insights from other disciplines for their research and writing. The latter has certainly been the case for many decades, historians already in the 1960s and 1970s introducing the methodologies of Anthropology and Sociology to their work. But, the argument runs, are students in interdisciplinary programs really learning a historical methodology? While there has been some growth in interdisciplinary graduate programs in recent years, most graduate programs for future historians still expect prospective students’ undergraduate training to be firmly within the discipline of History. Here at CofC as elsewhere, giving graduate school-bound students useful advice to help them realize their goals is a challenge, especially since many of CofC’s interdisciplinary programs are not even housed in HSS.
At the professional level, a key issue now as for several years is the correct valuation of electronic publications. The American Historical Association seems to be working toward a policy statement on how to value electronic publications, but it is still a hot topic for debate wherever historians are gathered.

**Philosophy**

In response to ongoing national discussions about female under-representation in the discipline, the department initiated a new student organization, Women in Philosophy. Nationally and within the College’s philosophy department, issue remain in recruiting faculty from traditionally under-represented groups. Next year, the department hopes to discuss strategies for increasing the diversity of authors discussed in their introductory courses. The department chair has found that many courses include no texts written by non-western authors and that female authors are (arguably) under-represented. Strategies will be discussed for increasing the representation of historically under-represented voices in their courses.

**Political Science**

The Department of Political Science faculty from three disciplines in the department: Political science, public administration, and geography. All three disciplines are united around common questions related to power and politics, and we provide our undergraduate and graduate students with a wide-range of tools to answer questions about the world we live in.

Since the majority of faculty reside in political science, this section will provide a few highlights of this discipline from a national perspective. The American Political Science Association (APSA) defines political science as “the study of governments, public policies and political processes, systems, and political behaviors.” Subsequently, APSA lists the following political science subfields: political theory, political philosophy, political ideology, political economy, policy studies and analysis, comparative politics, international relations, and several other related fields.

The APSA is currently focused on ways to help improve public perceptions of political science’s value. The organization recently created a task force with many of the discipline’s leaders including John Sides, Professor at George Washington University and co-founder of the political blog, *The Monkey Cage*. The report provides a number of recommendations for how the discipline can “communicate its insights to a wide range of diverse constituencies using a dynamic collection of communicative strategies and technologies.”

**Psychology**

The American Psychological Association has long recognized the importance of undergraduate education. This national organization has developed (and continues to refine) a set of guidelines for the undergraduate major. Work on these guidelines (i.e., the APA UG Psychology Program Goals and Learning Objectives) has come about to addressed widespread concern about the quality of education at all levels in the United States, along with increasing pressure for accountability. Current best practices in higher education rely on setting clear expectations for student learning, aligning curricula with these expectations, assessing student attainment,
and using assessment results to effect changes that promote better student learning (APA, 2007).


“The APA Guidelines for the Undergraduate Psychology Major was developed to articulate a common set of outcomes. A baccalaureate degree in psychology should document that students have the ability to think scientifically about behavior, the skills related to the conduct of research, and the values that reflect psychology as both a science and an applied discipline. Variations in psychology’s academic organization in institutions of higher education across the country make it difficult to achieve consensus on learning goals and outcomes. In some colleges and universities, psychology is part of a school or college comprising the social sciences. In others, psychology is aligned with the natural sciences, the humanities, or education. In addition to having organizational diversity, psychology departments differ with respect to programmatic emphases, student characteristics, faculty expertise, and resources. Undergraduate programs vary—as they should—to meet local, state, and regional needs. Despite these differences, the BEA task force developed goals and outcomes that could be applied broadly across diverse educational contexts (e.g., campus-based programs, online instruction) in the context of liberal education at the undergraduate level. These guidelines were developed to aid in curriculum design, goal setting, and assessment planning for the psychology major.

**Public Health (BA)**

Public health is a burgeoning field that recently has begun to explore education at the undergraduate level. College of Charleston’s public health program is among the first wave of this educational initiative, and job growth for students in this field is predicted to increase more than 20% in the next ten years.

**Religious Studies**

The academic study of religion prepares students for jobs related to “religion-in-relation,” that is, to a job that involves monitoring and solving cultural and religious differences and challenges in a globalized and increasingly multi-cultural and multi-religious world. Religious studies can help provide our democratic and pluralist society with competent citizens, who are capable of analyzing and critically assessing religious values and traditions, and the public discourse on religion that permeates our politics today. In an increasingly interconnected, if not always cosmopolitan world, openness to fresh ways for framing problems is the order of the day. Efforts to improve the major in religious studies and to strengthen its links to the goals of liberal education and to citizenship in a pluralist democracy are anything but purely academic.
Sociology and Anthropology

Sociology: Nationally, the number of Bachelors degrees awarded in Sociology has been on a steady upward climb since the late 1980s with 30,602 undergraduate degrees conferred in sociology in 2012. This is lower than the peak of 35,915 undergraduate sociology degrees conferred in 1974 but the upward trajectory in recent years is a promising sign of the health of the discipline today (http://asanet.org/research/stats/degrees/degrees_level.cfm). The number of freestanding sociology departments has increased between 2000-01 and 2006-07 from 54 percent to 59% of sociology departments housing only a sociology program as opposed to being combined in joint departments with programs like anthropology, criminal justice, political science or social work (http://asanet.org/research/stats/sociology_programs/pctfreestanding.cfm).

The American Sociology Association (ASA) conducts a longitudinal survey of a national sample of graduates from undergraduate sociology programs. In its 2007 follow-up survey, the ASA found that 80 percent of sociology graduates were employed within 18 months of graduation (the ASA is currently conducting a new survey of recent sociology graduates so more recent data will be available within the next few years). Those recent graduates who were employed worked in a diverse range of fields including as counselors in the social services sector (27%), in administrative support positions (16%), as managers (14%), teachers or librarians (8%), in positions within miscellaneous service industries (8%) (e.g., police officer, crime scene technician or probation officer), in sales and marketing (10%), as social science researchers (6%), and in public relations/information technology/other fields (11%).

Anthropology: The American Anthropological Association reports an increase in the number of undergraduate degrees in Anthropology and Archaeology from 9,595 in 2003 to 11,821 in 2009. This increase represents a .29% growth in Anthropology and Archaeology’s share of all undergraduate social science degrees in the United States.

In light of state budget cuts across the country, the American Anthropological Association surveyed 512 anthropology departments in the spring of 2011 to determine how diminished state funding was impacting these departments. Two hundred and nineteen (43% response rate) of the departments responded to the survey and only 12 percent reported a perceived threat to cuts in anthropology faculty or program elimination. However, when distinguishing between public and private institutions, the survey found that 20.5 percent of anthropology departments at public institutions—compared to 9.6% of anthropology departments at private institutions—expressed concern that their departments or programs were in threat of being downsized or eliminated. The expressed threat was highest among departments that award an Associates degree only, followed by those departments that award a MA degree only, Bachelors degree only and doctoral degree, respectively.

Urban Studies

Urban Studies programs are usually small, but they are present in most U.S. colleges and universities, including elite schools (e.g., Stanford, Yale). They prepare students for work in urban policy and urban planning, and many graduates of urban studies programs enroll in
Master of Urban Planning (MUP) programs. MUP degrees are generally viewed as the entry-level degree for careers in urban planning, which is a career goal of many urban studies students. An MUP degree is not needed for work in an urban policy position, though increasingly students seeking these positions need a master’s in a related discipline, such as public administration. The Planning Accreditation Board, which is managed by the American Planning Association, accredits both undergraduate and graduate programs in planning. There are currently 16 accredited undergraduate programs and 72 accredited graduate programs.

Last year, the Urban Affairs Association conference summarized the trends within the discipline as evidenced by the themes presented at this conference, and also by reviewing the American Planning Association’s program for its national conference.

- Justice and the city
- Social equity
- Multiculturalism
- Environmental Activism
- Advocacy Planning
- Transnationalism
- Place-making
- Global City
- Urban health
- Cities in contemporary geopolitics
- Latin America and beyond

Students who choose Urban Studies as their major will be well positioned to get jobs in the future. The Bureau of Labor Statistics predicts an increase of 10% in jobs for urban and regional planners from 2012 to 2022. Population growth and environmental concerns will drive employment growth for planners. 2 out of 3 urban planners find work in local government planning offices. Urban Studies majors also find jobs in various other local, state, and federal offices, as well as non-profit organizations and private consulting firms. Most of these jobs are not captured by BLS in a discrete category, thus cannot be reported.

**Women’s and Gender Studies**

According to the National Women’s Studies Association,

Women’s studies has its roots in the student, civil rights, and women’s movements of the 1960s and 70s. In its early years the field’s teachers and scholars principally asked, “Where are the women?” Today that question may seem an overly simple one, but at the time few scholars considered gender as a lens of analysis, and women’s voices had little representation on campus or in the curriculum.

Today the field’s interrogation of identity, power, and privilege go far beyond the category “woman.” Drawing on the feminist scholarship of U.S. and Third World women
of color, women’s studies has made the conceptual claims and theoretical practices of intersectionality, which examines how categories of identity (e.g., sexuality, race, class, gender, age, ability, etc.) and structures of inequality are mutually constituted and must continually be understood in relationship to one another, and transnationalism, which focuses on cultures, structures and relationships that are formed as a result of the flows of people and resources across geopolitical borders, foundations of the discipline. (http://www.nwsa.org/content.asp?pl=19&sl=21&contentid=21)

In 2006, the Ford Foundation and the National Women’s Studies Association collaborated to map the field. At that date there were 652 Women’s and Gender Studies programs at community colleges, colleges, and universities in the US. Undergraduate Women’s and Gender Studies courses enrolled nearly 89,000 students, and 85% of Women’s and Gender Studies courses fulfilled general education requirements. Undergraduate majors enrolled nearly 4,300 students. (http://082511c.membershipsoftware.org/files/CensusExec_Summary-2.pdf)

| PROGRAM |
| MISSION STATEMENT |
| In the School of Humanities and Social Sciences (HSS), we are teacher-scholars committed to the study of human nature and human creations. We seek to deepen our understanding of history and literature, inquire into the character of cultures and societies, broaden our understanding of human behavior, and support the value of ethical and moral reflection.

Our HSS teacher-scholars cultivate in students skills for creative problem-solving, critical thinking, and superior written and oral communication skills. We also engage these students in activities that prepare them for productive civic engagement, global citizenship, understanding of different global perspectives and learning as a lifelong pursuit. Studies in HSS provide students with transferrable skills that serve students in a variety of careers across a lifespan.

| STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN OUR SCHOOL WOULD PLACE AS HIGHEST PRIORITY |
| The College’s strategies are all important to the success of the School of Humanities and Social Sciences, especially since our School’s programs are the core of a liberal arts and sciences education. However, some College-wide strategies and tactics are most in-line with our School-specific goals.

- Enhance the undergraduate academic core.
  - Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education.
  - Enhance undergraduate academic programs that are strongly linked to the history, traditions, culture and environment of the Charleston and the Lowcountry.
  - Develop academic programs utilizing and/or based at Dixie Plantation.
  - Embed global competencies into general education and major requirements.
Develop nationally recognized graduate programs.
Develop and retain a highly qualified and diverse faculty and staff.
Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.
Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.
Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina
   • Develop and expand research partnerships and initiatives.
   • Expand study abroad opportunities for students.
Pursue national recognition for the College of Charleston’s personalized liberal arts and sciences education and for the distinctive features of its undergraduate and graduate programs.

SCHOOL GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN
Given our mission statement and simply by providing instruction in the humanities and social sciences to over 15,000 students in approximately 550 sections each term we have demonstrated support of the institutional mission to:
   1. Through a strong core curriculum, to develop an understanding of the arts, humanities, mathematics, the natural sciences and the social sciences.
   2. Encourage students to become conscious of the importance of political, social, economic, and scientific issues of their time.
Our goals in Humanities and Social Sciences are to help assure that:
   1. Graduates had highly personalized education enhanced by opportunities for experiential learning;
   2. Graduates developed global awareness;
   3. Graduates acquired depth of knowledge and competence in at least one academic discipline;
   4. Graduates were trained in methods of scholarly inquiry and research
   5. The School of Humanities and Social Sciences continues to excel in teaching, research and professional development opportunities.
   6. Faculty in the School participate in significant faculty development opportunities
   7. Learning outcomes resulting from the HSS curriculum are assessed annually

STUDENT LEARNING OUTCOMES OF THE SCHOOL
Goal 1: Provide personalized education.

On average from Fall 2010 through Spring 2014 47% (1152) of the 2473 HSS majors participated in a small capstone course, lab, or an Independent Enrollment Course i.e., Independent Study, Internship, Academic/Research Apprenticeship, Tutorial, Fieldwork, or Bachelor’s Essay.

In AY14-15 47% (1096) of the 2344 HSS majors participated in personalized or experiential instruction. Now with 5 years of data we can with confidence say that while we may have
annual fluctuations of 2% to 4%, on average in any given year 47% of HSS majors are receiving personalized and/or experiential instruction.

In addition, on average from Fall 2010 through Spring 2014 20% (485) of the 2473 HSS majors participated in an Independent Enrollment Course i.e., Independent Study, Internship, Academic/Research Apprenticeship, Tutorial, Fieldwork, or Bachelor’s Essay providing them with a one-on-one learning experience with a faculty member.

In AY14-15 18% (429) of the 2344 HSS majors received individualized instruction. Now with 5 years of data we can with confidence say that while we may have annual fluctuations of 1% to 3%, on average in any given year 20% of HSS majors are receiving one-on-one instruction with faculty.

Because the vast majority of these learning experience are provided for roster faculty, slight fluctuations from year to year may simply reflect an increase or decrease in roster faculty on sabbatical.

Personalized/Experiential Learning - Sm Capstone, Labs, Field, Ind St, BE, RA, TA, Tutorial, Internships

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<th>AY10-11</th>
<th>AY11-12</th>
<th>AY12-13</th>
<th>AY13-14</th>
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<tbody>
<tr>
<td>HSS Majors</td>
<td>2392</td>
<td>2437</td>
<td>2612</td>
<td>2451</td>
<td>2344</td>
</tr>
<tr>
<td>Annual Enrollments</td>
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<td>1151</td>
<td>1172</td>
<td>1076</td>
<td>1096</td>
</tr>
<tr>
<td>% HSS Majors</td>
<td>51%</td>
<td>47%</td>
<td>45%</td>
<td>44%</td>
<td>47%</td>
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Independent Enrollment Only (one on one instruction) Intern, TA, RA, BE, Ind Study, Tutorial

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<th>AY12-13</th>
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<td>2392</td>
<td>2437</td>
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<tr>
<td>Annual Enrollments</td>
<td>535</td>
<td>461</td>
<td>520</td>
<td>423</td>
<td>429</td>
</tr>
<tr>
<td>% HSS Majors</td>
<td>22%</td>
<td>19%</td>
<td>20%</td>
<td>18%</td>
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**Goal 2: Global awareness.**

On average from Fall 2010 through Spring 2014 9.4% (231) of the 2473 HSS majors studied abroad. Of the total students studying abroad 2857, 32% were HSS majors.

In AY14-15 12.4% (290) of the 2344 HSS majors studied abroad. This represents 32% of the students studying abroad this year. I believe this increase to 12.4% reflects an increase in short spring break study abroad programs and not an increase in semester long programs.

Over the last 5 years HSS participation in study abroad has increased from AY10-11: 225, AY11-12: 221, AY12-13 235, AY13-14: 242 to AY14-15: 290. Given we now have 5 years of data, for the most part with confidence we can say that the percentage of HSS students studying abroad has held steady between 9 and 10%. I believe this reflects both a student desire to increase
global awareness as well as a recovering economy. This is only one measure of developing
global awareness. Additional measures would need to address specific course content which is
only reasonably accomplished at the program level.

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<th>AY14-15</th>
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<td>723</td>
<td>791</td>
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<td>HSS Abroad</td>
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<td>221</td>
<td>235</td>
<td>242</td>
<td>290</td>
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<tr>
<td>% Total Abroad HSS</td>
<td>35.1%</td>
<td>31.4%</td>
<td>32.5%</td>
<td>30.6%</td>
<td>32.4%</td>
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<td>HSS Majors</td>
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<td>2451</td>
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<tr>
<td>% HSS Majors Abroad</td>
<td>9.4%</td>
<td>9.1%</td>
<td>9%</td>
<td>9.9%</td>
<td>12.4%</td>
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</table>

**Goal 3: Knowledge and competence.**

In general any assessment at the program level of competencies in the major demonstrated
that HSS majors are performing at or above expectations for their programs. For a few that
have fallen short of their target, they have provided remedies to be implemented during the
following assessment cycle.

**Goal 4: Inquiry and research.**

On average from Fall 2010 through Spring 2014 86% (2117) of the 2473 HSS majors were being
trained in the methods of scholarly inquiry and research appropriate to their discipline.

In AY14-15 96% (2251) of the 2344 HSS majors were enrolled in research methods courses.
These HSS majors were enrolled in research methods course or a research oriented
Independent Enrollment (Bachelor’s Essay or Research Apprenticeship). Given all of these
courses are at the upper level and partially fulfill requirements for the individual major, it is safe
to say that 100% of HSS majors upon graduation have had research training. The increase after
AY12-13 more than likely reflects a change to major requirements.

**Methods Training - Methods Course, Stats, Labs, BE, RA**

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<tr>
<td>Annual Enrollments</td>
<td>1992</td>
<td>2028</td>
<td>2040</td>
<td>2408</td>
<td>2251</td>
</tr>
<tr>
<td>% HSS Majors</td>
<td>83%</td>
<td>83%</td>
<td>78%</td>
<td>98%</td>
<td>96%</td>
</tr>
</tbody>
</table>
NARRATIVE SUMMARY AND ANALYSIS OF SCHOOL ACCOMPLISHMENTS

CURRICULAR OFFERINGS UNUSUAL FOR YOUR PROGRAMS

These are examples pulled from each program’s annual report. For a more in-depth list, please view those individual reports.

- COMMUNICATION: Ethical Communication: Ethics in Leadership; Ethical Communication: Freedom of Expression; Addressing Problems in Context: Conflict in Romantic Relationships; Addressing Problems in Context: Intercultural Communication; Political Campaign Communication; Analysis of Communication: Magazine Writing; Media, Communication, and Technocultures; Signs in Contemporary Culture; Organizational Influence and Advocacy; Social Media Research; Conference Planning in Theory and Practice; The Bully Pulpit Experience

- ENGLISH: ENGL 360 (Literary Themes): Limits of the Human?; ENGL 462 (Senior Seminar): London, 1700-1900: City, Literature, Society; ENGL 110-13 (Introduction to Academic Writing): Writing about Writing; ENGL 402 (Advanced Workshop in Poetry Writing)


- POLITICAL SCIENCE: Political Science’s classes on Geographic Information Systems (GIS), Sustainability, and Security and Sustainability. We are fortunate to have several practitioners teaching in our program. For example, former Central Intelligence Agency employee Dr. Mary Desjeans teaches classes on Terrorism and U.S. National Security for the department. Two local attorneys, David Aylor and Rhett Dunaway teach POLI 203 (Criminal Justice). Likewise, Tim Keane, the City of Charleston’s Director of Planning, Preservation, and Sustainability has taught several classes for our department, among them GEOG 219 (Reading the Lowcountry Landscape).

- PSYCHOLOGY: We have developed advanced laboratory coursework in each core area of Psychology (e.g., Cognitive, Developmental, Social, and Neuroscience) and have integrated this coursework into our curriculum as a Capstone experience for BS students. In addition to advanced training in research design and interpretation, students receive training in a variety of specialized laboratory techniques (e.g., electrophysiological recording, histology, fluorescent microscopy, and experimental software programming) that typically are not available to students until they enter graduate studies. Additionally, our extraordinary commitment to animal research is unique to programs offering only the undergraduate degree. We offer research training opportunities using a variety of animal models including rodents (rat and mice), pigeons, amphibians, and invertebrates. We make use of our faculty’s expertise and offer a variety of interesting special topic course (e.g., Psychology of Terrorism, Media, Materialism and Feminism) and interdisciplinary coursework (described below).

- RELIGIOUS STUDIES: A first year seminar on “Religion and Nature in North America,” which investigated how evolution, ecology and environmental ethics have shaped
religious beliefs/practices and vice versa. Our introductory level courses are also quite popular because they provide interdisciplinary surveys of “Religion, Art and Culture.” One such course explored religion as it moves in time and space through the body, the home, the homeland, and the cosmos; another version of this topic examined how popular culture represents religion, how it creates religious communities, and how religions use the media to promote their moral messages, such as Christian abstinence or the “war on Christmas.”

- **URBAN STUDIES:** URST 313 “Sustainable Urbanism,” URST 360 “Land Use Law,” and URST 361 “Water Use Law.” These are novel contributions that focus on the growing environmental focus of the discipline. The Urban Studies Program is also offering the credits for the Sophomore Student Ambassador Program (URST 250) in the fall. The Urban Studies Program is also creating Junior and Senior-level Student Ambassador credits. This program links students to the study of real-world problems in the Charleston area generated by the dramatic growth underway. The credits structure the academic experience for the students.

- **WOMEN’S & GENDER STUDIES:** SOCY 349: Women and Crime; BIOL 343: Animal Behavior; RELS 298: ST: Goddesses; ENGL 390: Studies in Film: Hitchcock

### INSTRUCTIONAL CONTRIBUTIONS TO OTHER UNITS, PROGRAMS, AND INITIATIVES

Faculty in the School of Humanities and Social Sciences make **significant** contributions to other units, programs, and initiatives. Individual examples of contributions are noted in the department’s/program’s annual report.

Program directorships of programs housed in other schools include:
- Simon Lewis (English), Associate Dean, School of Languages, Cultures, and World Affairs (LCWA)
- Simon Lewis (English), Director, African Studies (LCWA)
- Consuela Francis (English), Director, African American Studies (LCWA)
- Tim Carens (English), Director, British Studies (LCWA)
- Bill Olejniczak (History), Director, European Studies (LCWA)

### Honors Program Contributions

Faculty in HSS taught 63.66% (n=2961) of all honors hours taught at the College of Charleston in 2014-15.

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage Honors hours</th>
<th>2014-2015 HONS Hours</th>
<th>Fall 2014 HONS hours</th>
<th>Spring 2015 HONS hours</th>
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</thead>
<tbody>
<tr>
<td>EHHP</td>
<td>0.58%</td>
<td>27</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Honors</td>
<td>1.23%</td>
<td>57</td>
<td>12</td>
<td>45</td>
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<tr>
<td>HSS</td>
<td><strong>63.66%</strong></td>
<td><strong>2961</strong></td>
<td><strong>2088</strong></td>
<td><strong>873</strong></td>
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<tr>
<td>LCWA</td>
<td>2.58%</td>
<td>120</td>
<td>63</td>
<td>57</td>
</tr>
<tr>
<td>SOB</td>
<td>7.61%</td>
<td>354</td>
<td>111</td>
<td>243</td>
</tr>
<tr>
<td>SOTA</td>
<td>1.81%</td>
<td>84</td>
<td>33</td>
<td>51</td>
</tr>
</tbody>
</table>
First-year experience
As with honors courses, the faculty in the School of Humanities and Social Sciences played a large role in first-year experience courses in the 2014-15 academic year generating 48% of all FYE courses.

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage FYE</th>
<th>2014-15 FYE</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHHP</td>
<td>12.46%</td>
<td>489</td>
<td>318</td>
<td>171</td>
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<tr>
<td>HSS</td>
<td>47.78%</td>
<td>1875</td>
<td>1008</td>
<td>867</td>
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<tr>
<td>LCWA</td>
<td>14.53%</td>
<td>570</td>
<td>291</td>
<td>279</td>
</tr>
<tr>
<td>SOB</td>
<td>8.03%</td>
<td>315</td>
<td>183</td>
<td>132</td>
</tr>
<tr>
<td>SOTA</td>
<td>8.72%</td>
<td>342</td>
<td>222</td>
<td>120</td>
</tr>
<tr>
<td>SSM</td>
<td>8.49%</td>
<td>333</td>
<td>150</td>
<td>183</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>3924</td>
<td>2172</td>
<td>1752</td>
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DISTANCE EDUCATION OR HYBRID COURSE OFFERINGS
HSS taught 39% (n=30) of all distance education courses in AY14-15.

**Fall 2014**

<table>
<thead>
<tr>
<th>COURSE_IDENTIFICATION</th>
<th>CRN</th>
<th>Actual Enrollment</th>
<th>STATUS</th>
<th>SCHEDULE TYPE</th>
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</thead>
<tbody>
<tr>
<td>COMM315</td>
<td>13640</td>
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<td>SOCY369</td>
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**Spring 2015**

<table>
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<th>SCHEDULE TYPE</th>
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<td>ONL</td>
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<tr>
<td>COURSE_IDENTIFICATION</td>
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<td>Actual Enrollment</td>
<td>STATUS</td>
<td>SCHEDULE TYPE</td>
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<tr>
<td>------------------------</td>
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<td>ANTH202</td>
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<td>A</td>
<td>ONL</td>
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<td>COMM214D</td>
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<td>Section</td>
<td>Letter</td>
<td>Delivery</td>
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<td>ONL</td>
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<td>ENGL110</td>
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<td>9</td>
<td>A</td>
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<td>POLI210</td>
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<td>Term</td>
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<td>WGST200</td>
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</table>
DEPARTMENTAL OR PROGRAM CONTRIBUTIONS TO INTERDISCIPLINARY, INTERNATIONALIZATION/GLOBALIZATION, PERSONALIZED EDUCATION AND HIGH IMPACT STUDENT EXPERIENCES

See “Instructional contributions to other units, programs, and initiatives” and FAS (Supporting Data) sections for more information.

Global Impact
Over the last 5 years HSS participation in study abroad has increased from AY10-11: 225, AY11-12: 221, AY12-13 235, AY13-14: 242 to AY14-15: 290. Given we now have 5 years of data, for the most part with confidence we can say that the percentage of HSS students studying abroad has held steady between 9 and 10%. It may be that this reflects both a student desire to increase global awareness as well as a recovering economy. This is only one measure of developing global awareness. Additional measures would need to address specific course content which is only reasonably accomplished at the program level.

<table>
<thead>
<tr>
<th></th>
<th>AY10-11</th>
<th>AY11-12</th>
<th>AY12-13</th>
<th>AY13-14</th>
<th>AY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Study Abroad</td>
<td>640</td>
<td>703</td>
<td>723</td>
<td>791</td>
<td>895</td>
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<tr>
<td>HSS Abroad</td>
<td>225</td>
<td>221</td>
<td>235</td>
<td>242</td>
<td>290</td>
</tr>
<tr>
<td>% Total Abroad HSS</td>
<td>35.1%</td>
<td>31.4%</td>
<td>32.5%</td>
<td>30.6%</td>
<td>32.4%</td>
</tr>
<tr>
<td>HSS Majors</td>
<td>2392</td>
<td>2437</td>
<td>2612</td>
<td>2451</td>
<td>2344</td>
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<tr>
<td>% HSS Majors Abroad</td>
<td>9.4%</td>
<td>9.1%</td>
<td>9%</td>
<td>9.9%</td>
<td>12.4%</td>
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</table>

CHANGES IN DEPARTMENTAL OR PROGRAM ENROLLMENTS
This information has been calculated by pulling all credit hours generated since fall 2010 to spring 2015 and includes roster and non-roster faculty. The number of faculty credit hours generated is counted in the faculty member’s home department in the table below.
### Sum of Stud Cred Hours

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<th>Row Labels</th>
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<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Spring 2011</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
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<td>7562</td>
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<td>6285</td>
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<td>72</td>
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<td>57</td>
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<table>
<thead>
<tr>
<th>Sum of Stud Cred Hours Generated by HSS</th>
<th>Grand Total (Fall 2011-Spring 2015)</th>
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<tbody>
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<td>14.21%</td>
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</tr>
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<td>Adjunct Administrator</td>
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<tr>
<td>Assistant Professor</td>
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<td>Associate Professor</td>
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<td>Professor</td>
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<td>Retired Faculty</td>
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<td>Teaching Assistant - NIR</td>
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<tr>
<td>Department</td>
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<tr>
<td>------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>Visitors</td>
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<td>CRLS</td>
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<td>Senior Instructor</td>
</tr>
<tr>
<td></td>
<td>Visiting Assistant Professor</td>
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<tr>
<td></td>
<td>Visiting Instructor</td>
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<tr>
<td></td>
<td>Visiting Senior Instructor</td>
</tr>
<tr>
<td>HIST</td>
<td>Adjunct</td>
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<tr>
<td></td>
<td>Adjunct Administrator</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Consortium Instructor</td>
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<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Retired Faculty</td>
</tr>
<tr>
<td></td>
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<tr>
<td>PBHL</td>
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<tr>
<td>PHIL</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Professor</td>
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<tr>
<td></td>
<td>Visiting Assistant Professor</td>
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<tr>
<td>POLI</td>
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<tr>
<td></td>
<td>Adjunct - NIR</td>
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<tr>
<td></td>
<td>Adjunct Administrator</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
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<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Retired Faculty</td>
</tr>
<tr>
<td>Faculty Title</td>
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<tr>
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</tr>
<tr>
<td>Librarian II</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Adjunct Administrator</td>
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</tr>
<tr>
<td>Librarian II</td>
<td></td>
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<tr>
<td>Professor</td>
<td></td>
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<tr>
<td>Visiting Instructor</td>
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<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Instructor</td>
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</tr>
<tr>
<td>Professor</td>
<td></td>
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<td>Senior Instructor</td>
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<td>Visiting Assistant Professor</td>
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<td>Visiting Instructor</td>
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<tr>
<td>Adjunct</td>
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<tr>
<td>Adjunct Administrator</td>
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<tr>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Librarian II</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Senior Instructor</td>
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<tr>
<td>Visiting Assistant Professor</td>
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<tr>
<td>Adjunct</td>
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</tr>
<tr>
<td>Adjunct Administrator</td>
<td></td>
</tr>
<tr>
<td>Retired Faculty</td>
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<tr>
<td>Adjunct</td>
<td></td>
</tr>
<tr>
<td>Adjunct Administrator</td>
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</tr>
<tr>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
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</tr>
</tbody>
</table>
DEPARTMENTAL OR PROGRAM WORKLOAD PRODUCTIVITY

HSS generated 28% (n=83,763) of all credit hours in the fall and spring semesters with 171 roster faculty in 8 academic departments.

<table>
<thead>
<tr>
<th>HSS Department</th>
<th>Roster Faculty</th>
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</thead>
<tbody>
<tr>
<td>COMM</td>
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<tr>
<td>ENGL</td>
<td>37</td>
</tr>
<tr>
<td>HIST</td>
<td>24</td>
</tr>
<tr>
<td>HSS</td>
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<tr>
<td>PHIL</td>
<td>12</td>
</tr>
<tr>
<td>POLS</td>
<td>21</td>
</tr>
<tr>
<td>PSYC</td>
<td>24</td>
</tr>
<tr>
<td>RELS</td>
<td>9</td>
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<tr>
<td>SOCY</td>
<td>19</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>171</strong></td>
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</table>
## Fall 2014 credit hours generated by school

<table>
<thead>
<tr>
<th>School</th>
<th>Total Hours</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOTA</td>
<td>14,017</td>
<td>14,008</td>
<td>9</td>
<td>9.10%</td>
</tr>
<tr>
<td>SOB</td>
<td>20,250</td>
<td>19,386</td>
<td>864</td>
<td>13.15%</td>
</tr>
<tr>
<td>EHHP</td>
<td>14,459</td>
<td>12,160</td>
<td>2299</td>
<td>9.39%</td>
</tr>
<tr>
<td>HSS</td>
<td><strong>43,370</strong></td>
<td><strong>42,627</strong></td>
<td><strong>743</strong></td>
<td><strong>28.16%</strong></td>
</tr>
<tr>
<td>INTR</td>
<td>6,011</td>
<td>5,476</td>
<td>535</td>
<td>3.90%</td>
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<tr>
<td>LCWA</td>
<td>18,832</td>
<td>18,787</td>
<td>45</td>
<td>12.23%</td>
</tr>
<tr>
<td>SSM</td>
<td>37,092</td>
<td>36,605</td>
<td>487</td>
<td>24.08%</td>
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<tr>
<td></td>
<td><strong>154,031</strong></td>
<td><strong>149,049</strong></td>
<td><strong>4,982</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Fall 2014 credit hours generated by HSS department

<table>
<thead>
<tr>
<th>Dept</th>
<th>Total Hours</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>COMM</td>
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<tr>
<td>ENGL</td>
<td>6,625</td>
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<td>78</td>
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<tr>
<td>HIST</td>
<td>8,403</td>
<td>8,214</td>
<td>189</td>
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</tr>
<tr>
<td>PBHL</td>
<td>108</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL</td>
<td>2,607</td>
<td>2,607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI</td>
<td>4,119</td>
<td>4,119</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC</td>
<td>7,059</td>
<td>7,059</td>
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</tr>
<tr>
<td>PUBA</td>
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<tr>
<td>RELS</td>
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<td>ANTH</td>
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<td>2140</td>
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<tr>
<td>SOCY</td>
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<tr>
<td>URST</td>
<td>288</td>
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<td>288</td>
<td></td>
</tr>
<tr>
<td>WGST</td>
<td>602</td>
<td></td>
<td>602</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>43,370</strong></td>
<td><strong>42,627</strong></td>
<td><strong>743</strong></td>
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</tbody>
</table>

## Spring 2015 credit hours generated by school

<table>
<thead>
<tr>
<th>School</th>
<th>Total Hours</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOTA</td>
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<td>13,541</td>
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<td>9.20%</td>
</tr>
<tr>
<td>SOB</td>
<td>20,935</td>
<td>20,110</td>
<td>825</td>
<td>14.23%</td>
</tr>
<tr>
<td>EHHP</td>
<td>16,151</td>
<td>12,591</td>
<td>3560</td>
<td>10.98%</td>
</tr>
<tr>
<td>HSS</td>
<td><strong>40,393</strong></td>
<td><strong>39,691</strong></td>
<td><strong>702</strong></td>
<td><strong>27.46%</strong></td>
</tr>
<tr>
<td>INTR</td>
<td>4,312</td>
<td>3,838</td>
<td>474</td>
<td>2.93%</td>
</tr>
<tr>
<td>LCWA</td>
<td>17,547</td>
<td>17,508</td>
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<td>11.93%</td>
</tr>
<tr>
<td>SSM</td>
<td>34,242</td>
<td>33,775</td>
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<td>23.27%</td>
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<tr>
<td></td>
<td><strong>147,121</strong></td>
<td><strong>141,054</strong></td>
<td><strong>6,067</strong></td>
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</table>
# Spring 2015 credit hours generated by HSS department

<table>
<thead>
<tr>
<th>Dept</th>
<th>Total Hours</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>CRLS</td>
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<tr>
<td>ENGL</td>
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<td>6,566</td>
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<tr>
<td>HIST</td>
<td>7,850</td>
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<tr>
<td>PBHL</td>
<td>168</td>
<td>168</td>
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<tr>
<td>PHIL</td>
<td>2,064</td>
<td>2064</td>
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<tr>
<td>POLI</td>
<td>3,879</td>
<td>3,879</td>
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<tr>
<td>PSYC</td>
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<tr>
<td>PUBA</td>
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<td>371</td>
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<tr>
<td>RELS</td>
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<tr>
<td>ANTH</td>
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<td>1782</td>
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<tr>
<td>SOCY</td>
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<td>3,378</td>
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</tr>
<tr>
<td>URST</td>
<td>255</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>WGST</td>
<td>805</td>
<td>805</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>40,393</strong></td>
<td><strong>13,919</strong></td>
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## Declared Undergraduates

<table>
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<th>Spring 2015</th>
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</thead>
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<td>106</td>
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<tr>
<td>COMM</td>
<td>497</td>
<td>544</td>
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<tr>
<td>ENGL</td>
<td>221</td>
<td>216</td>
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<tr>
<td>HIST</td>
<td>172</td>
<td>161</td>
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<tr>
<td>PBHL</td>
<td>86</td>
<td>92</td>
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<tr>
<td>PHIL</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>POLI</td>
<td>299</td>
<td>339</td>
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<tr>
<td>PSYC</td>
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<td>595</td>
</tr>
<tr>
<td>RELS</td>
<td>28</td>
<td>35</td>
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<td>SOCY</td>
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<td>URST</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>WGST</td>
<td>27</td>
<td>28</td>
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<tr>
<td><strong>Total Undergraduates</strong></td>
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<td><strong>2353</strong></td>
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</table>
Undergraduate Degrees Awarded

<table>
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<th>Undergraduate Majors</th>
<th>Number of Degrees Awarded</th>
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<th>Fall 2014</th>
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</thead>
<tbody>
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<td>ANTH</td>
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<td>25</td>
<td>4</td>
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<tr>
<td>COMM</td>
<td>156</td>
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<td>ENGL</td>
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<td>52</td>
<td>14</td>
</tr>
<tr>
<td>HIST</td>
<td>50</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>PBHL</td>
<td>20</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>PHIL</td>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>POLI</td>
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<td>74</td>
<td>12</td>
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<tr>
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<td>121</td>
<td>32</td>
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<tr>
<td>RELS</td>
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<td>7</td>
<td>1</td>
</tr>
<tr>
<td>SOCY</td>
<td>39</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>URST</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>WGST</td>
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<td>6</td>
<td>1</td>
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<tr>
<td><strong>Total Majors</strong></td>
<td><strong>628</strong></td>
<td><strong>527</strong></td>
<td><strong>101</strong></td>
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</tbody>
</table>
Undergraduate Graduates Compared By School (Spring 2015)

168 School of the Arts graduates
361 School of Business graduates
242 School of Education, Health, and Human Performance graduates

534 School of Humanities and Social Sciences

102 School of Languages, Cultures, and World Affairs graduates
266 School of Sciences and Mathematics graduates
5 School of Professional Studies graduates

Top Majors Graduated (Spring 2015)
Business administration: 182 students
Communication: 144 Students
Psychology: 124 Students
Biology: 123 Students
Political science: 74 Students

Declared Graduate Students

<table>
<thead>
<tr>
<th>Number of Declared Graduate Students</th>
<th>Spring 2015</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Life</td>
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<td>7</td>
</tr>
<tr>
<td>COMM</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>ENGL</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>HIST</td>
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<tr>
<td>MPA</td>
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Graduate Degrees Awarded

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<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Life</td>
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</tr>
<tr>
<td>COMM</td>
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<td>1</td>
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<tr>
<td>ENGL</td>
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<td>MPA</td>
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</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

SUMMARY OF STUDENT AND/OR GRADUATE ACCOMPLISHMENTS

HSS Scholars

Each spring, the School of Humanities and Social Sciences honors graduating seniors who have distinguished themselves by amassing an impressive body of work during their undergraduate careers. The two top students in each of the majors taught within HSS are recognized for their academic achievements as HSS Scholars. A formal
ceremony and poster session marks the occasion. Here is our most recent list of award winners: http://hss.cofc.edu/Students/2015-awards.php

Student Activisim & Leadership Achievement (Sala) Awards
The Division of Student Affairs selected the following students award winners at the 2015 SALA Awards Ceremony held on April 15th. Of the eight award winners, seven were majors within HSS. However, the one student who was not a major within HSS was a minor in Environmental Studies - an interdisciplinary minor within our School.

- **Bishop Robert Smith Award**

  The Bishop Robert Smith Award is the highest honor a student can receive during his/her career at the College of Charleston. Recipients of the award are chosen on the basis of demonstrated leadership and academic excellence. (See the history of HSS Bishop Robert Smith award winners here.)

  Andrew Spector: Psychology major; Jewish Studies and Religious Studies minors
  Isabel Williams: Political science major, Spanish minor
  Marino Mugayar-Baldocchi: Psychology major, Religious Studies minor

- **Ted Stern Cup**

  The Theodore S. Stern Cup Award was established in 1975 and presented anonymously on the occasion of his 25th wedding anniversary. When Dr. Stern retired, the cup was passed to honor a member of the Senior Class of the College of Charleston who has most faithfully served the interests and ideals of the College and who by character and influence has best exemplified the ideals and qualities of Theodore S. Stern both in the College and the community.

  Dylan Mazelis: Psychology major; Crime, Law and Society and Philosophy minors
  Dakota Isaacs: Communication major

- **Pat Kelly Award**

  The Pat Kelly Award was established in 2003 by George Hopkins to commemorate the life of his late wife, Patricia Ann Kelly. Pat was a faculty member and graduate of the College of Charleston who earned her Bachelor of Arts degrees in History and Political Science in 1989 and a Master’s in Public Administration in 1994. She later served as an instructor in the College’s Department of Computer Science. The Nominees are to be non-traditional (23-years-old and above) junior or senior students with a GPA of 3.0 or higher and a demonstrated record of progressive social activism, which reflects the values exemplified in Pat Kelly’s activities as an undergraduate student, a graduate student, and a faculty member.

  Deidre Carr: Urban Studies major
  Sylvie Baele: International Studies major, Environmental Studies minor
• **Alexander Chambliss Connelly Award**

The Alexander Chambliss Connelley Award is presented to a student of the senior class who has made the most unselfish contribution(s) to the student body and the College of Charleston. It is awarded to a student of the graduating class for special achievement. The recipient will receive a cash award and plaque.

Rebecca Drewry: Communication major, Leadership, Change, Soc Respon minor

**Athletics awards**

- **Senior Highest Cumulative GPA** (end of Fall 2014) Clerc Cooper (Sailing): History major
- **Student Fan of the Year Award** Ryan Spraker: Political Science major
- **Charlie Post Award** Sarah Cardamone (Women’s Soccer): Communication major
- **J. Stewart Walker Cup Award** Clerc Cooper (Sailing): History major

**PLEASE PROVIDE A BRIEF NARRATIVE SUMMARY OF THE CURRICULAR ASSESSMENT ACTIVITIES UNDERTAKEN BY YOUR UNIT THIS YEAR, ALONG WITH BOTH ACTIONS TAKEN IN EARLIER YEARS THAT HAVE LED TO IMPROVEMENT AND PLANS FOR IMPROVEMENT.**

The School of Humanities and Social Sciences curricular assessment activities are undertaken at the program level. Below is a summary for each program taken from the 2014-2015 assessment reports. For details, see full assessment reports in Compliance Assist.

**Communication - BA/Minor**

Goal 1: Students successfully completing COMM 281 (Introduction to Communication Messages, pt. 2) will adapt a topic for a specific audience, occasion and purpose using proper tone, style and format.

Goal 2: Students who successfully complete COMM 281 (Introduction to Communication Messages, pt. 2) will adapt an appropriate topic for a specific audience, occasion and purpose using proper tone, style and format.

Goal 3: Students who successfully complete COMM 315 (Ethical Communication) will demonstrate their ability to recognize, analyze and resolve ethical dilemmas in communication.

Goal 4: Students who successfully complete COMM 315 (Ethical Communication) will create ethical arguments regarding communication in either public or private spheres.

A team of faculty assessed signature assignments for each of the four goals. For Goals 1, 2 and 4 students fell short of the stated expectations on the signature assignment while students exceeded expectations for Goal 3. Based on these results, the faculty will continue to work on reviewing the readings and types of assignments used in the class to better meet the learning outcomes. One faculty member is participating the Writing Across the Curriculum workshop in July to learn more effective methods of teaching and grading student.
writing and this faculty will share what she learns with the others who teach this course. The assessment report and results will be shared with the faculty at the first faculty meeting of the fall semester so the department is aware of the results.

**Creative Writing - Minor**

Goal 1: The Writing Process, wherein students demonstrate the ability to take a single work of fiction or a body of poetry through its subsequent drafts. At the end of each semester, students will submit a revision portfolio that will include a summary page of their work; our assessment goal is that 75% of the students will be able to detail strategies they have employed in their work.

Goal 2: Working Vocabulary, wherein students will demonstrate a working vocabulary for craft analysis relevant to creative genres (poetry and fiction). In the revision portfolio summary page, at least 75% of students will be able to identify at least three craft elements they have employed in their work.

Goal 3: Contemporary Examples of Genres: Students will demonstrate a familiarity with contemporary examples of genres studied, and in the revision portfolio summary page, at least 75% of students will be able to identify three examples of how contemporary works they have read during the semester have informed their work.

Tenured and tenure-track faculty who teach Creative Writing examined 100% of the revision portfolio summary pages for the two sections of the capstone course (403) in Creative Writing offered in the spring 2015 semester. Faculty found that of the 31 portfolios, 73% of students demonstrated a familiarity with contemporary examples of genres studied. Students reflected on learning through reading by discovering the craft of dialogue, character, description, how to create a believable fictive world, the possibilities of plot and story topics/themes, and the structuring/sequencing of multiple short stories within the larger book.

Once the assessments are made by all tenured and tenure-track Creative Writing faculty, and if indeed these goals have not been met, strategies to enhance the meeting of these goals will be made and initiated; if the goals are being met, faculty will continue to meet to assess the ongoing quality of pedagogy and curricula to ensure the best possible education for creative writers. Because this year’s assessment of Goal 3 has shown the need to improve the students’ ability to connect the act of reading contemporary literature to the practice of writing, professors will more closely align writing assignments with readings assignments, and emphasize the importance of craft via the examination of contemporary examples of literature.

**English - BA/Minor**

Goal 1: Students demonstrate a knowledge of the literary and cultural history of Britain from the Middle Ages to the present (ENGL 201 and 202), and of America from its founding to the present (ENGL 207).

Goal 2: Students produce essays that analyze key elements of literary texts, such as theme, structure, characters, and figurative language.

Goal 3: Students analyze texts within their historical, intellectual, and generic contexts in either essays or exams.
Pre- and post-tests were administered in Fall 2014. The post-tests scores did not show overall improvement; the number of higher scores did not increase as expected.

While the assessment has yielded some useful information, the limitations of the methods of assessment have become clear. The current method is not adequate to measure the 3 outcomes identified in the plan. Aside from issues with particular goals and/or methods of assessing goals, the current approach, looking at parts of the major in isolation, doesn’t allow us to gather meaningful information about the effectiveness of the major as a whole. At its retreat on Aug. 21, 2015, the department will revise the Assessment Plan to identify what the overall goals/outcomes of the major should be and how best to assess them. One possibility: a portfolio in which students collect work from the various stages of the major showing how stated outcomes have been achieved.

**History - BA/Minor**

Goal 1: Demonstrates an understanding of the differences between primary and secondary sources
Goal 2: Demonstrates a knowledge of causation (Including ultimate and proximate causations)
Goal 3: Comprehend ideas, social structures, and events in their historical context

The History Department assessment committee examined all 56 senior capstone papers from 6 sections of the courses submitted in Spring and Fall semesters 2014, using a departmental assessment rubric.

We discovered that 16% students displayed a sophisticated and nuanced understanding of primary and secondary sources, while 70% students demonstrated a clear understanding of primary and secondary sources—making a total of 86% of students who had clearly grasped this concept. 11% students displayed a sophisticated and nuanced understanding of historical causation; and a further 75% displayed a good knowledge of historical causation—a total of 86% of students displayed good to outstanding skills in this measure. 9% of students displayed a sophisticated and nuanced understanding of historical context; 86% of students displayed a clear understanding of historical context—a total of 95% of students in the "satisfactory" range.

History’s undergraduate assessment plan has significant weaknesses, most notably 1) assessment of skills that all students should be able to demonstrate after 100-level History classes—not just in the course of their 400-level senior capstone, and 2) the plan only assesses the department’s final product, rather than providing information on the department methods class (HIST 299) or our 200- and 300-level courses.

In academic year 2014, the department has been investigating assessment plans. We have tasked a member of the department to work with the department chair to create a new assessment plan that is more closely aligned to best practices in the field and that will give us results that we can apply to make real improvements in the program. The new plan will be circulated to the department at the beginning of August and will be the main topic of discussion.
at the department retreat in August, where we hope to give final approval to the new plan and implement it for next year's assessment cycle.

**Philosophy - BA/Minor**

Goal 1: Knowledge. Demonstrate knowledge of key figures and/or issues from Ancient & Modern philosophy; articulate concepts and theories from the time period; assess arguments for and against those theories; apply theories in novel contexts.

Goal 2: (not assessed this cycle) Writing. Students compose clear, cogent, and well-crafted essays, including a substantial (8-10 page) research paper. Student concisely states a philosophical thesis and provides a substantive and cogent assessment of the claim in light of alternative positions; student identifies relevant contributions in the secondary literature and incorporates them into the argument of the essay.

Goal 3: Critical Reasoning. Students (a) reconstruct arguments presented in natural English, identify unstated premises and/or conclusions, and defend this reconstruction relative to other possible reconstructions, (b) use the tools of propositional and predicate logic to formalize and assess the (in)validity of arguments, and (c) use the method of counterexamples to demonstrate the invalidity of an argument form.

Assessment results from this cycle indicate:

1. Students display good knowledge of the history of philosophy; we have not found a need to adjust this portion of our curriculum.
2. While our students display good writing skills in senior seminar papers, the department continues to monitor seminar papers and to discuss ways to improve student writing.
3. A review of recent graduates' transcripts reveals that approximately 25% of our majors did not take any courses in ethics or value theory. We will propose revising the requirements for the major to ensure that students are exposed to this important sub-field.
4. Performance in the area of critical reasoning has fluctuated -- meeting our goals in some years but not in others. With the support of the Center for Student Learning, we have added Supplemental Instruction to help improve student learning of these important skills.

**Geography - Minor**

Goal 1: Students will be able to describe a place in three ways: as a location, a background for human action, and as subjective human understanding.

Goal 2: Students will be able to connect processes and conditions in one location with those occurring in another, explain why these connections exist and how they came about, or why they do not exist should that be the case.

There are currently 5 students in the minor program. One immediate conclusion from any assessment process, then, is the need to grow the program to make for more meaningful conclusions.

The assessment instrument asked students to do two things: #1 to define the key geographic concept of place; #2 to interpret an enclosed newspaper article to showcase their understanding of connections between places. A rubric was used by two geographers and two
political scientists to rate students’ responses as exceeding/meeting/failing to showcase understanding of place and connections between places.

Interestingly, while faculty rated both respondents as meeting or exceeding standards for items 1 and 2, three faculty assessed item 1 (75%). Another faculty member was unsure about responses for item 2; and a third did not assess this item. This suggests that the assessment by faculty, conducted this time remotely via email, would likely benefit from fuller instructions. This would perhaps be most easily achieved in a face-to-face assessment meeting. One recommendation, in that light, would be to make assessment part of a geography committee meeting in future iterations.

We conclude that program outcomes around describing place and, more tentatively, around connections between places are being met at this time.

**Political Science - BA/Minor**

Goal 1: Students are able to identify and explain theories, institutions and processes related to power, place and politics.

Goal 2: Students are able to critically analyze texts, communicate effectively, critically assess the views of others, defend their own views and apply appropriate methodological and theoretical approaches.

Goal 3: Students demonstrate a habit of engagement with the world and an understanding of the value of civic participation, locally, nationally and globally (not assessed in this cycle)

In this assessment cycle 20% of capstone papers from 2014 (n=15) were read by two independent assessors from the Curriculum committee. Disagreement in the assessment reverted to the lower assessment score.

Data assessing Goal 1 shows that 73% of students scored “approaches mastery” or better on evidence and argument from rubric.

Data assessing Goal 2 shows that 53% of students scored “approaches mastery” or better on global rubric assessment (any student who scored at least 70% in approaches or substantial mastery, excepting any student who scored 2 or more at “no evidence”).

In our assessment period for 2012-2013, we adopted a new program mission statement and at the end of our cycle for 2013-2014, we adopted new program learning outcomes, moving from eight program learning outcomes to three. In this 2014-15 assessment cycle, we have assessed work using our original materials in order to determine exactly what still works and what must be revised in order to better capture the revisions to our overall assessment approach. We are now completing a revised curriculum map to align with our new learning outcomes and we are reworking the rubrics that we use to assess the capstone papers in order to reflect the new program learning outcomes. We are also developing new assessment vehicles to capture data from other portions of our curriculum and we are discussing how to more effectively utilize student feedback that we already collect for assessment purposes. Additionally, in this period, we have reported on a calendar year cycle of assessment instead of an academic year cycle for the first time. This change has begun to give us opportunity to discuss the findings from the
previous calendar year in ways we lacked when reporting on an academic year cycle and these discussions have started over our capstone course findings and expectations. In order for assessment to lead to productive and evidence based changes, we need and are developing a system that provides ample time during the academic year to discuss findings and to consider next steps.

**Psychology - BA/Minor**

Goal 1: Students will be able to communicate effectively in writing using APA (American Psychological Association) style, the accepted publication style of the discipline.

Goal 2: Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Students demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.

In a continuing effort to assess mastery of content in foundational courses, the final three courses, Lifespan Development, Abnormal Psychology, and Psychology of Personality, were assessed with 10-item pre- and post-tests created by instructors of each course. Statistically significant improvement was observed for students in each course; however, post-test scores for the Lifespan Development test fell below the average expected performance. These findings and item-level analyses will be provided to instructors in order to identify particular content areas needing increased coverage.

We had planned to assess students’ effective communication and application of research methods by developing and implementing a rubric to assess APA-style papers assigned in upper-level Psychology (specifically Psyc 351 and above) courses. This proved to be more difficult than we anticipated given the large number of Psyc 351 and above courses being taught and diversity in the types of APA-style papers assigned in these courses. Further discussion among faculty is needed to address how to best assess BA students’ ability to communicate effectively and apply research methods in the absence of a unique capstone-like course for BA students.

**Psychology - BS**

Goal 1: Students will be able to communicate effectively in writing using APA (American Psychological Association) style, the accepted publication style of the discipline.

Goal 2: Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.

In a continuing effort to assess mastery of content in foundational courses, the final three courses, Lifespan Development, Abnormal Psychology, and Psychology of Personality, were assessed with 10-item pre- and post-tests created by instructors of each course. Statistically significant improvement was observed for students in each course; however, post-test scores for the Lifespan Development test fell below the average expected performance. These
findings and item-level analyses will be provided to instructors in order to identify particular content areas needing increased coverage.

In an effort to simultaneously assess students’ ability to communicate effectively and to apply research methods, a rubric was developed to assess the results and discussion sections of the final empirical papers students submit in their Advanced Laboratory courses. This assessment revealed that, overall, students were performing above expectations with respect to content and their ability to apply research methods; however, students struggled with some aspects of interpreting their study findings. Specifically, they had a hard time situating their study findings into previous literature and understanding the practical implications of their study findings. With respect to formatting and expression, students’ average level of performance was below the expected performance. Efforts to improve writing in the style (APA) of the discipline will be continued by possibly revising and extending the rubric to cover other sections of the empirical report and applying this rubric to other written assignments in other courses.

**Public Health - BA**

Goal: Public Health interns will apply public health knowledge, theories, and skills in a work environment in a manner deemed effective by their site supervisors.

The results reported for 2014-2015 applied specifically to the mission, as it dealt with the new BA Internship Program, which provides a bridge from academic preparation to post-graduation options. Thus far, the internship seems to be accomplishing its goals. Site supervisors were happy with the students' preparation for their internships and with their performances during the internship period. Students pursued a wide variety of internships, both academic (several interns worked on research projects with faculty at MUSC) and practice-driven. Other more specific results will be examined to see how the internship process can be tweaked to make it even stronger.

**Religious Studies - BA/Minor**

Goal: Students understand, interpret and contextualize primary texts from one or more religious traditions.

Based on our assessment results for the past four years (2011-2015), the Religious Studies Department has been pleased with our assessment efforts and results. We have paid special attention to the assessment of student writing skills and their ability to write thesis-driven arguments. This year, members of the assessment committee focused on students’ reading and interpretation of sacred texts, and the chair conducted extensive 1-1.5 hour exit interviews with graduating seniors. We continue to make minor revisions to our assessment rubrics but overall we are quite satisfied with our assessment results: our students demonstrate effective writing and reading skills, they can craft arguments, analyze evidence from primary and secondary sources, and they understand, interpret, and contextualize primary texts from one or more religious traditions. The exit interviews reveal that our graduating seniors especially value the two required advanced seminars, the Senior Seminar (RELS 450) and the recently created Capstone Colloquium (RELS 451). Many of them would have benefitted from more opportunities for high impact learning experiences such as internships, teaching
apprenticeships, and study abroad opportunities. We continue to discuss how we might provide more of these high impact learning experiences. Next year we will focus our attention on developing a Teaching Apprenticeship and partnering with more local religious education institutions to create new internship opportunities for our majors. Another area where we can improve is that our majors are still not aware for the three Student Learning Outcomes for our department. In the future, we need to identify these SLO on our syllabi, especially in our advanced 300-450 level seminars.

**Sociology and Anthropology**
**Anthropology - BS/Minor**
Goal: Students possess knowledge of and demonstrate the ability to apply key anthropological concepts in the following areas:
- Culture and Cultural Relativism
- Culture and Biological Diversity
- Social Organization
- Cultural and Biological Evolution
- Language & Communication

While there was some variability among sub-areas, the mean for questions correctly answered across all items was 70.396%, a slight decline from last year’s 73.14%, but which meets our target of 70%.

Rather than a prescription for program improvement we see evidence to support continuing the same level of quality instruction, keeping an eye on the results of subsequent assessments to guide our development. These data will be used in our Fall 15 faculty retreat as the start of our curriculum discussion.

**Sociology - BS/Minor**
Goal: Students will demonstrate an understanding of the sociological imagination and demonstrate competency in recognizing and applying the sociological imagination.

A sample of 25 students from SOCY 390 (Senior Seminar) participated in this assessment. We predicted that students would score 85% on the assessment items. Overall, students scored 87.33% on the inventor which slightly exceeded department expectations

These results were posted to the department’s secure OAK page in May and will be part of our curricular review during our August 2015 retreat. Because the student scores slightly exceeded our expectations, it is unlikely that we will change curriculum related to the sociological imagination.

**Urban Studies - BA/Minor**
Goal 2: Explain the urban economic formations, structures, and processes that shape cities and contrast the operation of these processes within different contexts (ECON 307).
Goal 6: Compile a summary, professional portfolio that reflects market demand and enhances competitiveness for employment (URST 400).
The results of this assessment were shared with the Urban Studies Executive Committee and other key stakeholders for the program. As a result of the assessment of the student learning outcome related to urban economic foundations, the Urban Studies Program and the Economics Department will enforce all prerequisites for ECON 307 “Urban Economics” which counts as a core class in the major. Urban Studies Program faculty will better advise the URST majors to take the appropriate prerequisites well before their senior year, and the Economics Department will not accept any requests for waivers. The assessment related to student professionalism evidenced by the creation of a professional portfolio yielded strong results. The Urban Studies Advisory Board, which is comprised of noted leaders in the profession, reviewed the student work for market power and provided feedback. This feedback was provided to the students who then had to revise their portfolios. All of the students revised their portfolios, and now have strong portfolios for starting their careers. All of the assessment results were also shared with all URST stakeholders via the Spring 2015 Urban Update, including students and “friends of urban studies.”

Women's and Gender Studies - BA/Minor
Goal 1: Students demonstrate critical thinking skills.
Goal 2: Students demonstrate strong writing skills.
Goal 3: Students assess social advocacy.

In this assessment cycle 137 Activism Analysis essays from all sections of WGST 200 were assessed.
For critical thinking skills (Goal 1), the results are 129 students (94%) demonstrated developed or substantially developed skills. These results are consistent across instructors and sections. This meets our increased expectation for this assessment cycle and reflects an increase from last cycle’s 88%.
For strong writing skills (Goal 2), the results are 135 students (99%) demonstrated developed or substantially developed skills. These results are consistent across instructors and sections. This meets our increased expectation for this assessment cycle and reflects an increase from last cycle’s 91%.
For assessing social advocacy (Goal 3), the results are 134 students (98%) demonstrated developed or substantially developed skills. These results are consistent across instructors and sections. This meets our increased expectation for this assessment cycle and reflects an increase from last cycle’s 89%.

The process that WGST has pursued for the last two years reflects satisfaction of our assessment expectations. We have improved and systemized this process by 1) making the decision to assess courses and data for two consecutive years, 2) honing our program learning outcomes (SLO’s), 3) updating our curriculum map, 4) revising our assessment process and cycle, and 5) crafting a signature assignment for our foundation course, WGST 200 Introduction to Women’s and Gender Studies, which is required for all majors and minors. We also raised our bar for expectations this year and continue to discuss revision of our program mission.
statement. We will continue to remain vigilant about any necessary adjustments based on evidence provided by our collection of assessment data.

**PLEASE DISCUSS THE DIVERSITY AMONG YOUR FACULTY, INCLUDING EFFORTS MADE IN RECRUITMENT (IF APPLICABLE) TO INCREASE THE PRESENCE OF UNDER-REPRESENTED GROUPS.**

The School of Humanities and Social Sciences celebrates diversity. We believe that diverse backgrounds and ideas are crucial to academic excellence. Because of this belief we are committed to creating an inclusive campus that respects and appreciates individual and group differences.

During the recruitment process, the HSS Dean’s Office offered to pay for any on-campus interview expenses of a fourth candidate in each department’s pool if they represented a diverse background. The religious studies, political science, and sociology departments all brought in a fourth candidate, which resulted in the HSS Dean’s office paying approximately $2100 ($700/department) in travel expenses.

The hiring departments in HSS were also encouraged to place their job advertisements in journals that might reach a more diverse audience. For example, the anthropology department advertised their position in the following:
- Chronicle of Higher Ed, includes ‘Diversity package’
- American Sociological Association – including Racial & Ethnic Minorities and Latina/Latino sections
- Association of Black Sociologists
- Southern Sociological Society
- American Anthropological Association, including these sections:
  - Association of Black Anthropologists
  - Association of Latino and Latina Anthropologists
  - Association for Queer Anthropology
  - American Association of Physical Anthropology
  - Society for Applied Anthropology
  - Society for Linguistic Anthropology
  - Society for American Archaeology

In preparation for the 2015-16 academic year, HSS departments interviewed 39 candidates, 5 of which were from underrepresented groups. As a result, HSS did not hire any underrepresented candidates.

Below is a list of all HSS faculty in the 2014-15 academic year that represent a diverse background.
PLEASE PROVIDE A SUMMARY ANALYSIS OF RESEARCH AND PROFESSIONAL DEVELOPMENT PRODUCTIVITY IN YOUR DEPARTMENT OR PROGRAM, REFERRING TO THE SUPPORTING DATA SECTION AS APPROPRIATE. WHAT ARE YOUR STRENGTHS AND CHALLENGES?

HSS faculty produced the following, as noted in the Faculty Activity System (FAS) report attached to this report, include:

- 11 books
- 41 articles in refereed journals
- 90 other publications
- 200 other editorial/review activities
- 115 papers and posters presented at conferences
- 80 conferences and workshops attended and other professional activity conducted.

Our strengths in this area are clearly related to our commitment to the teacher-scholar model and faculty student collaborations. While our faculty are productive researchers (especially given our teaching and service obligations), our challenges, which are themes pulled from individual departmental reports, lie in the following:

- Not translating student-faculty collaborations into published research articles.
- Inconsistencies in scholarly activity across ranks and length of service at the institution.
- Limited travel funds within the departments
- Securing external grant funding

PLEASE PROVIDE A SUMMARY OF DEPARTMENTAL OR PROGRAM SERVICE AND OUTREACH CONTRIBUTIONS TO THE SCHOOL, COLLEGE, COMMUNITY (OF A PROFESSIONAL NATURE), OR PROFESSION. WHAT ARE YOUR STRENGTHS AND CHALLENGES?

The HSS faculty’s service contributions, as noted in the Faculty Activity System (FAS) report attached to this report, include:

- 36 program/school
- 236 college
Our significant service to the institution, community, and the profession is clearly one of the strengths of our school. Please see “DEPARTMENT OR PROGRAM CONTRIBUTIONS” section.

HAS YOUR DEPARTMENT OR PROGRAM CONDUCTED PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY? IF YES, WHAT ARE EXAMPLES OF THOSE OPPORTUNITIES?

Our Dean’s Office continues to support research and professional development opportunities for faculty and staff. For staff, a retreat was held on July 30, 2015 with agenda items that included information about time management, Microsoft Office tips and tricks, and a social media demonstration. Also, the Dean’s Office offered to pay for books if a HSS staff member was taking a class in AY2014-15. Two staff members took advantage of this opportunity. We will continue to offer this again next year. For faculty, we awarded close to $45,000 to faculty for development purposes over the course of the academic year. Awardees include:

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<tr>
<th>Department</th>
<th>Name</th>
<th>Purpose</th>
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<tr>
<td>Communication</td>
<td>Beth Sundstrom</td>
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<td>Communication</td>
<td>David Moscowitz</td>
<td>Indexing book</td>
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<td>Merissa Ferrara</td>
<td>Research assistant</td>
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</tbody>
</table>
WHAT SUCCESS HAVE YOU HAD IN MEETING PROGRAM, DEPARTMENTAL, SCHOOL OR COLLEGE GOALS? WHAT OBSTACLES PREVENT YOU FROM REACHING SPECIFIC PROGRAM, DEPARTMENTAL, SCHOOL OR COLLEGE GOALS? IN WHAT WAY CAN ACADEMIC AFFAIRS SUPPORT YOUR EFFORTS?

Over the last year or for that matter over the last 5 years HSS has been successful in meeting our goals (for department goals see department reports) and contributing to meeting the College wide goals. Our real success is measured in our stability in providing personalized education experiences and methods training for our majors in all programs. In any given year approximately 45% of HSS majors are engaged in personalized/experiential learning experiences through our offerings in Small Capstone courses, Labs, Field, Independent Studies, Bachelor’s Essays, Research Apprenticeships, Teaching Apprenticeships, Tutorials, and Internships and on average about 20% of majors have a one-on-one educational experience and all of our majors receive methods training appropriate to their discipline.

In what way can Academic Affairs support your efforts?
Obstacles for any program, department, or school tend to be resource related and fall in to the classic categories people, space, time, and money. Personalized learning opportunities are costly. Increasing these opportunities requires additional faculty lines or at the very least incentives for current faculty to engage in these experiences above and beyond their standard
workload. Research methods training is not only limited by faculty availability but, also by access to state of the art lab and computer facilities. Current physical resources are inadequate to provide our students with methods training to enter the workforce or continue their education in graduate school.

**Personalized Education Obstacles**
HSS would like to increase these offerings in the future. However, personalized learning opportunities are costly. Increasing these opportunities requires additional faculty lines and incentives for current faculty to engage in these experiences above and beyond their standard workload.

**Study Abroad Obstacles**
Over the last 3 years HSS allocated some funds toward summer study abroad scholarships. These were not recurring funds. Without additional scholarships it is difficult to increase participation in the study abroad programs. While ideally students would have a full semester experience abroad, increasing the shorter summer and spring break programs with adjusted tuition rates for out-of-state students should increase opportunities for students to expand their global awareness.

**Methods Training Obstacles**
Given 100% of our majors at some point receive methods training appropriate to their discipline, HSS would like to increase the quality not quantity of these offerings. Research methods training is not only limited by faculty availability but, also by access to state of the art lab and computer facilities. Current physical resources are inadequate to provide our students with methods training to enter the workforce or continue their education in graduate school.

Academic Affairs could help support efforts in HSS by supporting our budget requests in the order the dean has prioritized and supporting creative solutions to workload management that would further the goal to provide personalized education experiences for our majors.

**WHAT CURRICULAR DEVELOPMENT OR OTHER MAJOR CHANGES IN THE PROGRAM(S) ARE PLANNED FOR THE NEXT THREE YEARS? BRIEFLY, WHAT RESOURCES ARE REQUIRED TO IMPLEMENT THESE?**

**Communication**
There are no plans for major curricular change in our undergraduate program in the next three years. As more of our faculty become DE trained, we anticipate offering more course sections in an online format. We have no plans to offer our entire program online, but courses that are well suited to the online environment may be offered in that format in future semesters. At the graduate level, decreasing enrollments prompted us to explore revisions to this program in 2014-2015, we expect to conclude this work in Fall 2015.
English
The department is looking forward to launching the MFA in Creative Writing in Fall 2016. We are in the planning stage for some new initiative in Composition and Rhetoric, possibly an undergraduate minor. We are also discussing ways to grow the Film Studies curriculum.

A tenure-track hire is necessary for the MFA. Other initiatives are not yet developed to the point of forecasting new resource needs, but we are aware of the difficulty of funding new faculty lines given the current financial landscape.

History
History hopes to implement a graduate certificate program in Public History within the next two years. The only resource that will be necessary to implement this program (at least while it is still small) is reassigning our new Public History assistant professor from general education courses into predominantly upper-level courses that will support the new initiative. That in turn will require a little more adjunct support for gen ed courses. The only other major change is a dream rather than a firm plan: do we benefit from sharing our M.A. program with the Citadel, or is it time to break loose as an independent program? We provide at least 4/5 of the students in the join M.A. program. The academic calendars of the two institutions are imperfectly synchronized, which always leads to confusion and misunderstanding. Even the process that CofC forces us to go through to certify the credentials of people obviously qualified since they are roster faculty at the Citadel is astonishingly cumbersome and annoying. Currently relatively few faculty members in our department carry almost the entire burden of our graduate program—how can we divide out responsibilities more evenly and still serve our undergraduate majors and feed the great maw of History general education? That is the series of discussions I would like to begin with my department and beyond in the near future.

Political Science
We hope to create a mentorship program in 2015-2016. This program will more intentionally connect our strong alumni base to our current students. We also plan to discuss ways our department can better collaborate with the Office of Sustainability.

Psychology
During the 2014-15 academic year, four new upper-level PSYC courses were approved by the Faculty Curriculum Committee and Faculty Senate, and will appear in the 2015-2016 course catalog. Over the course of the academic year, the Psychology Department also initiated a number of other curricular changes pertaining to specific courses. All of these changes were approved by the department, the Faculty Curriculum Committee, and the Faculty Senate. These changes will be reflected in the 2015-2016 course. Further, the department worked on clarifying departmental policy on Special Topics I and II courses. These changes were approved by the department on 1/27/2015. In addition to revising the Special Topics policy, the department approved new special topics courses.

Sociology and Anthropology
Sociology: The sociology program implemented significant changes to its curriculum effective fall 2011. Faculty have started discussions to remove/ restructure the specific content area requirements for the major. This conversation will continue in 2015-2016.

Anthropology: The anthropology program made no changes in 2014-2015, but plans potential changes to the research methods requirements for 2015-2016.

At this time, we see no need for further resources to support our curricular revisions.

Urban Studies
The Urban Studies Program has proposed a new concentration titled “Sustainable Urbanism.” This concentration, if approved, will be the third concentration within the program. Adding the concentration will align the academic discipline with practice in the field, as evidenced by the changed title of the City of Charleston’s planning department: Planning, Preservation, and Sustainability.

The Urban Studies director is also administering the Student Ambassador Program. This program must eventually be part of the director’s course offering, once it achieves the target of 30 students.

Women’s and Gender Studies
In keeping with the evolution of the field nationally and internationally, CofC’s WGS program hopes to focus increasingly on transnationalism. To that end, we hope to offer more WGST 200 courses that are global and comparative in nature and expand our other course offerings in non-US, non-contemporary subjects. In the 2015-16 year, the College will also conduct an internal search for a new Director of Women's and Gender Studies, who will begin her/his duties in July 2016.

OTHER HIGHLIGHTS

Development Highlights

2014-15 Fiscal Year (FY) Numbers and Highlights:

- FY15: Total Dollars Raised: $1,496,455; $456,717 in cash receipts (money in hand to use now)
- FY15: # of gifts: 645
- FY15: # of Donors: 280
  - Alumni: 90
  - Parents: 18
  - Faculty/Staff: 54
  - Friends: 108
  - Foundations: 1
  - Corporations: 5
  - Other Organizations: 4
FY15 Facts:
- Largest Gift: $1,000,000 Planned Gift from Linda Ketner
- Largest Outright Cash Gift: $300,000 for Boeing Farm to School Program
- Largest DEF Cash Gift: $10,000 from Nextgen Foundation
- Largest Department/Area Gift: $25,000 from Nextgen Foundation for John Palmer Communication Scholarship

Gifts were made to the following areas within HSS:
- Communication
- Sociology and Anthropology
- History
- English
- WGS
- Philosophy
- Political Science
- Psychology
- Religious Studies (1)
- Riley Center (2)

Absent:
- Urban Studies
- Child Life
- Public Health

As a result, the School was able to award $9000 to 12 HSS students from the HSS Dean’s Discretionary Fund during the 2014-15 academic year!

Student Travel Awards
Fall 2014

Spring 2015
- Stephanie Wingerter ‘15, Communication major, $250, conference presentation with Jen Kopfman
- Sarah Meyers, Masters in Environmental Studies, $250, presented thesis at conference
- Grace Gardner, Psychology major, WGST minor, $500, study abroad travel to Mexico City over spring break

Summer 2015
- Julie Hudson, Religious Studies, $500, humanitarian work in Ghana
- Nia Strothers, Communication, $500, study abroad with Westerfelhaus
- Carley Stanley ‘15, Psychology, $500, study abroad with Wright

**HSS Internship Awards for Summer 2015:**
- Abigail Asper, Psychology major, $1,000 intern in Germany
  https://abigailasper.wordpress.com/
- Constance Johnson, History, $1,000 intern at Avery

**HSS Study Abroad Awards for Summer 2015**
- Ashley De Peri, ENGL, $1,000, Spoleto
- Emily Beck, PSYC, $1,000, Cambodia
- Kathleen Holden ‘15, ANTH, $1,000, Russia,
- Laura Cergol, COMM, $1,000, Florence, Salzberg and Munich

**FACULTY PRODUCTIVITY (FAS REPORT)**
*August 15, 2014 - August 14, 2015*

**Research and Professional Development**

**Books**

**Dr. Richard H. Bodek**
*Scholarly*

Bodek, R. H., *The Fruits of Exile, Central European Intellectual Emigration to America in the Age of Fascism*. In Richard Bodek and Simon Lewis, *(University of South Carolina Press).*

**Dr. Timothy J. Coates**
*Scholarly*


**Dr. Jason P. Coy**
*Scholarly*


**Dr. George E. Dickinson**
*Textbook*

**Dr. Lynne E. Ford**  
*Textbook*


**Scholarly**


**Dr. Sheridan L. Hough**  
*Scholarly*


**Michael J. Lee**  
*Scholarly*


**Rachel V. McKinnon**  
*Scholarly*


**David M. Moscowitz**  
*Scholarly*


**Jen Wright**  
*Scholarly*


**Articles in Refereed Journals**


Devet, B. D. (2014). "Becoming a 'Soul Twin': Students' Editing Other Students' Drafts[ 25% acceptance rate]", *Teaching English in the Two-Year College (TETYC)*, 77-82.


**Hough, S. L.** (2015). "Enhancement, Ethics, and Existentialism".


Dr. Ernest G. Rigney Jr


Dr. Tom P. Ross Ph.D.


Stephen D. Short


Dr. Elijah T. Siegler

Kendra B. Stewart


Dr. Elena C. Strauman


Beth L. Sundstrom


Olivia M. Thompson Ph.D., M.P.H.


Anthony Varallo

Varallo, A. (2015). What Did We Do to the Hardings?

Jennifer C. Wilhelm


Other Articles, Chapters in Books, Publications of a Special Nature, including Book
Reviews

Jenna S. Abetz
Encyclopedia Entry


Encyclopedia Entry


Cara Delay


Dr. Bonnie D. Devet
Journal Article, Academic Journal


Newsletter


Photographs


Dr. Susan E. Farrell


Chad M. Galuska
Instructor's Manual


Colleen M. Glenn
On-Line Publication

On-Line Publication


Dan L. Greenberg


Encyclopedia Entry


Dr. John R. Huddlestun

On-Line Publication


On-Line Publication


Anthology


Namjin Lee


Dr. Simon K. Lewis

Magazine/Trade Publication


Introduction to special issue of journal


Special issue of journal--Journal of the African Literature Association


Bret Lott

On-Line Publication


On-Line Publication


Dr. Cindi P. May

On-Line Publication


Dr. Amy T. McCandless

Brief History of Grimke Sisters for Program for Unveiling of the Grimke Historical Marker


Dr. June E. McDaniel


Rachel V. McKinnon

Ryan M. Milner


Newspaper


Thomas A. Nadelhoffer


Jonathan A. Neufeld

Encyclopedia Entry


Journal Article, Professional Journal


David Parisi

Journal Article, Academic Journal


Magazine/Trade Publication


Magazine/Trade Publication

Scott Peeples

Hector N. Qirko
Journal Article, Academic Journal

Dr. Moore M. Quinn Ph.D.


Dr. John H. Rashford

Chelsea A. Reid-Short

Kathleen B. Rogers
Emily Rosko

Essay in an pedagogical anthology


Poem


Poem


William M. Russell

On-Line Publication


Dr. Elijah T. Siegler


Beth L. Sundstrom

Published Abstract


Published Abstract


Encyclopedia Entry


**Dr. Catherine E. Thomas**


**Anthony Varallo**  
*On-Line Publication*


*On-Line Publication*


*On-Line Publication*


*On-Line Publication*

Varallo, A., (2015). The Bottom of This. (*Juked*).

*On-Line Publication*

Varallo, A., (2014). When I Heard About the Trombone. (*Elsewhere magazine*).

**John D. Warner**  
*Columnist for Inside Higher Ed Website*


*Regular Column in Journal or Newspaper*

Warner, J. D., Chicago Tribune - Printers Row. (Chicago, IL: Chicago Tribune).
Chris Warnick


Dr. Robert G. Westerfelhaus

*Encyclopedia Entry*


*Encyclopedia Entry*


*Encyclopedia Entry*


*Encyclopedia Entry*


*Encyclopedia Entry*


*Encyclopedia Entry*


*Encyclopedia Entry*


Jen Wright

**Other Editorial/Review Activities**

**Jenna S. Abetz**


**Dr. Jennifer A. Baker**


**Dr. Vince L. Benigni**


Invited Manuscript Reviewer or Referee, Association for Education in Journalism and Mass Communication. (April 2012 - December 2015).


Anthony J. Bishara


Invited Manuscript Reviewer or Referee, "Decision." (March 2015 - April 2015).


Invited Manuscript Reviewer or Referee, "Psicologica." (September 2014).


Dr. Deborah A. Boyle

Invited Manuscript Reviewer or Referee, "article for Society and Politics." (January 2015 - February 2015).

Invited Manuscript Reviewer or Referee, Hume Society. (January 2015).

**Dr. Tracy L. Burkett**


**Dr. Tim L. Carens**


**Dr. Timothy D. Carmichael**


Editor, "H-AFRICA," H-NET.

**Dr. Timothy J. Coates**


Associate Editor, "Portuguese Studies Review." (January 1997 - Present).


**Dr. Margaret J. Cormack**

Invited Manuscript Reviewer or Referee, "Scandinavian Studies." (December 2014).

**Christian Coseru**


**Mrs. Lisa P. Covert**


**Dr. Jason P. Coy**


**Dr. Bonnie D. Devet**


**Dr. George E. Dickinson**

Editorial Board Member, Mortality. (January 2000 - July 2015).

Invited Manuscript Reviewer or Referee, "BioMed Central Medical Education." (June 2015).


Invited Manuscript Reviewer or Referee, "Child and Youth Care Forum." (February 2014 - December 2014).


**Adam Doughty**

Editorial Board Member, "Journal of the Experimental Analysis of Behavior." (January 2015 - December 2017).

**Mike Duvall**


**Dr. Arthur A. Felts**

**Dr. Douglas A. Ferguson**


Editorial Board Member, "International Journal on Media Management," Institute for Media and Communications Management of the University of St.Gallen, Switzerland in cooperation with Taylor & Francis Group. (January 2013 - December 2016).

**P B. Fisher**


**Dr. Lynne E. Ford**

Invited Manuscript Reviewer or Referee, "American Journal of Political Science."

Invited Manuscript Reviewer or Referee, "American Politics Quarterly."

Invited Manuscript Reviewer or Referee, "Journal of Political Science."

Invited Manuscript Reviewer or Referee, "Journal of Politics."

Invited Manuscript Reviewer or Referee, "Politics and Gender."

Invited Manuscript Reviewer or Referee, "PS."

Invited Manuscript Reviewer or Referee, "Publius."

Invited Manuscript Reviewer or Referee, "Signs."
Invited Manuscript Reviewer or Referee, "Social Science Quarterly."

Invited Manuscript Reviewer or Referee, "Southeastern Political Review."

Invited Manuscript Reviewer or Referee, "Women and Politics."

**Dr. Conseula A. Francis**


**Chad M. Galuska**


**Dr. Beth C. Goodier**


**Dr. Todd Grantham**


**Dan L. Greenberg**


**Jerold L. Hale**


Dr. Ned C. Hettinger


Dr. Jim B. Hittner


Dr. Rhonda S. Hittner


Dr. Sheridan L. Hough

Invited Manuscript Reviewer or Referee, ""Nietzsche's Noble Aims"," Penn State Press. (April 2006 - Present).
Dr. Lee Irwin


Dr. Philip H. Jos


Dr. Gibbs G. Knotts


Amy Kolak


Jenifer Kopfman


Dr. Larry D. Krasnoff


Invited Manuscript Reviewer or Referee, "Making the Ideal Real: Publicity and Morality in Kant (resubmission)," Kantian Review. (February 2015 - March 2015).


Dr. Celeste C. Lacroix

Todd J. LeVasseur


Michael J. Lee

Editorial Board Member, "Southern Communication Journal." (July 2010 - July 2016).


Namjin Lee


Invited Manuscript Reviewer or Referee, "Communication Research." (June 2014 - November 2014).

Dr. Glenn Lesses

Dr. Simon K. Lewis


Invited Manuscript Reviewer or Referee, "Genre." (1997 - Present).


Dr. Guoli Liu


Dr. Cindi P. May


Editorial Board Member, "Psychology and Aging," APA. (January 2006 - Present).

Dr. Amy T. McCandless


Invited Manuscript Reviewer or Referee, "Review of manuscript, "'I Will Stand Up and Fight Like a Man': Masculinity and Southern Higher Education in the Civil War""," History of Education Quarterly. (December 2014 - January 2015).


Dr. June E. McDaniel


Invited Manuscript Reviewer or Referee, "When the Goddess Speaks Her Mind...," International Journal of Hindu Studies. (April 2015).


Invited Manuscript Reviewer or Referee, "Religion (journal)," Routledge Publishing. (September 2014).

**Dr. Brian R. McGee**


Editorial Board Member, "Journal of the Association for Communication Administration," Association for Communication Administration. (January 2012 - July 2015).

**Ryan M. Milner**


**David M. Moscowitz**


**Thomas A. Nadelhoffer**


Invited Manuscript Reviewer or Referee, Oxford University Press. (October 2014 - November 2014).
Invited Manuscript Reviewer or Referee, "Philosophical Psychology." (September 2014 - October 2014).

Invited Manuscript Reviewer or Referee, Oxford University Press. (August 2014).


Jonathan A. Neufeld


Editor, PhilPapers. (January 2013 - August 2015).


Invited Manuscript Reviewer or Referee, American Society for Aesthetics. (January 2015).


Grant Reviewer—Ad Hoc, Netherlands Institute for Advanced Study in the Humanities and Social Science. (September 2014).

Scott Peeples


Invited Manuscript Reviewer or Referee, "NINES (Nineteenth-Century Scholarship Online)," NINES. (March 2015).

**Dr. Marty Perlmutter**

Editorial Board Member, "Southern Jewish History." (2003 - Present).


**Dr. William S. Poole**


**Dr. Moore M. Quinn Ph.D.**


**Sarah M. C. Robertson**


**Emily Rosko**


**Dr. Lisa T. Ross**


Invited Manuscript Reviewer or Referee, Southeastern Psychological Association. (November 2014).

**Dr. Tom P. Ross Ph.D.**


**Dr. Amanda Ruth**


Invited Manuscript Reviewer or Referee, Southern Association of Agricultural Scientists. (October 2014).


**Dr. Myra J. Seaman**


**Stephen D. Short**


**Dr. Susan J. Simonian**


**Kendra B. Stewart**


**Beth L. Sundstrom**


Chris Warnick

Other, "Literacy in Composition Studies." (April 2012 - December 2016).

Dr. Robert G. Westerfelhaus


Dr. Idee C. Winfield


Papers and Posters Presented at Conferences

Invited Lectures/Readings

Anthony J. Bishara

**Dr. Margaret J. Cormack**


**Christian Coseru**


**Dr. Heath C. Hoffmann**


Heath C. Hoffmann, Cistern Society Annual Luncheon, Office of Institutional Advancement, Avery Center. (February 2015).

Heath C. Hoffmann, School Discipline: Classroom to Prison?, League of Women Voters, College of Charleston. (September 2014).

**Dr. Amy T. McCandless**


**Dr. June E. McDaniel**


**Dr. Elijah T. Siegler**


**Beth L. Sundstrom**
Beth L. Sundstrom, South Carolina Contraceptive Leadership Summit, "Effective Outreach Strategies for Teens and Young Adults," Myrtle Beach, S.C. (November 2014).

Other

Jenna S. Abetz


Jenna S. Abetz, Guest Lecture, "Constructing and Negotiating Identity on Social Media," Skype Lecture with North Carolina State University. (September 2014).

Dr. Von Y. Bakanic


Ms. Betsy B. Baker
Elizabeth B. Baker, Ashley Hall School English Department Retreat, "Oral Presentation on Expectations for College-Level Writing," Ashley Hall School, Charleston, SC. (February 2015).

Elizabeth B. Baker, Western Literature Association Conference, ""I was gone . . . . But now I'm back": Navigating the Borders of Self in Sherman Alexie's "Class"," Western Literature Association, Victoria, British Columbia, Canada. (November 2014).

Dr. Jennifer A. Baker


Jennifer A. Baker, Jennifer Baker on "Virtue and Economics", ""Virtue and Economics"," St. Louis Discussion Club/ University of Missouri, St. Louis, St. Louis, MO. (November 2014).


Anthony J. Bishara


Anthony J. Bishara, "When Multiple Choice Tests Influence Memory: The Case of All-of-the-Above Option," Georgia Southern University, Psychology Department, Georgia Southern University. (September 2014).


Dr. Richard H. Bodek


Dr. Deborah A. Boyle

Deborah A. Boyle, Hume Society Group Meeting at APA Eastern Division Meeting, "Hume on Natural Belief and Belief in God," Philadelphia, PA. (December 2014).

Dr. John E. Bruns


Dr. Tracy L. Burkett


Dr. Tim L. Carens


**Dr. Timothy D. Carmichael**


**LaTasha Y. Chaffin**


**Christian Coseru**


Mrs. Lisa P. Covert

Lisa P. Covert, College of Charleston Faculty Lecture Series, ""Historical Perspectives on Two of the Best Places in the World to Visit, Charleston, SC and San Miguel de Allende, Mexico"," Honors College. (April 2015).


Lisa P. Covert, Reunión Internacional de Historiadores de México, ""El surgimiento y evolución de la comunidad de expatriados de San Miguel de Allende"," University of Chicago, Chicago, IL. (September 2014).

Dr. Jason P. Coy

Jason P. Coy, Frühe Neuzeit Interdisziplinär Conference, ""Naming Thieves, Naming Witches: Magical Detection in Early Modern Germany"," Vanderbilt University. (March 2015).

Jason P. Coy, German Studies Association Annual Meeting, ""Witchcraft and Folk Magic in Eighteenth-Century Germany"," Kansas City, MO. (October 2014).

Jason P. Coy, Reformation Studies Colloquium, ""Cunning Folk and Witch-Hunting in Early Modern Thuringia"." (September 2014).

Dr. Julie A. Davis


Julie A. Davis, National Communication Association Annual Convention, "Pushing the Princesses of Our Students' Pasts into the Future: Engaging the Princess

**Dr. Kathleen A. DeHaan**


**Dr. Bonnie D. Devet**


Bonnie D. Devet, Palmetto State Writing Center Association, "Retaining Writing Lab Consultants," Palmetto State Writing Center Association, Charleston, SC (Charleston Southern Univ). (March 2015).

**Whitney M. Dirks-Schuster**


**Ms. Louise M. Doire M.Div.**


**Mike Duvall**

J. Michael Duvall, Annual Conference of the Society for Utopian Studies, ""The Scarlet Empire Strikes Back: David Parry, the National Association of
Manufacturers, and American Fictions of Socialism"," Society for Utopian Studies, Montreal, Canada. (October 2014).

**Dr. Julia L. Eichelberger**


**Dr. Susan E. Farrell**


**Dr. Douglas A. Ferguson**


**Ms. Merissa Ferrara**


**Trisha Folds-Bennett**


**Dr. Irina G. Ganaway**

**Colleen M. Glenn**

Colleen M. Glenn, Southern Appalachian Student Conference on Literature, ""Beauty to Beast: the Rebirth of Mickey Rourke," East Tennessee State University, Johnson City, TN. (April 2015).

**Dr. Beth C. Goodier**

Bethany C. Goodier, STEP Workshop, "Working with Faculty," Undergraduate Services, College of Charleston. (January 2015).

**Daniela Goya Tocchetto**


**Dan L. Greenberg**


Daniel L. Greenberg, Barbara J. Knowlton, Memory Disorders Research Society, "Who can remember?," Memory Disorders Research Society, Austin, Texas. (September 2014).


**Dr. Maureen A. Hays**


Dr. Ned C. Hettinger

Edwin C. Hettinger, Philosofest, ""Prospects for Aesthetic Preservationism", College of Charleston Philosophy Department, Charleston, SC. (January 2015).


Dr. Heath C. Hoffmann

Heath C. Hoffmann, Students for Sensible Drug Policy, ""Perspectives on Substance Abuse Policy", Students for Sensible Drug Policy, CofC Chapter, College of Charleston. (April 2015).

Dr. Sheridan L. Hough


Dr. John R. Huddlestun

Dr. Lee Irwin


Dr. Gibbs G. Knotts


Amy Kolak


Dr. Larry D. Krasnoff

Larry D. Krasnoff, Deep Disagreements: Philosophical and Legal Perspectives, "Rawls on the Burdens of Judgment: Practical, Not Epistemological," Humboldt University, Berlin, Germany. (June 2015).


Dr. Celeste C. Lacroix


Dr. Glenn Lesses

Dr. Simon K. Lewis


Dr. Guoli Liu


Bret Lott


Dr. Cindi P. May


Dr. Amy T. McCandless


Dr. June E. McDaniel


Rachel V. McKinnon
Rachel V. McKinnon, Davis Extravaganza of Philosophy III, "Yikkity Yak, Who Said That?," University of California at Davis Philosophy Department, Davis, CA. (March 2015).

Rachel V. McKinnon, Workshop on Gender Inequity in the Workplace, "Allies behaving badly," CUPE 3906, McMaster University, Hamilton, ON, CAN. (March 2015).

Rachel V. McKinnon, Department of Philosophy Speaker Series, "Gender, Power, and the Norms of Indirect Assertion," SUNY Geneseo, Geneseo, NY. (February 2015).

Rachel V. McKinnon, CofC PhilosoFest, "Yikkity Yak, Who Said That?," CofC Department of Philosophy, Charleston, SC. (January 2015).

Dr. Garrett W. Milliken


Ryan M. Milner


David M. Moscowitz


Thomas A. Nadelhoffer


Thomas A. Nadelhoffer, The Neurointerventions in the Law Conference, "Enhancement, the Self, and the Lottery of Life," Georgia State University, Atlanta, GA. (September 2014).

**Jonathan A. Neufeld**


**Dr. Richard Nunan**


**Scott Peeples**


Scott Peeples, Texas State University, "The Afterlife of Edgar Allan Poe (Invited Lecture)," Texas State University, San Marcos, TX. (March 2015).


Scott Peeples, The Power of Place: Middle Tennessee State University Honors College, "Poe Places (Invited Lecture)," Middle Tennessee State University Honors College, Murfreesboro, TN. (November 2014).

**Dr. Gabrielle F. Principe**


**Hector N. Qirko**

Dr. Moore M. Quinn Ph.D.


E. M. Quinn, Women and the Great Hunger in Ireland Conference, """"Bansheanchas Abroad: The Uses of Irish Women’s Lore in New England after the Great Famine"," Ireland’s Great Hunger Institute, Quinnipiac University, Hamden, CT. (June 2015).

E. M. Quinn, INDIGENIZING PILGRIMAGE Conference, """"Rocks Are His Written Words': The Cognitive and Mnemonic Dimensions of An Turas Cholmcille"," Concordia University and Loyola College, Montréal, Canada. (May 2015).


Dr. John H. Rashford

John H. Rashford, Addlestone Library.

Chelsea A. Reid-Short


Dylan Mazelis, Chelsea A. Reid-Short, Student Awards and Research Day (SARD), """"Implementing a tobacco-free campus policy: Student tobacco attitudes and
behavior," College of Charleston Department of Psychology, Charleston, SC. (April 2015).

Hannah Shoemaker, Chelsea A. Reid-Short, Student Awards and Research Day (SARD), "Self and relationship outcomes predicted by self and partner forgiveness," College of Charleston Department of Psychology, Charleston, SC. (April 2015).

S. Patel, E. Collison, S. Gramling, Jeffrey Green, Chelsea A. Reid-Short, Undergraduate Research and Creativity Symposium, "Applications of nostalgia in expressive writing," Virginia Commonwealth University, Richmond, VA. (April 2015).

Dylan J. Mazelis, Chelsea A. Reid, annual meeting of the Southeastern Psychological Association, "Implementing a Tobacco-Free Campus Policy: Student Tobacco Attitudes and Behaviors," Southeastern Psychological Association, Hilton Head, SC. (March 2015).


**Sarah M. C. Robertson**


**Dr. Lisa T. Ross**


**Dr. Tom P. Ross Ph.D.**


**Michael Ruscio**

Timothy Howard, Iris Stahlke, Michael Ruscio, Student Awards and Research Day, "Qualitative methodology in psychology: History and practice in Germany," College of Charleston, Charleston. (April 2015).


**William M. Russell**


**Dr. Amanda Ruth**


**Ms. Brenda S. Sanders**

Brenda S. Sanders, South Carolina Activity Professionals Association, "Gerontology 101," SCAPA, Charleston SC.

**Dr. Myra J. Seaman**


**Stephen D. Short**

Terrence D. Jorgensen, Stephen D. Short, Annual Convention for the Association for Psychological Science, "Using Bayes to detect group differences in


Dr. Elijah T. Siegler


Dr. Susan J. Simonian


Sandy Slater

Sandra Slater, Southern Historical Association, "Take Courage’: Samuel de Champlain and Native Women in the Great Lakes Region," Atlanta, GA. (October 2014).

Kendra B. Stewart

Kendra B. Stewart, College of Charleston Honors College, "Strategic Planning 101," CofC Honors College, Charleston. (February 2015).


Beth L. Sundstrom

Beth L. Sundstrom, Jeri Cabot, Board of Trustees Student Affairs Committee Meeting, "It’s Your Place: A Bystander Intervention Campaign at the College of Charleston." (October 2014).


Beth L. Sundstrom, Andrea L. DeMaria, Jeri Cabot, Faculty Lecture Series, "It’s Not My Place: A Bystander Intervention Campaign at the College of Charleston." (October 2014).

Andrea L. DeMaria, Beth L. Sundstrom, Maja Grzejdziak, Kathleen Booth, Helen Adams, Colby Gabel, Jeri Cabot, Fall Educational Conference of the North Carolina Public Health Association, "It’s not my place: Formative evaluation research to design and implement a bystander intervention campaign," North Carolina Public Health Association, Wilmington, NC. (September 2014).

C. Gabel, K. Booth, M. Grzejdziak, Andrea L. DeMaria, Beth L. Sundstrom, 2014 Celebration of Summer Scholars: Exposition of Faculty and Student Research, Scholarship & Creativity, "It’s not my place: Formative evaluation research to design a bystander intervention campaign." (August 2014).

G. Moxley, S. Meier, Andrea L. DeMaria, Beth L. Sundstrom, 2014 Celebration of Summer Scholars: Exposition of Faculty and Student Research, Scholarship & Creativity, "Predicting women’s responses to contraceptive campaign messages: An application of the theory of planned behavior." (August 2014).

S. Meier, G. Moxley, Beth L. Sundstrom, Andrea L. DeMaria, 2014 Celebration of Summer Scholars: Exposition of Faculty and Student Research, Scholarship & Creativity, "Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision making among reproductive-aged women." (August 2014).

Dr. Catherine E. Thomas

Catherine E. Thomas, Georgetown Shakespeare Festival, Keynote Speaker, ""Shakespeare Rebooted: Adaptations and the Question of Authority", Georgetown Shakespeare Festival/The Georgetown School of Arts and Sciences, Georgetown, SC. (March 2015).

**Olivia M. Thompson Ph.D., M.P.H.**


Olivia M. Thompson, Medical University of South Carolina’s Scientific Retreat on Making Tobacco History, "Tobacco-Free Campus Policy Change Initiative: Tobacco Free CofC (2014)," Medical University of South Carolina, Charleston, SC. (Invited Presentation). (October 2014).


**Dr. Carol C. M. Toris**


**Anthony Varallo**

Anthony Varallo, Associated Writing Programs Conference, "Presenter," Associated Writing Programs, Austin, TX.


**Dr. Robert G. Westerfelhaus**


Jennifer C. Wilhelm


Melina Acosta, Patricia Copley, Andrew Nelson, Jennifer C. Wilhelm, Celebration of Summer Scholars, "Effects of 17β-estradiol on voluntary wheel running in mice," URCA, College of Charleston. (August 2014).

Jennifer C. Wilhelm, Center for Student Learning Annual Tutor Training Workshop, "Healthy habits for enhancing academic performance," Center for Student Learning (CSL), College of Charleston. (August 2014).

Jen Wright


Jen Wright, Daniela Goya Tocchetto, Tyler Perini, International Convention of Psychological Science, "Exploring Humility: Theory, Measurement, and
Development," Association for Psychological Science, Amsterdam, Netherlands. (March 2015).


Jen Wright, Psychology Faculty Research Presentation Series, "Understanding the Normative Structure of Morality: A Tale of Two Studies," CofC Psychology Department, Charleston, SC. (September 2014).


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Dr. Debbie M. Auriffeille

Attended Workshop, "One Week Writing Across the Curriculum Workshop," College of Charleston, Charleston, South Carolina. (August 2014).

Ms. Betsy B. Baker


Dr. Jennifer A. Baker


Dr. Vince L. Benigni
Continuing Education, "Distance Education Readiness Training," Teaching, Learning and Technology (CofC), Charleston, SC. (August 2014 - November 2014).

Anthony J. Bishara


Dr. Timothy D. Carmichael


Fellowship, "Fulbright Senior Faculty Teaching/Research Fellowship," Fulbright, Addis Ababa, Ethiopia.


LaTasha Y. Chaffin

Continuing Education, "Distance Education Readiness Course," Teaching, Learning and Technology (TLT), Charleston, SC. (September 3, 2014 - November 13, 2014).

Dr. Timothy J. Coates


**Dr. Margaret J. Cormack**


Description: I attended lectures at the Citadel in order to improve my knowledge of Chinese culture. I read five volumes of primary sources and several articles on this topic.


Attended Workshop, "Intellectual Rigor and Student Engagement are not mutually exclusive terms," Charleston, SC. (November 6, 2014).

**Mrs. Lisa P. Covert**

College Colloquium Discussion Group, "College Colloquium Discussion Group," Charleston, SC. (March 16, 2015).

Writing Retreat, "Faculty Writer's Retreat," College of Charleston, Charleston, SC. (March 2, 2015 - March 6, 2015).

**Dr. Irina G. Ganaway**


**Colleen M. Glenn**


**Dr. Beth C. Goodier**

Attended Workshop, "Grants and Funding," CETL, Charleston, SC. (October 2005 - Present)..

Dr. Amy T. McCandless


Dr. Deb S. McGee


Attended Workshop, "COGNOS Training." (September 24, 2014).


Chelsea A. Reid-Short

Faculty Technology Institute, "Faculty Technology Institute," College of Charleston Center for Teaching Learning and Technology. (May 18, 2015 - May 22, 2015).


Attended Workshop, "Preparing Your Course for the Unexpected," College of Charleston Center for Teaching, Learning and Technology, Charleston, SC. (January 26, 2015).


Dr. Lisa T. Ross


Ms. Brenda S. Sanders

created a new course, "Aging and the Family."

collaborated with my mentor, "Intern mentor."

Stephen D. Short

5 day training institute provided by College of Charleston Teaching, Learning and Technology (TLT), "Faculty Technology Institute, College of Charleston Teaching, Learning, and Technology," College of Charleston Teaching, Learning and Technology (TLT), Charleston, SC. (May 18, 2015 - May 22, 2015).


Attended Workshop, "Flipping your classroom without flipping out," College of Charleston Teaching, Learning and Technology, Charleston, SC. (March 3, 2015).


Dr. Catherine E. Thomas


Olivia M. Thompson Ph.D., M.P.H.

"Statewide Conference for Young Farmers and Ranchers (co-sponsored; lead sponsor was the South Carolina Farm Bureau): Charleston, SC (2015)." (February 2015).

"•School Gardening for South Carolina Educators Course: Charleston, SC (2013-2014)." (September 2013 - January 2015). Description: oTeachers and school administrators across Charleston Tri-County are participating in a

"School Food Focus, Southern Regional Learning Lab: Atlanta, GA." (October 2014).

"Culinary Trainings for Food Service Staff: Charleston, SC (2014)." (June 2014 - August 2014).


Chris Warnick

Attended Workshop, "Faculty Technology Institute," Teaching, Learning, and Technology, Charleston, SC. (May 18, 2015 - May 22, 2015).

Attended online faculty development course, "DE Readiness Course," College of Charleston, Charleston, SC. (January 28, 2015 - April 1, 2015).

Jennifer C. Wilhelm


Dr. Idee C. Winfield


Performances and Exhibitions

Jerold L. Hale


Two of my photos were selected from 90 submissions including artists from 11 states.


Entries from the USA and Canada. My photograph entitled "Weathered Face" (see also Delaplaine Gallery) was awarded second place.


My photograph entitled "Weathered Face" was selected for inclusion. The jurist was one of the curators at the National Portrait Gallery.
Selected works are displayed on the NWF photo gallery. The Gallery includes four of my photographs.

Three photographs selected for a juried exhibition.

Bret Lott

Lott, Bret, Reading by Bret Lott, "Reading at Vermont College," Vermont College Montpelier VT, Reading. (July 2015).

Lott, Bret, Reading by Bret Lott, "Reading at Charleston Library Society," Charleston Library Society, Reading. (April 2015).

Lott, Bret, Reading by Bret Lott, "Reading at Sojourn Church Writers Conference," Sojourn Church, Reading. (February 2015).

Participation of students

Undergraduate

Dr. Brad R. Huber
SURF Grant
Kelsey J. Fervier (FULL SUMMER 2014, 20019063, Undergraduate, Anthropology)

Amy Kolak
Emergent Self-Regulatory Skills Within the Family Context
Diana M. Devine (FULL SUMMER 2015, 20020283, Undergraduate, Psychology)

Todd J. LeVasseur
Grow the Scorched Ground Green: Values and Ethics in the Transition Movement
Garrett Boudinot (10392485, Undergraduate, Religious Studies)

Beth L. Sundstrom
Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision-making among reproductive-aged women
Grace Moxley (Undergraduate, Biology)

Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision-making among reproductive-aged women
Stephanie Meier (FULL SUMMER 2014, 10393191, Undergraduate, Biology)

Jennifer C. Wilhelm
Does exercise alter the regeneration of sensory axons after peripheral nerve injury in mice.
Melina C. Acosta (FULL SUMMER 2015, 20013307, Undergraduate, Psychology)

Does estrogen mediate axon regeneration after peripheral nerve injury in males?
Melina C. Acosta (20013307, Undergraduate, Psychology, PSYC 448)

Effects of estrogen receptor blockade on axon regeneration
Patricia A. Copely (FULL SUMMER 2014, 10384797, Undergraduate, Psychology)

Other

Beth L. Sundstrom
Predicting women’s responses to contraceptive campaign messages: An application of the theory of planned behavior

Investigating correlates of daily and nondaily contraception use among college-aged women

Service

Department

Dr. Debbie M. Auriffeille

URST Library Liaison, Liaison, Other. (August 2014 - December 2015).

Committee Member, Member. (January 2014 - December 2015).


Ms. Betsy B. Baker

English Department Assessment Committee, Committee Chair. (August 2014 - May 2015).
Dr. Zeff Bjerken


updated department webpages, RELS webmaster. (August 2014 - June 2015). Updated faculty pages, added new photos for select pages (e.g. alumni and graduating pages), created a "Department Spotlight" page for new faculty member, Matthew Cressler


RELS Commencement and Awards Celebration, Facilitator. (May 2015).

Department Meeting coordinator, as Dept chair. (August 2012 - May 2015).

New RELS major interviews, Facilitator, Other. (August 2010 - May 2015).

Exit interviews with graduating RELS majors, Facilitator. (March 2015 - April 2015).

Hiring Committee for Asst Professor position, Committee Chair. (August 2014 - April 2015).

Performance review for administrative assistant, Committee Chair. (March 2012 - March 2015).

RELS Open House, Facilitator. (October 2014).


Dr. Richard H. Bodek

Faculty Mentor. (August 2013 - August 2017).

Chair's Advisory Committee, Committee Member. (August 2013 - August 2015).
Departmental Search Committee, Committee Chair. (July 2014 - February 2015).

**Dr. Terence N. Bowers**

ad hoc Scholarship Committee, Co-Chair. (August 2014 - May 2015).

**Dr. Timothy D. Carmichael**

World History; Media and Technology, Committee Member.

**LaTasha Y. Chaffin**

Committee Member. (September 2014 - December 2014).

**Dr. Lynn Cherry**

Executive Committee, Committee Member. (August 2014 - August 2015).

Assessment and Basic Course Committee, Committee Chair. (August 2008 - June 2015).

Associate chair of the department. (August 2010 - May 2015).

**Dr. Margaret J. Cormack**

Faculty Senate, Committee Member. (September 2013 - May 2016).

Archaeology Program, Committee Member. (April 2015).

Committee Member. (October 2014 - March 2015).


(October 2014).
Represented Religious Studies Department at parent student event.

**Mrs. Lisa P. Covert**

Urban Studies Executive Committee, Committee Member, Member. (January 2013 - January 2016).

Urban Studies Assessment Committee, Committee Member. (January 2015 - December 2015).

LACS Steering Committee, Committee Member. (October 2014 - December 2015).

Department R&D Committee, Committee Member. (September 2013 - August 2015).

Dr. Jason P. Coy
Committee Member, Other. (August 2014 - February 2015).

Dr. John C. Creed
Student Awards Committee, Committee Chair. (August 2013 - August 2014).

Dr. Claire P. Curtis
sub-committee on community internships, Committee Member.

sub-committee on Gen Ed, Committee Member.

Dr. Julie A. Davis
Departmental Evaluation Panel, Committee Member, Member. (August 2011 - August 2015).

Guerrilla Drop In, Project Manager. (September 2014 - December 2014).

Awards and Special Events Committee, Committee Chair. (August 2011 - August 2014).

Dr. Bonnie D. Devet
three-year planning. (1989 - Present).

Advisor, English Majors. (February 2011 - December 2025).
Freshman English-First-Year Writing Committee. (September 1999 - May 2025).

Selection Committee for Speaking Lab Director, Committee Member. (April 2015 - May 2015).

Review of Adjunct Hiring Portfolios. (March 2015).

Sigma Tau Delta Honor Society, spoke on panel for jobs for English majors. (March 2015).


Classroom Observation Simon Lewis Sept 2014. (September 2014).

Dr. George E. Dickinson
Co-chair of Asst Prof Search Committee. (September 2014 - November 2014).

Ms. Louise M. Doire M.Div.

Adam Doughty
(April 2006 - Present).

Mike Duvall
Events Committee, Committee Member, Member. (July 2014 - June 2015).


Dr. Julia L. Eichelberger
English Department, Committee Chair. (August 2014 - May 2015).

Dr. Susan E. Farrell
Curriculum Committee, Committee Chair. (August 2014 - May 2015).
**Dr. Douglas A. Ferguson**

MCOM Graduate Committee, Committee Member, Member. (August 2014 - May 2016).

**Dr. Marie A. Fitzwilliam**

(August 2013 - December 2014).
Attending pedagogical workshops, meeting with the adjunct faculty member, observing her teaching, writing a letter of observation, and providing feedback on syllabi and assignments.

**Dr. Lynne E. Ford**

Political Science Club, Faculty Advisor. (1991 - Present).

**Chad M. Galuska**

Curriculum Committee, Committee Chair. (August 2013 - May 2015).

**Dr. Irina G. Ganaway**

Graduate Committee, Committee Member, Member. (August 2012 - May 2015).

**Dr. David T. Gleeson**

Goals and Objectives Committee, Committee Member. (July 2005 - Present).

**Colleen M. Glenn**


Events Committee, Committee Member, Member. (August 2014 - May 2015).

**Dr. Beth C. Goodier**


Professional Development Workshops for Students, Organized and conducted throughout the year, Other. (August 2013 - July 2015).

Awards and Special Events Committee, Committee Member. (August 2010 - July 2015).
Curriculum Committee, Committee Member, Member. (August 2010 - July 2015).

Executive Committee, Committee Member, Member. (August 2010 - July 2015).

Faculty Development Committee, Committee Member. (August 2010 - July 2015).

Graduate Committee, Committee Member. (August 2010 - July 2015).

**Dan L. Greenberg**

Student Activities Committee, Committee Member, Member. (August 2014 - May 2015).

**Dr. Tom E. Heeney**

MA Comprehensive Committee, Committee Member. (October 2014 - November 2014).

Brian Richards, MA committee

**Dr. Jim B. Hittner**

Curriculum Committee, Member. (August 2013 - June 2015).

**Dr. Philip H. Jos**

American Politics Search Committee, Committee Chair. (July 2014 - December 2014).

**Kevin Keenan**

Admissions Committee, MPA Program, Member of admissions committee, Member. (September 2010 - December 2035).

Urban Planning Club (graduate), Student Org Advisor (Non-Professional Org), Other. (August 2010 - December 2035).

Specific product resulting from the activity: The graduate students have held several informative events that are helping them develop as professionals, such as meetings with Enough Pie to learn about non-profit advocacy in Charleston, and meetings with prominent planners such as Josh Martin and Jeff Baxter.

Director, Urban and Regional Planning Certificate Program. (August 2009 - December 2035).
Geography Planning Committee, Committee Member, Member. (September 2009 - June 2035).

**Dr. Gibbs G. Knotts**

Ad hoc Committee on Recruitment and Retention, Committee Chair. (August 2014 - May 2015).

**Amy Kolak**

Hiring Committee for Child Life Position, Committee Member. (December 2014 - May 2015).

Assessment Committee, Committee Chair, Member. (August 2014 - May 2015).

Masters in Child Life Admissions Committee, Committee Member. (March 2014 - May 2015).

**Jenifer Kopfman**

Executive Committee, Dept. of Communication, Committee Member. (August 2012 - August 2015).

**Dr. Larry D. Krasnoff**

Jewish Studies Program, Associate Director. (2000 - Present).

**Dr. Celeste C. Lacroix**

Tenure and Promotion, Committee Member. (August 2005 - Present).

Chrestomathy - HSS Undergraduate Research Journal, Departmental Editor, Other. (August 2002 - Present).

Executive Committee, Committee Member. (August 2014 - July 2015).

**Michael J. Lee**

Namjin Lee
Executive Committee, Committee Member. (August 2014 - May 2015).

Dr. Glenn Lesses
Scheduling and Budget Committee, Committee Member. (August 2012 - July 2015).

Dr. Simon K. Lewis
English Department Writers Series, Committee Member. (August 2005 - Present).

Dr. Deb S. McGee
Department of Communication, College Representative. (November 2014).
Hosted Alumni Reception in Chicago, IL

Ryan M. Milner
Graduate Committee, Committee Member. (August 2014 - May 2015).

David M. Moscowitz

Thomas A. Nadelhoffer
Conference Program Organizer. (June 2014 - October 2015).
Conference Panel. (November 2014).
Graduate Studies Adviser, Other. (September 2012 - September 2014).

David Parisi
Graduate Committee, Committee Member, Member. (August 2013 - August 2016).

Scott Peeples
English Dept., Chair. (July 2012 - June 2017).
Dr. William S. Poole
Research and Development, Committee Member, Other. (January 2004 - Present).

Sarah M. C. Robertson
Assessment Committee Member. (August 2014 - May 2015).

Emily Rosko
Serve as main contact for creative writing-related advising or curriculum questions from Associate Chair of English and from students.
Worked toward development with potential donor.

Curriculum Committee, Committee Member. (August 2014 - May 2015).
Helped with the schedule for Fall 2015 courses.

Dr. Tom P. Ross Ph.D.
Executive Committee, Committee Chair, Other. (August 2014 - May 2015).
Executive Committee Chairperson (See PSYC Dept. Bylaws)

Dr. Amanda Ruth
Graduate Faculty Committee - Communication, Committee Chair, Member. (August 2006 - August 2015).
Awards and Special Events Committee, Committee Member, Member. (August 2013 - August 2014).

Dr. Myra J. Seaman
Events Committee, Committee Member, Member. (August 2014 - May 2015).

Dr. Elijah T. Siegler
Search Committee, Committee Member, Member. (September 2014 - February 2015).
Sandy Slater
(August 2013 - August 2015).

Committee Chair. (August 2013 - August 2015).

Dr. Vincent V. Spicer
Curriculum Committee, Committee Member, Member. (August 2014 - May 2015).

Dr. Faye B. Steuer
Dept Post-Tenure Review Panel, Committee Chair. (2005 - Present).

Kendra B. Stewart
MPA Admissions Committee, Committee Member. (July 2008 - May 2016).

Dr. Kirk S. Stone
Department's Internship Director beginning Fall 2007. (August 2007 - Present).

Communication Department Undergraduate Committee, Committee Member. (August 2014 - August 2015).

Dr. Elena C. Strauman
Executive Committee, Department of Communication, Committee Member, Member. (May 2007 - Present).

Advisory Committee, Mentor-Protege Program, Facilitator, Other. (October 2012 - October 2016).


Beth L. Sundstrom
Graduate Committee, Committee Member, Member. (August 2013 - May 2015).

Public Relations Student Society of America (PRSSA), Student Org Advisor (Professional Org). (August 2013 - May 2015).
Co-advisor
**Dr. Catherine E. Thomas**

English Department First Year Writing Committee, Committee Member, Member. (August 2014 - August 2015).

English Department Curriculum Committee, Committee Member. (August 2012 - August 2015).

English Department Curriculum Committee, Committee Chair. (August 2013 - August 2014).

**Chris Warnick**

Assessment Committee, Committee Member. (August 2014 - April 2015).

**Dr. Robert G. Westerfelhaus**

Awards and Special Events Committee, Committee Member. (August 2013 - August 2014).

**Jennifer C. Wilhelm**

Assessment Committee, Committee Member, Member. (August 2014 - May 2015).

Ad hoc committee on swing space planning and coordination, Committee Member, Member. (February 2013 - March 2015).

**Dr. Idee C. Winfield**

Search Committee for External Chair, Committee Chair. (July 2014 - March 2015).

Recruiting for Assistant Professor. (August 2014).

**College**

**Dr. Debbie M. Auriffeille**

Environmental Studies Minor, Committee Member, Member. (2001 - Present).

URST, Committee Member, Member. (August 2013 - August 2015).
Research and Development Committee, Committee Member, Member. (September 2013 - April 2015).

**Dr. Von Y. Bakanic**

Academic Standards and Admissions Committee, Committee Member, Member. (May 2009 - August 2015).

**Ms. Betsy B. Baker**

Faculty Grievance Committee, Committee Member Alternate. (August 2014 - May 2015).


HSS Assessment Committee, Committee Member. (January 2014 - May 2015).


**Dr. Jennifer A. Baker**

Sheriff Al Cannon visit. (September 2014).

**Dr. Vince L. Benigni**

College of Charleston Athletics Hall of Fame Committee, Committee Member, Member. (August 2010 - December 2015).

Appointed by the President/Faculty Athletics Representative, College Representative, Other Officer. (October 2009 - December 2015).

Presidential Appointment/Faculty Administrative Fellow, Administrative Fellowship. (August 2013 - June 2015).

Graduate Council/HSS Representative, Committee Member, Member. (August 2013 - May 2015).

**Dr. Zeff Bjerken**

HSS Chairs Meeting, Committee Member, Member. (August 2013 - May 2015).

Winter Commencement, as Dept Chair. (December 2014).

**Dr. Richard H. Bodek**

Faculty Liberal Arts and Sciences Colloquium, Committee Chair. (May 2013 - May 2018).

Steering Committee to Design an Interdisciplinary, Fundamental Questions Minor, Committee Chair. (August 2014 - August 2016).

African American Studies Steering Committee, Committee Member. (August 2013 - August 2016).

The College Reads!, Committee Member. (August 2013 - August 2015).

Urban Studies, Committee Member, Member. (August 2013 - August 2015).  
I help to make policy for the program.

History Assessment Reading Group, Committee Member. (August 2013 - May 2015).


German Studies Program. (November 2014).

English Department, Tenure and Promotion Panel Outside Reviewer. (October 2014).

**Dr. Terence N. Bowers**

Hearing Committee, Committee Member. (August 2014 - June 2015).

**Dr. John E. Bruns**

Faculty Curriculum Committee, Committee Member, Member. (August 2014 - April 2015).
Film Studies Steering Committee, Committee Chair. (August 2005 - April 2015).

**Dr. Lynn Cherry**

Students of Concern Committee, Committee Member. (July 2007 - July 2015).

Faculty Marshal, As Faculty Marshal

**Dr. Margaret J. Cormack**


Archaeology Steering Committee, Committee Member, Member. (December 2010 - May 2015).

**Mrs. Lisa P. Covert**

General Education Assessment Reading Group, Committee Member, Member. (January 2014 - January 2016).

Global Scholar Faculty Mentor. (January 2012 - January 2016).

HSS Study Abroad Scholarship Committee, Internal Grant Proposal Reviewer. (March 2015).

HSS SURF Review Committee, Internal Grant Proposal Reviewer. (February 2015).

**Dr. Claire P. Curtis**

Faculty Senate, Faculty Senate Service, Other.

**Dr. Julie A. Davis**

First Year Experience, Taught a linked course in a learning community, Other. (May 2011 - December 2014).

Faculty Hearing Committee, Alternate, Other. (August 2011 - August 2014).
Dr. Bonnie D. Devet

writing lab, director, Other. (1989 - Present).

writing lab, writing lab consultant. (1988 - Present).


Library, Committee Member. (August 2012 - August 2015).

Ask a Professor, Spring 2015. (April 2015).

Ask a Professor, Fall 2014. (December 2014).

Dr. George E. Dickinson

Outside panalist for T&P Committee for Psychology Department, Committee Member. (October 2014 - November 2014).

Admissions Committee for MS degree in Child Life, Member. (April 2014 - August 2014).

Ms. Louise M. Doire M.Div.

Faculty Library Committee, Committee Member. (August 2012 - August 2015).

Innovative Teaching and Learning Grant Committee, Committee Member. (October 2013 - July 2015).

REACH Program, Faculty Guest Speaker. (April 2015).

Convocation, Facilitator, Other. (August 2014).

Mike Duvall

Committee on By-Laws and Faculty/Administration Manual, Committee Member, Member. (July 2013 - June 2016).
Faculty Senate, Faculty Secretary, Other Officer. (July 2013 - June 2016). From F/AM:

Faculty Senate, Faculty Senate Secretary, Other. (August 2013 - May 2016).

Dr. Julia L. Eichelberger
Faculty Senate, Faculty Senate Service, Member. (August 2014 - May 2016).

Faculty Budget Committee, Committee Chair. (August 2014 - August 2015).

Office of Academic Affairs, Faculty Administrative Fellow, Other. (May 2014 - May 2015).

Dr. Susan E. Farrell
R and D Committee, Committee Member. (August 2014 - May 2015).

Dr. Douglas A. Ferguson
Faculty Coordinator for eLearning and Distance Education. (January 2014 - December 2016).

Distance Education Steering Committee, Committee Chair. (February 2014 - December 2015).

Tenure, Promotion and Third Year Review, Alternate, Committee Member, Member. (August 2014 - May 2015).
Alternate committee member

Ms. Merissa Ferrara
Student Affairs and Athletics, Committee Member. (April 2014 - May 2015).

Dr. Lynne E. Ford
Committee on Nominations, Committee Member, Member. (2005 - Present).

South Carolina Student Legislature, Faculty Advisor. (1997 - Present).
**Dr. Hollis M. France**

International Affairs Club College of Charleston, Faculty Advisor.

Youth United for Global Awareness, Faculty Advisor.

**Chad M. Galuska**

Assessment of Institutional Effectiveness, Committee Member, Member. (August 2013 - May 2015).

Institutional Animal Care and Use Committee, Committee Member, Member. (August 2010 - May 2015).

**Dr. Irina G. Ganaway**

Faculty Senate, College Representative. (August 2013 - May 2015).

Tenure, Promotion and Third Year Review Advisory Committee, Committee Member, Member. (August 2013 - May 2015).

**Dr. David T. Gleeson**

Faculty Senate, Faculty Senate Service, Member. (August 2005 - Present).

History Club, Student Org Advisor (Non-Professional Org). (August 2004 - Present).

Men's Rugby Club, Student Org Advisor (Non-Professional Org). (August 2002 - Present).

**Colleen M. Glenn**

CofC Film Club Advisor Aug '13 to present, Student Org Advisor (Non-Professional Org). (August 2013 - May 2015).

**Dr. Beth C. Goodier**

Bachelor of Professional Studies Steering Committee, Committee Member. (March 2014 - July 2015).

Search Committee - Speaking Lab, Committee Member, Member. (April 2015 - May 2015).
Faculty Welfare Committee, Committee Member, Other. (August 2014 - May 2015).

Steering Committee for Online Learning, Committee Member, Member. (August 2013 - May 2015).

Admissions Yield Committee, Committee Member, Member. (February 2015 - April 2015).

Committee Member, Member. (August 2014 - January 2015).

**Dr. Todd Grantham**

Ad Hoc Committee: University Registrar Search, Committee Member. (May 2015 - July 2015).


**Dan L. Greenberg**

Review Panel for New Curricular Software, Committee Member, Member. (January 2015 - August 2015).

BPS Steering Committee, Committee Member, Member. (August 2014 - August 2015).

Faculty Curriculum Committee, Committee Chair. (May 2012 - August 2014).

**Dr. Maureen A. Hays**

Dixie Plantation Strategic Planning Committee, Committee Member, Member. (May 2008 - August 2017).
Archaeology Major Steering Committee, Committee Member. (January 2014 - July 2017).


Dean's Assessment Committee. (July 2011 - July 2017).

**Dr. Ned C. Hettinger**

Honor Board, Committee Member, Member. (August 2014 - May 2015).

**Katie M. Hladky**

Secular Student Alliance, Student Org Advisor (Non-Professional Org), Other. (August 2012 - August 2015).

College of Charleston Atheist-Humanist Alliance, Student Org Advisor (Non-Professional Org), Other. (August 2011 - August 2015).

**Dr. Heath C. Hoffmann**

Ketner Scholarship Selection Committee, Committee Member, Member. (August 2014 - August 2016).


Faculty Senate, Department Senator, Other. (February 2015 - May 2015).

Data Governance Council, Committee Member. (March 2013 - May 2015).

3rd Year Review Committee, African American Studies, Committee Member, Member. (August 2014 - November 2014).

Title IX Steering Committee, Committee Member, Member. (October 2013 - October 2014).

**Dr. Brad R. Huber**

Institutional Review Board, Committee Chair. (September 2012 - August 2014).
Institutional Review Board, Committee Member, Board Member. (August 2003 - August 2014).

**Dr. John R. Huddlestun**

College Hearing Committee, Committee Chair. (August 2014 - August 2015).


**Dr. Lee Irwin**

LING 290 Lecture, Guest Lecture on Maya Indian language, Other. (March 2015).

**Dr. Philip H. Jos**


Faculty Senator HSS At-Large, Faculty Senate Service, Member. (August 2013 - June 2015).


**Amy Kolak**

Institutional Review Board, Committee Member, Member. (August 2011 - August 2015).

Assessment Reading Group for General Education. (October 2013 - May 2015).

Faculty Senate, Departmental Senator, Member. (August 2013 - May 2015).

**Jenifer Kopfman**

Institutional Review Board (IRB), Committee Member. (August 2014 - August 2015).

Nominations and Elections Committee, Committee Member. (May 2014 - May 2015).
Dr. Larry D. Krasnoff

Pre-Law, Director/Advisor. (June 2010 - June 2016).

Faculty Advisory Committee to the President, Committee Member, Member. (August 2014 - May 2016).

Faculty Senate Service, Member. (August 2014 - May 2016).

Dr. Celeste C. Lacroix

Office of International Education and Programs - Scholarship Committee, Committee Member. (April 2007 - Present).

Ad Hoc Committee on the Trujillo Study Abroad Program, Committee Chair, Member. (October 2014 - May 2015).

Namjin Lee

President’s Commission on Diversity, Access, Equity, and Inclusion, Committee Member. (January 2013 - May 2015).

College of Charleston 2012 Campus Diversity Climate Survey Committee, Committee Member. (September 2012 - March 2015).

Dr. Simon K. Lewis

Global Awareness Committee, Committee Member. (December 2004 - Present).

Global Awareness Forum, Committee Chair, Other. (August 2013 - December 2027).

Carolina Lowcountry & Atlantic World Program, Director/ Associate Director of Program, Other. (August 2000 - June 2018).

Multiple

Dr. Guoli Liu

Curriculum & Assessment Committee, Committee Member, Member.

Dr. Michael M. Marcell

Martin Luther King Day Challenge, Faculty facilitator. (January 2006 - Present).
Dr. Amy T. McCandless

Faculty Committee on Graduate Education, Continuing Education and Special Programs, Graduate Dean is Ex-Officio member. (July 2006 - Present).

Graduate Council, Committee Chair. (July 2006 - Present).

Fulbright Scholarships, College Representative. (2004 - Present).

ExCEL Awards Ceremony, Program Volunteer, Other. (April 2009 - April 2015).

Omicron Delta Kappa, Reader in Installation Ceremony, Member. (December 2011 - December 2014).

Faculty Interview Committee for student Fulbright applicants, Committee Member, Member. (October 2014).

Annual GPMB Graduate Student Research Colloquium, Gave Welcome from Graduate School, Other. (September 2014).

Dr. June E. McDaniel

Faculty Research and Development Committee, Committee Member, Member. (August 2014 - May 2015).

Faculty Sabbatical Committee for HSS, Committee Member, Member. (August 2014 - May 2015).

Dr. Brian R. McGee

Executive Policy Group, Committee Member. (July 2010 - July 2015).

President's Executive Team, Committee Member. (July 2010 - July 2015).

Dr. Deb S. McGee

Public Health Steering Committee, Committee Chair. (January 2014 - December 2014).
Public Health, BA, Program Director for BA in Public Health, Other Officer. (January 2014 - December 2014).

**Dr. Garrett W. Milliken**

Institutional Animal Care & Use Program, Director. (November 1998 - Present).

Institutional Animal Care & Use Committee, Governing Board, Other. (November 1998 - June 2032).

**Ryan M. Milner**

Boundless Campaign Launch, College Representative. (September 2014 - October 2014).

Ketner Emerging Leaders Scholarship Fund, Committee Member. (August 2014 - October 2014).

**David M. Moscowitz**


Women's and Gender Studies Assessment Committee, Committee Chair. (July 2013 - May 2015).


Safe Zone faculty ally. (January 2010 - May 2015).

Jewish Studies advisory committee, Committee Member, Member. (January 2009 - May 2015).

Film Studies steering committee, Committee Member, Member. (September 2008 - May 2015).

Faculty Senate Service. (August 2012 - August 2014).

HSS At-large
Thomas A. Nadelhoffer
Undergraduate Research Committee, College Representative, Member. (September 2012 - May 2015).

Jonathan A. Neufeld

FYE Committee, Committee Chair. (August 2014 - July 2015).

Dr. Richard Nunan
Faculty Nominations Committee, Committee Member. (August 2014 - August 2016).


David Parisi
Teaching and Learning Technology, Distance Education Training Mentor, Other. (January 2015 - April 2015).

League of Legends student club, Student Org Advisor (Non-Professional Org), Other. (December 2013 - December 2014).

Faculty Educational Technology Committee, Committee Member, Member. (August 2012 - August 2014).

Dr. Alison M. Piepmeier
Presidential Commission on Diversity, Equity, Inclusion, and Access, Committee Chair. (September 2010 - September 2014).

Dr. William S. Poole
Graduate Council, Committee Member, Member. (August 2005 - Present).

Hector N. Qirko
Faculty Welfare Committee, Committee Member, Member. (August 2012 - May 2015).
Dr. Moore M. Quinn Ph.D.

Women's and Gender Studies, Committee Member, Other. (August 2005 - Present).

Linguistics Minor Steering Committee, Committee Member, Member. (October 2001 - Present).

Sarah M. C. Robertson


Emily Rosko

MFA Creative Writing Planning Committee, Committee Chair. (January 2013 - April 2015).

Wrote CHE and SACSCOC proposals.

Served as main contact with College committees and offices during the review process.

Presented on the Program to the Grad Advisory Board.

Dr. Lisa T. Ross


Student Org Advisor (Non-Professional Org), Other. (August 2013 - July 2015).


Tenure and Promotion Committee, Alternate committee member. (January 2015 - June 2015).

Distinguished Teacher/Scholar Selection Committee, Committee Member. (February 2014 - April 2015).

Dr. Tom P. Ross Ph.D.

CofC Faculty Senate, Faculty Senate Service, Other. (August 2014 - May 2016).
At-Large Senator (HSS)
Budget Committee of Faculty Senate, Committee Member, Member. (August 2014 - May 2015).
Budget Committee of Faculty Senate (See FAM)

**Dr. Amanda Ruth**

Cistern Yard Media Advisory Board, Advisory Board, Board Member. (August 2014 - August 2015).

Graduate Council, Committee Member. (August 2013 - August 2015).

The Bully Pulpit Series, Director, Other. (March 2011 - August 2015).


Tenure and Promotion Advisory Committee, Committee Member, Member. (August 2014 - April 2015).
Reviewed 40+ tenure and promotion packets for the College of Charleston


**Dr. Myra J. Seaman**

Competitive Awards, Committee Member, Member. (August 2014 - October 2014).

**Dr. Elijah T. Siegler**

Grievance Committee, Committee Member, Member. (August 2012 - August 2015).

Undergraduate Research Committee, Committee Member, Member. (August 2012 - August 2015).

**Sandy Slater**

Committee Member. (August 2013 - August 2015).

Advisory Board. (August 2010 - August 2015).
Committee Member. (January 2010 - August 2015).

Gender and Sexuality Equity Center, Advisory Board. (January 2014 - May 2015).

**Dr. Vincent V. Spicer**

Student Activities Curriculum Alternate, Committee Member, Member. (August 2014 - May 2015).

**Dr. Faye B. Steuer**

Communication Dept, Reader for a Bachelor's Essay in Communication Dept. (2005 - Present).

**Kendra B. Stewart**

Sigma Alpha Epsilon, Student Org Advisor (Non-Professional Org), Other. (August 2012 - December 2015).

Alpha Delta Pi, Student Org Advisor (Non-Professional Org), Other. (August 2012 - December 2015).

College of Charleston, Committee Member, Other. (January 2013 - December 2014).

**Dr. Kirk S. Stone**

Faculty Senate Service, Other. (March 2014 - May 2015).

**Dr. Elena C. Strauman**


Master's of Child Life Program Admission Committee, Committee Member, Member. (June 2014 - May 2015).

**Beth L. Sundstrom**


Women's and Gender Studies, Faculty Affiliate. (October 2012 - December 2015).

Public Health Faculty Search Committee, Committee Member, Member. (August 2014 - May 2015).

**Dr. Catherine E. Thomas**

Women's and Gender Studies Program Executive Committee, Committee Member. (August 2014 - August 2015).

General Education Assessment Reading Group for First Year Writing, Committee Member. (August 2013 - August 2015).

Safe Zone Ally, College Representative. (August 2005 - August 2015).

Women's and Gender Studies Faculty Reading Group, Committee Chair. (August 2013 - December 2014).

Founder and facilitator of reading group. Coordinate meeting schedules, room reservations, and reading selections.

College Nominations and Elections Committee, Committee Member. (August 2013 - August 2014).

Faculty Senate, English Department Senator. (August 2013 - August 2014).


**Olivia M. Thompson Ph.D., M.P.H.**

College of Charleston, College Wellness Committee, Charleston, SC, Member. (December 2012 - January 2015).

**Dr. Carol C. M. Toris**

Linguistic Minor Program, Director. (June 2013 - June 2015).

Urban Studies Major Coordinating Committee, Committee Member, Member. (January 2000 - June 2015).
Dept. of Hispanic Studies, Tenure and Promotion Panel Outside Reviewer, Member. (September 2014 - December 2014).

The Office of Institutional Diversity, Meeting Attendee, Other. (September 2014).

Chris Warnick

General Education Assessment Reading Group--Writing, Member. (January 2014 - May 2016).

Distinguished Teaching Award Committee, Committee Chair. (January 2015 - April 2015).

Committee on General Education, Committee Member. (August 2013 - April 2015).

Dr. Robert G. Westerfelhaus

Committee of the Library, Committee Chair. (August 2014 - August 2015).

Committee of the Library, Committee Chair. (August 2013 - August 2014).

Committee on Nominations and Elections, Committee Member. (August 2013 - August 2014).

Fulbright Scholarship Campus Selection Committee, Committee Member, Member. (August 2013 - August 2014).

Parking Adjudication Board, Committee Chair. (August 2013 - August 2014).

Dr. John J. Widholm

Institutional Animal Care and Use Committee, Committee Chair, Board Member. (September 2004 - December 2014).

Jennifer C. Wilhelm

Institutional Animal Care and Use Committee, Committee Member, Other. (August 2014 - August 2017).
Bavaria-Lowcountry International Neuroscience Working Group, Committee Member, Member. (September 2014 - May 2015).

First Year Experience Longitudinal Assessment Committee, Committee Member, Member. (September 2014 - May 2015).

First Year Experience Committee, Committee Member. (August 2014 - May 2015).

Neuroscience Program Steering Committee, Committee Member, Member. (August 2013 - May 2015).

College-wide URCA SURF grant review committee, Committee Member, Member. (February 2015 - April 2015).

Undergraduate Research and Creative Activities College-wide Grant Application Review Panel, Committee Member, Member. (February 2015 - March 2015).

Neuroscience Program Planning Subcommittee, Committee Member, Member. (August 2013 - August 2014).

**Dr. Idee C. Winfield**

Faculty Advisory Committee to the President, Committee Member. (August 2014 - August 2015).

Faculty Senate, Faculty Senate Service. (August 2014 - August 2015).


Institutional Review Board, Alternate member, Member. (August 2010 - December 2014).

**Jen Wright**


**Community**
Dr. Jennifer A. Baker
Ethics Committee-- Medical University of South Carolina, Committee Member, Board Member. (September 2006 - Present).

Dr. Richard H. Bodek
Academic Magnet High School, Pro Bono Professional Service. (October 2014).
Unitarian Universalist Church, speaker. (September 2014).

Dr. Terence N. Bowers
HSS Sabbatical Review Panel, Committee Member. (October 2014 - December 2014).

Mrs. Lisa P. Covert
Unitarian Church Forum, Guest Speaker. (March 2015).

Dr. Claire P. Curtis
Mentor. (May 2014 - December 2014).
Mentoring High school senior thesis from Academic Magnet

Dr. Julie A. Davis
Sabbatical Review Committee, Committee Member, Member. (November 2012 - December 2014).

Dr. George E. Dickinson

Ms. Louise M. Doire M.Div.
Lowcountry Senior Center, Guest Lecturer. (October 2014).

Dr. Julia L. Eichelberger
Poetry Out Loud, Coordinator. (August 2012 - April 2015).
English Department & English Club (Literati), Event coordinator. (August 2014 - October 2014).
**Dr. Irina G. Ganaway**


**Colleen M. Glenn**

Park Circle Film Society, Judge. (September 2014).
Viewed the entire field of entries for the festival, ranked them, and attended fest to represent CofC.

**Dr. Maureen A. Hays**

School of Humanities and Social Sciences, Associate Dean. (January 2014 - present).

Trujillo Study Abroad Steering Committee. (November 2014 - March 2015).

**Dr. Heath C. Hoffmann**

Turning Leaf Project, Advisory Board, Board Member. (March 2014 - March 2015).

American Civil Liberties Union of South Carolina, Board of Directors, Board Member. (December 2011 - December 2014).

Coastal Pre-Release Center (SC Dept of Corrections), Advisory Board, Member. (November 2013 - November 2014).

**Dr. Caroline C. Hunt**

Bon Secours St. Francis Hospital, Therapy Dog Coordinator, Other. (January 2006 - Present).

**Dr. Gibbs G. Knotts**

History Department Tenure and Promotion Panel. (August 2013 - December 2014).

**Dr. Simon K. Lewis**

Fort Sumter/Fort Moultrie Trust, College Representative. (May 2010 - May 2015).

Committee Member. (January 2015).
Dr. Cindi P. May
Academic Magnet High School, Consultant. (September 2014 - December 2014).

Dr. Peter McCandless
Waring Library Society, Advisory Board, President/Elect/Past. (1999 - Present).

Dr. June E. McDaniel
Interfaith Partners, Hindu Temple of Charleston, Facilitator, Other. (January 2015).
Charleston Jung Society, Governing Board, Board Member. (September 2012 - September 2014).

Dr. Brian R. McGee
Academic Affairs Committee, Lowcountry Graduate Center, Committee Member. (August 2014 - July 2015).
Lowcountry Graduate Center Board of Directors, Committee Chair. (August 2014 - July 2015).

Dr. Deb S. McGee

Dr. Garrett W. Milliken
Town of James Island, Member of Town Council, Other. (July 2014 - July 2018).

Ryan M. Milner

David M. Moscovitz
HSS Assessment Committee. (September 2013 - May 2015).
Alpha Phi Alpha, Judge for Oratorical Scholarship Contest. (October 2014).

**Dr. Richard Nunan**


**Dr. Marty Perlmutter**

Jewish Historical Society of South Carolina, Executive Director, Board Member. (January 1995 - Present).

**Dr. William S. Poole**

Charleston Habitat for Humanity, Advisory Board, Board Member. (April 2006 - Present).

**Dr. Gabrielle F. Principe**


**Hector N. Qirko**

Our Lady of Mercy Outreach, Advisory Board. (October 2014 - October 2016).

**Dr. Moore M. Quinn Ph.D.**

British Studies Minor Faculty Affiliate, British Studies Minor Faculty Affiliate. (August 2009 - June 2021).

**Dr. John H. Rashford**

Charleston Museum, President of the Board, President/Elect/Past. (January 2008 - January 2015).

**Kathleen B. Rogers**

Medical Humanities Committee, College Representative, Member. (January 2009 - January 2015).
Ms. Brenda S. Sanders
South Carolina Aging in Place Coalition, Committee Co-chair PR. (January 2014 - December 2015).
Committee Co-chair for PR and Communications 2014-

"Centenarians" presentation to the Lowcountry Senior Center. (September 2014).
"Centenarians" to the Lowcountry Senior Center

"Local Aging Resources" presentation to SAMS ministry ARBC. (September 2014).

Dr. Faye B. Steuer
Unitarian Church, Committee Member. (2004 - Present).

Kendra B. Stewart
Charleston, Dorchester Department of Mental Health Board, Governing Board, Board Member. (August 2013 - August 2016).

Charleston Dorchester Department of Mental Health, Governing Board, President/Elect/Past. (July 2015 - June 2016).

Charleston Metro Chamber of Commerce, Advisory Board, Board Member. (January 2014 - December 2015).

Smalls Institute for Music and Youth Leadership, Advisory Board, Board Member. (June 2013 - December 2015).

City of Charleston, College Representative, Other. (April 2013 - December 2015).

Charleston Regional Development Alliance, Advisory Board, Board Member. (January 2013 - November 2015).

South Carolina Association of Counties, College Representative. (July 2012 - August 2015).

South Carolina Food Policy Council, Committee Member, Board Member. (July 2013 - July 2015).
Stand Up Charleston, Advisory Board, Board Member. (June 2012 - December 2014).

**Dr. Elena C. Strauman**

Speak Up For Horses, Communication Consultant, Other. (September 2007 - Present).
Created promotional materials for Speak Up For Horses, a 501(c)3 advocacy group.

Alternative Options for Horses, Internet Board Administrator, Other. (August 2005 - Present).

**Olivia M. Thompson Ph.D., M.P.H.**

Charleston Tri-County Chapter of Eat Smart Move More, Charleston, SC, Board Member. (December 2011 - January 2015).

City of Charleston, Lighten Up Charleston, Charleston, SC, Board Member. (December 2011 - January 2015).

South Carolina Lowcountry Local First Association , Charleston, SC, Member. (December 2011 - January 2015).

**Jen Wright**

Be A Mentor Program, Advisory Board, Board Member. (August 2013 - May 2015).

**Profession**

**Dr. Jennifer A. Baker**


MUSC Institute of Human Values, Committee Member. (September 2005 - September 2019).

Business Ethics Journal Review, Advisory Board, Board Member. (September 2013 - December 2018).
Molinari Review, Advisory Board, Board Member. (December 2014 - December 2017).
Provide feedback as issues arise.

American Philosophical Association, Organized two group sessions.,
President/Elect/Past. (March 2014 - December 2014).

**Dr. Vince L. Benigni**

Association for Education in Journalism and Mass Communication, Conference Reviewer. (February 2012 - December 2015).

**LaTasha Y. Chaffin**

Southeastern Conference of Public Administrators, Committee Member. (July 2014 - September 2014).

**Dr. Timothy J. Coates**

E-Journal of Portuguese History, Advisory Board, Member. (January 2002 - Present).

The University of Kentucky, Tenure Reviewer for Another Institution, Other. (August 2014 - September 2014).

**Mrs. Lisa P. Covert**

Southern Association for Women Historians Conference, Conference Session Chair. (June 2015).

**Dr. Jason P. Coy**

Strauss Prize Committee, Sixteenth Century Society and Conference, Committee Member, President/Elect/Past. (January 2014 - January 2015).

**Dr. George E. Dickinson**

US representative for the Association for the Study of Death and Society (UK), Member. (September 2012 - July 2015).

International editorial board member of Mortality, Board Member. (September 2000 - July 2015).

Interview via telephone by a veterinary faculty member in the UK. (September 2014).

**Dr. Julia L. Eichelberger**

Eudora Welty Society, Governing Board, Other Officer. (January 2014 - December 2015).

Vice President of the Eudora Welty Society:

American Literature Association (Eudora Welty Society), Conference Session Chair. (January 2015 - May 2015).

**Trisha Folds-Bennett**


Co-coordinator of the Developing in Honors full-day panel series at the annual conference

**Dr. David T. Gleeson**

American Conference for Irish Studies: Southern Regional, President, President/Elect/Past. (February 2005 - Present).

**Jerold L. Hale**

Southern States Communication Association, Executive Director-Elect, Other. (March 2013 - February 2020).

**Dr. Tom E. Heeney**

National Association of Communication Centers, External Grant Proposal Reviewer, Other. (February 2015 - March 2015).

**Dr. Heath C. Hoffmann**

American Journal of Hospice and Palliative Medicine, Manuscript Reviewer. (October 2014 - November 2014).
Dr. Brad R. Huber

Society for Cross Cultural Research, Governing Board, Board Member. (February 2013 - February 2016).

Dr. John R. Huddlestun

Society of Biblical Literature, Committee Member, Member. (December 2012 - December 2016).

Society of Biblical Literature, Egyptology and Ancient Israel Unit, Committee Chair. (February 2014 - November 2016).

Society of Biblical Literature, Committee Member, Member. (November 2011 - November 2016).


Society of Biblical Literature, Conference Session Chair. (November 2014).

Society of Biblical literature, Conference Session Chair. (November 2014).

Dr. Mark W. Hurd

SYNAPSE, Webmaster/Conference organizer, Other. (June 2005 - June 2015).

Dr. Lee Irwin

Ancient Mystical Order of Rosicrucians (AMORC), Committee Member, Member. (January 2015 - January 2020).

Association for the Study of Esotericism, Committee Member, Other Officer. (January 2002 - July 2016).

California Institute of Integral Studies, Member of Dissertation Committee for Helena Daly, Member. (August 2013 - August 2015).

Dr. Celeste C. Lacroix

Voices of Diversity, Conference Session Chair. (April 2015).
Dr. Simon K. Lewis

Indiana University, Tenure Reviewer for Another Institution, Other.

Dr. Amy T. McCandless

South Carolina Historical Society Magazine, Editorial Board, Board Member. (October 1995 - Present).

South Carolina Graduate Deans Association, College Representative, President/Elect/Past. (July 2010 - June 2017).

, discussing various issues related to post-baccalaureate education in South Carolina.

Conference of Southern Graduate Schools, Executive Board, Board Member. (February 2013 - February 2017).

Council of Graduate Schools, Committee Member, Board Member. (December 2013 - December 2016).

Conference of Southern Graduate Schools, President-Elect, President/Elect/Past. (March 2015 - March 2016).

Conference of Southern Graduate Schools, Committee Chair, Other Officer. (February 2012 - February 2015).

Council of Graduate Schools, Twitter Ambassador for annual meeting, Member. (December 2014).

Council of Graduate Schools, Twitter Ambassador for summer workshop, Other. (July 2014 - August 2014).

Dr. Deb S. McGee

National Communication Association, National Communication Association President's Task Force on the Advocacy for Communication in the Academy, Member. (May 2014 - December 2014).

Dr. Garrett W. Milliken

Sigma Xi, Advisory Board, President/Elect/Past. (March 2013 - April 2016).
Sigma Xi, Judge. (November 2014).

**Thomas A. Nadelhoffer**


**Jonathan A. Neufeld**

Diversity Committee, American Society for Aesthetics, Committee Member. (October 2013 - October 2015).

**Dr. Richard Nunan**


Southeastern Women’s Studies Association, Governing Board, Other Officer. (April 2010 - April 2016).
Treasurer Elect (2010) & Treasurer (2011-present)

Film and Philosophy (Journal), Journal Referee. (August 2014).

**David Parisi**

University of Illinois at Chicgo, Committee Member, Member. (May 2014 - May 2017).

**Scott Peeples**

Florida Atlantic University, Tenure Reviewer for Another Institution. (July 2014 - August 2014).
Dr. Moore M. Quinn Ph.D.

American Conference for Irish Studies, Member, Member. (January 1985 - December 2021).

Language, Culture and History, a Subcommittee of the American Anthropological Association Society for Linguistic Anthropology, Committee Member, Member. (September 2011 - November 2021).

Fellowship of Reconciliation, Advisory Board, Board Member. (September 2003 - September 2021).

Dr. John H. Rashford

National Tropical Botanical Garden, Member of the Board of Trustees, Board Member. (October 2007 - October 2015).

HerbalGram (American Botanical Council), Advisory Board, Member. (January 2012 - January 2015).

National Tropical Botanical Garden, Participated in the organization of the conference and gave a talk as part of a panel, Board Member. (November 2012 - October 2014).

Catesby Commemorative Trust, Governing Board, Board Member. (August 2011 - August 2014).

Dr. Tom P. Ross Ph.D.


**Dr. Myra J. Seaman**

BABEL Working Group, Conference Program Organizer, Member. (January 2015 - October 2015).
Member of Programming Committee for BABEL 2015 meeting hosted by University of Toronto. http://babel-meeting.org/2015-meeting/

BABEL Working Group, Conference Program Organizer, Member. (January 2015 - October 2015).

BABEL Working Group, Conference Program Organizer, Member. (January 2013 - September 2014).

**Dr. Elijah T. Siegler**

Religion and Popular Culture Group Steering Committee, AAR, Committee Member, Member. (November 2012 - November 2016).

**Kendra B. Stewart**

Kaplan University Arts and Sciences Dean's Advisory Board, Advisory Board, Board Member. (January 2013 - December 2015).

National Association for Schools of Public Affairs and Administration, Committee Chair. (January 2012 - December 2015).


ASPA, Committee Member. (March 2012 - December 2014).

**Beth L. Sundstrom**

Charleston Birth Place, Foundation Board, Advisory Board. (May 2014 - December 2017).


Public Health Education & Health Promotion (PHEHP) Governing Council Proxy, APHA. (September 2014 - November 2014).

**Chris Warnick**

Carolinas Writing Program Administrators, At-Large South Carolina Representative, Board Member. (January 2014 - January 2016).

**Dr. Robert G. Westerfelhaus**

Carolinas Communication Association, First Vice President, President/Elect/Past. (October 2014 - October 2015).

Carolinas Communication Association, Second Vice President, President/Elect/Past. (October 2013 - October 2014).

Central States Communication Association’s Media Studies Interest Group, Interest Group Reviewer, Other. (October 2010 - October 2014).

**Jennifer C. Wilhelm**


**Dr. Idee C. Winfield**

American Sociological Association, Department Resources Group Mentor, Other. (June 2013 - December 2015).

American Sociological Association, Committee on the Status of Women, Committee Member, Member. (October 2010 - August 2014).

**Jen Wright**


Experimental Philosophy Society, Conference Program Organizer, Board Member. (January 2009 - November 2015).

Honors and Awards

Dr. Vince L. Benigni

Distinguished (Faculty) Service Award, College of Charleston, Service, School, $1,500.00. (April 2015).

Dr. Richard H. Bodek

First Year Experience Award - Faculty Who Make a Difference, FYE, Teaching. (April 2015).
“Dr. Bodek led my FYSE class and really encouraged me to explore opportunities at the College of Charleston. He helped me think about the career path I wanted to choose and to keep an open mind while exploring options.”

Dr. Bonnie D. Devet

only lab at College of Charleston certified at all three levels, College Reading and Learning Association, Teaching.

Ist runner up Student Employee of the Year, Career Center, CofC. (April 2015). Writing Lab Consultant Alannah Aldstadt was awarded the 1st runner up as Student Employee of the Year.


International Writing Center Travel Grant Award, International Writing Center Association, travel grant to deliver paper at international conference, $500.00. (October 2014). From Canada and the US, I was only 1 of 8 awarded this travel grant to deliver my research at the IWCA Conference in Orlando, FL, Oct. 2014.
Adam Doughty
Quin Curtis Award, West Virginia University.
Outstanding psychology undergraduate student

Dr. Sheridan L. Hough
Phi Beta Kappa, Elected to Membership.

Dr. Caroline C. Hunt
Phi Kappa Phi, College of Charleston, Elected to Membership.

Todd J. LeVasseur
Dean's Discretionary Fund, HSS, bringing in guest speaker, $500.00. (March 2015).
Money awarded to help bring in Clayton Thomas-Muller to my FYSE class and to give a public talk.

Bret Lott
South Carolina Academy of Authors Hall of Fame Inductee, South Carolina Academy of Authors, Lifetime achievement in letters. (April 2015).

Dr. Deb S. McGee
Departmental Scholarship Tea Invitee, Department of Communication, Teaching. (December 2014).
Departmental scholarship recipients are asked to invite one professor that has made a difference for them at the college of Charleston.

Ryan M. Milner
Dean's Discretionary Grant, College of Charleston School of Humanities and Social Sciences, Research, $1,000.00. (2015).

Dean's Discretionary Grant, College of Charleston School of Humanities and Social Sciences, Research, $1,000.00. (2014).

Michael Ruscio
Liberal Arts and Sciences Small Grant, College of Charleston, Teacher - Scholar, $1,500.00. (December 2014).
Funding to attend the International Educators Workshop : DIS-Danish Institute for Study Abroad to develop a summer study abroad course
Dr. Myra J. Seaman

ExCEL Award for Outstanding Faculty of the Year, HSS, CofC Office of Multicultural Student Programs and Services, Teaching. (April 2015).

Ms. Ann S. Stein

Outstanding Service to First Year Students, First Year Experience, College of Charleston, Service, School. (April 2015).
2014-15 Outstanding Service to First Year Students award

Dr. Faye B. Steuer

Membership, Honor Society of Phi Kappa Phi.
National academic honorary society

Membership, Psi Chi.
National honorary society in psychology

Beth L. Sundstrom

Multi-media campaign overall winner, 24th Annual Public Health Education and Health Promotion (PHEHP) Public Health Materials Contest, American Public Health Association (APHA), Research. (November 2014).
It’s My Time: A theory-based communication campaign for Cervical Cancer-Free South Carolina

Anton L. Vander Zee

Excel Outstanding Faculty Award, Honors College, ExCEL in Collegiate Education and Leadership, Teaching. (April 2015).

Dr. Robert G. Westerfelhaus


Consulting

Suzanne M. Abel

Forensic anthropologist
**Dr. Timothy D. Carmichael**

Litigation Support, Asylum Claimants in Dept. of Homeland Security courts, Baltimore and Washington, DC. 
Testified on behalf of political asylum claimants

Information source, Voice of America, Ethiopia. 
Spoke on telephone with VOA reporters about background to and nature of unfolding political violence after May 2005 elections

**Dr. Timothy J. Coates**

Academic, Newsweek magazine, Pro Bono. 
Interviewed for an article on the Macau's transition to rule by the People's Republic of China in 1999.

**Mrs. Lisa P. Covert**

Advisory role for historical content on the digital component of this oral history project

**Dr. David T. Gleeson**

Give historical talks/lessons. Work on publishing Irish Historic Walk

**Dr. Beth C. Goodier**

Independent consultant for Orion Trust where I work with clients to develop skills in collaboration and leadership.

**Dr. Mark W. Hurd**

Technical/Professional Work, Howard Hughes Medical Institute, Compensated. (September 2012 - August 2016). 
Informatics consultant; website design and maintenance; IRB protocols

Informatics consultant; website design and maintenance – Model Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities (TPSID) Grant from the Department of Education (2.3 million dollars). Dr. Cynthia May, PI

Dr. Simon K. Lewis

Academic, Broadview Press.
Reviewed proposal for new edition of Sol Plaatje's novel Mhudi

Dr. Kim O. May

see description.
I provided professional statistical consulting for Nate Associates at Accra Pac Group in Elkhart, Indiana July 18-August 12, 1994.
I have provided statistical consulting for The Lowcountry Children's Center, Charleston, SC., and served on their Research Review Board.
I currently provide statistical consulting, training and data analysis for Dr. Deborah Deas, a psychiatrist at the Center for Drug and Alcohol Programs at MUSC.
I have provided statistical consulting and data analysis on an ad hoc basis for many of the faculty members (and students) here at the College.

Dr. Deb S. McGee

We were recommended by Hollings Cancer Center to help the UTSA program, which was in danger of losing funding. As a result of the help of Elena Strauman and myself, the program was renewed for National Cancer Institute status.

Dr. William S. Poole

Training/Education, SC Humanities Grant, Charleston, Pro Bono. (March 2006 - Present).
Consultant for SC Humanities Council funded grant for the development of a Morris Island program for children, teaching African American civil war history.

Consultant for an upcoming PBS project that deals with Civil War Charleston. The project places a special emphasis on African American history and I did on-camera interviews at McCleod Plantation, James Island.

Consultant for film on the role of revivalism in the American South.
Academic, State Museum of South Carolina, Columbia, SC, Pro Bono. (June 2005 - Present).
Acting as a consultant for the revamping of the State Museum's Civil War and Reconstruction collections

Beth L. Sundstrom

Academic, College of Charleston, Student Affairs, Compensated. (October 2013 - December 2017).
Strategic Communication Consultant & Principal Investigator w/Andrea DeMaria & Jeri Cabot
• Conducted and analyzed formative audience research about sexual misconduct
• Developed a theory-based health communication campaign to encourage bystander intervention

Annette M. Watson

Assist the Steering Committee in developing a 10-year strategic plan for climate change adaptation.

Assist BLM staff by reviewing their plans to work with Koyukon Athabascan communities. I am consulting in my capacity as a cultural expert.

V. Funding

Grants and Contracts

Suzanne M. Abel
Not Funded

Dr. Doryjane A. Birrer
Submitted
"What does it mean to be haunted?," Sponsored by National Endowment for the Humanities, Federal governmental agency, requested $21,963.00. (May 2015 - April 2018).
Submitted
Birrer, Doryjane A (Principal), "NEH Enduring Questions: What does it mean to be haunted?," Federal governmental agency, requested $21,963.00. (May 2015 - May 2017).

Anthony J. Bishara
Not Funded
Bishara, Anthony J (Supporting), Marks, Jonathan (Principal), Principe, Gabrielle (Co-Investigator), Dhawan, Akshaye (Supporting), "Defining and Cultivating Judgment," Non-profit/Foundation, requested $450,000.00, awarded $0.00. (September 2015 - May 2017).

Dr. Richard H. Bodek
Submitted
Bodek, Richard H. (Principal), Korey, Christopher A. (Co-Investigator), Principe, Gabrielle (Co-Investigator), "Enduring Questions:," Federal governmental agency, requested $38,000.00. (January 2015 - June 2018).

Submitted
Korey, Christopher A., Principe, Gabrielle, "Enduring Questions:," Sponsored by National Endowment for the Humanities, Federal governmental agency, requested $38,000.00. (January 2015 - December 2016).

Dr. Tracy L. Burkett
Submitted
Burkett, Tracy L. (Principal), "From Farm to Table: Forging Partnerships and Practices for Sustainable Agricultural Distribution and Consumption in South Carolins," Sponsored by Coastal Carolina University, State governmental agency, requested $33,341.00. (March 2012 - February 2015).

LaTasha Y. Chaffin
In Progress

Submitted

Submitted
Chaffin, LaTasha Y, "Where is the Social Safety Net? Governmental Assistance to the Jobless during the Great Recession," Sponsored by W.E. Upjohn Institute for
Employment Research, Private, requested $5,000.00. (May 2015 - April 2016).

**Christian Coseru**

*Submitted*


*In Progress*


**Collaborative Arrangements:** NEH Summer Institute to be co-directed by Christian Coseru, Jay Garfield (Yale-NUS) and Evan Thompson (University of British Columbia)

**Ms. Merissa Ferrara**

*Submitted*

Sundstrom, Beth L (Principal), DeMaria, Andrea L (Co-Investigator), Ferrara, Merissa (Co-Investigator), "Testing a contraceptive decision making health communication campaign: A group pretest-posttest quasi-experimental study," Sponsored by NIH Small Research Grant Program (Parent R03). Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), Federal governmental agency, requested $100,000.00. (June 2015 - June 2017).

**P B. Fisher**

*In Progress*


**Trisha Folds-Bennett**

*Submitted*

Folds-Bennett, Trisha (Principal), "Stipend Support for Visiting Faculty, Summer Institute 2014," Non-profit/Foundation, requested $4,000.00, awarded $4,000.00. (July 2014 - March 2017).

*Funded*


*In Progress*

Nadelhoffer, Thomas A, Sinnott-Armstrong, Walter, Wright, Jen, Folds-Bennett, Trisha,

Submitted
"Stipend Support for Visiting Faculty, Summer Institute 2014," Non-profit/Foundation, requested $4,000.00, awarded $4,000.00. (July 2014 - August 2014).

Dr. Jim B. Hittner
Not Funded

Not Funded

Dr. Rhonda S. Hittner
Submitted

Dr. Heath C. Hoffmann
Not Funded

Dr. Mark W. Hurd
Funded
Meyer-Bernstein, Elizabeth L. (Co-Investigator), Hurd, Mark W. (Co-Investigator), Riggs-Gelasco, Pamela Jo (Principal), "2012 Undergraduate Science Education Completion," Sponsored by Howard Hughes Medical Institute (HHMI), Private, requested $1,600,000.00, awarded $385,040.00. (September 2012 - August 2016).

In Progress
Hurd, Mark W., Simonian, Susan Jane, "Enhancing Psychological and Interdisciplinary Neuroscience Education," Federal governmental agency, requested $1,000.00, awarded $1,000.00. (January 2014 - December 2014).
Dr. Charles F. Kaiser  
*Submitted*  

Kevin Keenan  
*Submitted*  

*Submitted*  
Keenan, Kevin (Principal), "National Perspectives on Anti-Terrorism Policy, Public Safety, and Place Creations in the US: The Roles of Urban Institutions," Federal governmental agency, requested $85,913.00. (June 2014 - August 2014).

Dr. Cindi P. May  
*Funded*  
May, Cynthia P. (Principal), "Year 5: REACH FAR," Federal governmental agency, requested $0.00, awarded $365,665.00. (October 2010 - June 2018).

*Submitted*  

*Funded*  

*Funded*  

*Funded*  
"Year 5: REACH FAR," Federal governmental agency, requested $0.00, awarded $365,665.00. (October 2010 - September 2015).

**Dr. Amy T. McCandless**

_Funded_


**Collaborative Arrangements:** Worked with Dr. Dave Owens, Associate Dean, and Dr. Tim Callahan, Associate Professor of Geology, to write the grant.

**In Progress**

McCandless, Amy Thompson, "Harry and Reba Huge Foundation Faculty Development Grant," Sponsored by Huge Foundation, Non-profit/Foundation, requested $2,932.00, awarded $2,932.00. (July 2015 - June 2016).

**Dr. June E. McDaniel**

_Funded_


**Collaborative Arrangements:** This grant was organized by Dr. John Corrigan at the University of Florida. It is for a conference on religious emotion, to be held in the spring.

**Thomas A. Nadelhoffer**

_In Progress_


_Funded_


**Matthew C. Nowlin**

_Funded_

Nowlin, Matthew C (Principal), "Coastal Climate Support: Extending Climate Adaptation Lessons to other Communities," Federal governmental agency, requested $13,000.00, awarded $25,000.00. (November 2014 - December 2015).
**Funded**

"Coastal Climate Support: Extending Climate Adaptation Lessons to other Communities," Federal governmental agency, requested $13,000.00, awarded $25,000.00. (November 2014 - August 2015).

**Dr. Gabrielle F. Principe**

**Submitted**

Bodek, Richard H. (Principal), Korey, Christopher A. (Co-Investigator), Principe, Gabrielle (Co-Investigator), "Enduring Questions:," Federal governmental agency, requested $38,000.00. (January 2015 - June 2018).

**Not Funded**

Bishara, Anthony J (Supporting), Marks, Jonathan (Principal), Principe, Gabrielle (Co-Investigator), Dhawan, Akshaye (Supporting), "Defining and Cultivating Judgment," Non-profit/Foundation, requested $450,000.00, awarded $0.00. (September 2015 - May 2017).

**Submitted**

Korey, Christopher A., Principe, Gabrielle, "Enduring Questions:," Sponsored by National Endowment for the Humanities, Federal governmental agency, requested $38,000.00. (January 2015 - December 2016).

**Sarah M. C. Robertson**

**In Progress**

Robertson, Sarah M. C., "Dean's Discretionary Fund," awarded $1,000.00. (February 2015 - August 2015).

**Theodore Rosengarten**

**Funded**

Rosengarten, Theodore, Greene, Harlan (Co-Investigator), "Processing Rosenthal Collection of Judaica," Private, requested $192,250.00, awarded $193,000.00. (January 2013 - August 2014).

**Emily Rosko**

**In Progress**


**In Progress**


**Dr. Susan J. Simonian**

*In Progress*

Hurd, Mark W., Simonian, Susan Jane, "Enhancing Psychological and Interdisciplinary Neuroscience Education," Federal governmental agency, requested $1,000.00, awarded $1,000.00. (January 2014 - December 2014).

**Funded**

Simonian, Susan Jane (Principal), "Enhancing Psychological and Interdisciplinary Neuroscience Education," Private, requested $1,000.00, awarded $1,000.00. (January 2014 - November 2014).

**Kendra B. Stewart**

*Funded*

"Customer Satisfaction Surveys," Sponsored by Mount Pleasant Water Works, Local governmental agency, requested $36,374.00, awarded $6,802.00. (January 2014 - October 2019).

**Funded**

Stewart, Kendra B (Principal), "CFD Open Positions process administration," Private, requested $29,700.00, awarded $29,700.00. (August 2014 - June 2019).

*Submitted*

"Smart Policing Initiative," Sponsored by City of Charleston Police Department, Federal governmental agency, requested $40,000.00. (October 2015 - September 2018).

**Funded**

Stewart, Kendra B (Principal), "Professional Development/Research Award Grant Project Evaluation," Private, requested $48,000.00, awarded $48,000.00. (August 2014 - September 2018).

**Funded**

"KProfessional Development/Research Award Grant Project Evaluation," Private, requested $48,000.00, awarded $48,000.00. (August 2014 - August 2016).

**Funded**

Stewart, Kendra B (Principal), "Developing and Leading a High-Performance Team," Private, requested $2,800.00, awarded $2,800.00. (November 2014 - June 2016).

*Submitted*

Stewart, Kendra B (Principal), "City Professional Development/Research Award Grant Project Evaluation," Local governmental agency, requested $6,300.00. (September 2014 -
August 2015).

**Funded**

**Submitted**

**Funded**
"Developing and Leading a High-Performance Team," Private, requested $2,800.00, awarded $2,800.00. (November 2014 - April 2015).

**Funded**
"Charleston County Mid-Management Development Program," Sponsored by Charleston County, Local governmental agency, requested $4,900.00, awarded $4,900.00. (January 2015 - March 2015).

**Funded**
"CFD Open Positions process administration," Private, requested $29,700.00, awarded $29,700.00. (August 2014 - February 2015).

**Funded**

**Funded**
Stewart, Kendra B (Principal), "Internship for Ben Perrone," Non-profit/Foundation, requested $5,386.00, awarded $5,386.00. (January 2014 - December 2014).

**Submitted**
Stewart, Kendra B (Principal), "Public Safety & Reentry Initiative (PSRI)," Non-profit/Foundation, requested $5,000.00. (January 2014 - December 2014).

**Submitted**

**Funded**
Stewart, Kendra B (Co-Investigator), Thompson, Olivia M (Principal), "Farm-to-School Renewal and Expansion, 2013-2014," Private, requested $339,826.00, awarded $200,000.00. (January 2013 - December 2014).
Funded
Stewart, Kendra B (Principal), "Facilitation of Charleston Tourism Management Plan meetings," Local governmental agency, requested $1,500.00, awarded $1,500.00. (January 2014 - October 2014).

Submitted

Funded

Funded

Funded
"Internship for Ben Perrone," Non-profit/Foundation, requested $5,386.00, awarded $5,386.00. (January 2014 - September 2014).

Beth L. Sundstrom
Submitted
Sundstrom, Beth L (Principal), "Testing a contraceptive decision making health communication campaign: A group pretest-posttest quasi-experimental study," Federal governmental agency, requested $144,705.00. (July 2015 - June 2017).

Submitted
Sundstrom, Beth L (Principal), DeMaria, Andrea L (Co-Investigator), Ferrara, Merissa (Co-Investigator), "Testing a contraceptive decision making health communication campaign: A group pretest-posttest quasi-experimental study," Sponsored by NIH Small Research Grant Program (Parent R03). Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), Federal governmental agency, requested $100,000.00. (June 2015 - June 2017).

Submitted

Not Funded
Sundstrom, Beth L (Co-Investigator), DeMaria, Andrea L (Co-Investigator), Cabot, Jeri
(Principal), "Avon Foundation for Women: Campus Grants to Activate Bystanders to Reduce Sexual Assault, Dating Abuse and Stalking," requested $5,000.00. (December 2014 - December 2015).

**Olivia M. Thompson Ph.D., M.P.H.**

*In Progress*


*Funded*


*Submitted*

"Implement and Evaluate the College of Charleston’s Tobacco Free Campus Policy-Change Initiative," Non-profit/Foundation, requested $80,000.00. (January 2015 - January 2016).

*Funded*


*Funded*

Stewart, Kendra B (Co-Investigator), Thompson, Olivia M (Principal), "Farm-to-School Renewal and Expansion, 2013-2014," Private, requested $339,826.00, awarded $200,000.00. (January 2013 - December 2014).

**Annette M. Watson**

*In Progress*


*In Progress*


*Submitted*

Jennifer C. Wilhelm

*Funded*

Wilhelm, Jennifer C, Acosta, Melina Christine (Co-Investigator), "Does exercise alter the regeneration of sensory axons after peripheral nerve injury in mice.," Sponsored by Howard Hughes Medical Institute grant to the College of Charleston, Howard Hughes Medical Institute grant to the College of Charleston, requested $6,000.00, awarded $6,000.00. (May 2015 - August 2015).

Jen Wright

*Submitted*

Wright, Jen, "The Virtue Project: Using Immersive Technology to Understand Virtue," Other University, requested $450,000.00. (July 2015 - June 2018).

*In Progress*


*Submitted*


*In Progress*


*Funded*


College Funds

**Dr. Debbie M. Auriffeille**

Auriffeille, Deborah M, "Two Summer Research Projects," College of Charleston, requested $900.00, awarded $900.00. (June 2014 - August 2014).

Collaborative Arrangements: Received $900 to pay a student to work on two projects. Principal Investigator. Departmental Funds for one student researcher to help with data analysis and literature searches related to two projects: “Evolving Environmental Attitudes, Behaviors and Identities for New Primary Caregiver Parents who Self-Identify as Environmentalists,” and “Encounters with Nature and the Body through Cycling: How Utility and Necessity Cyclists Talk about the Joys of Riding.” $900.
Dr. Doryjane A. Birrer
Birrer, Doryjane A, "ILAS 2015: Multigenre Essays and Assignments," Sponsored by Innovation in the Liberal Arts and Sciences (ILAS), College of Charleston, requested $1,500.00, awarded $1,500.00. (May 2015 - June 2015).

Birrer, Doryjane A, "HSS Grant Writing Incentive: NEH Enduring Questions," Sponsored by HSS, College of Charleston, requested $1,000.00, awarded $1,000.00. (June 2014 - August 2014).

Dr. Zeff Bjerken
Bjerken, Zeff, "ILAS Innovative Teaching Grant," Sponsored by Academic Affairs, College of Charleston, requested $1,407.00, awarded $1.41. (March 2015 - April 2015).

Dr. Margaret J. Cormack
Cormack, Margaret Jean, "C of C R and D grant," Sponsored by Faculty R&D, College of Charleston, requested $4,000.00, awarded $4,000.00. (May 2014 - August 2014).

Ms. Merissa Ferrara
DeMaria, Andrea L (Co-Investigator), Sundstrom, Beth L (Principal), Ferrara, Merissa (Co-Investigator), "e-HOPE: Increasing health care access among rural women in South Carolina," Sponsored by Faculty R&D, College of Charleston, requested $500.00, awarded $500.00. (November 2014 - July 2015).

Ms. Anne H. Fox
Fox, Anne Hackworth (Principal), "International Conference on Arts and Humanities," Sponsored by Faculty R&D, College of Charleston, requested $2,000.00, awarded $1,395.00.

Collaborative Arrangements: Department of Communication Research and Development Fund
School of Humanities and Social Sciences

Dr. Brad R. Huber
Huber, Brad R., Fervier, Kelsey J. (Co-Investigator), "SURF Grant," Sponsored by SURF, College of Charleston, requested $6,000.00, awarded $6,000.00. (May 2014 - August 2014).

Amy Kolak
Kolak, Amy, Devine, Diana M (Co-Investigator), "Emergent Self-Regulatory Skills Within the Family Context," Sponsored by SURF, College of Charleston, requested $6,500.00, awarded $6,500.00. (May 2015 - August 2015).

Kolak, Amy, "Follow-up to the Terrific Twos Study," Sponsored by Faculty R&D, College
of Charleston, requested $750.00, awarded $750.00. (January 2015 - May 2015).

**Todd J. LeVasseur**
LeVasseur, Todd J, Boudinot, Garrett, "Grow the Scorched Ground Green: Values and Ethics in the Transition Movement," Sponsored by SURF, College of Charleston, requested $6,480.00, awarded $6,480.00. (May 2014 - August 2014).

**Collaborative Arrangements:** SURF grant.

**David M. Moscowitz**
Moscowitz, David M, "Dean’s Excellence Fund," Sponsored by HSS, College of Charleston, requested $462.00, awarded $462.00. (October 2014).

**Hector N. Qirko**
Qirko, Hector N, "Conceptual and technical approaches used by Nashville “roots music” studio musicians, engineers, and producers to convey authenticity," Sponsored by Faculty R&D, College of Charleston, requested $2,850.00, awarded $2,850.00. (May 2015 - July 2015).

**Beth L. Sundstrom**
DeMaria, Andrea L (Co-Investigator), Sundstrom, Beth L (Principal), Ferrara, Merissa (Co-Investigator), "e-HOPE: Increasing health care access among rural women in South Carolina," Sponsored by Faculty R&D, College of Charleston, requested $500.00, awarded $500.00. (November 2014 - July 2015).

Sundstrom, Beth L (Supporting), DeMaria, Andrea L (Principal), Moxley, Grace (Principal), "Predicting women’s responses to contraceptive campaign messages: An application of the theory of planned behavior," Sponsored by RPG, College of Charleston, awarded $450.00. (April 2015).

**Collaborative Arrangements:** Primary faculty mentor: Andrea DeMaria
Secondary faculty mentor: Beth Sundstrom Undergraduate student recipient: Grace Moxley

Sundstrom, Beth L (Principal), DeMaria, Andrea L (Principal), "Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision-making among reproductive-aged women," Sponsored by Faculty R&D, College of Charleston, requested $4,000.00, awarded $4,000.00. (August 2014 - December 2014).

Sundstrom, Beth L (Principal), Fox-Epstein, Malka (Principal), (Supporting), "Investigating correlates of daily and nondaily contraception use among college-aged women," Sponsored by RPG, College of Charleston, awarded $450.00. (November 2014).

**Collaborative Arrangements:** Primary faculty mentor: Beth Sundstrom
Secondary faculty mentor: Andrea DeMaria
Undergraduate student recipient: Malka Fox-Epstein

Sundstrom, Beth L, Moxley, Grace, DeMaria, Andrea L, "Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision-making among reproductive-aged women," Sponsored by SURF, College of Charleston, awarded $3,000.00. (May 2014 - August 2014).

**Collaborative Arrangements:** Primary Mentor: Andrea DeMaria
Secondary Mentor: Beth Sundstrom

Sundstrom, Beth L, Meier, Stephanie, DeMaria, Andrea L, "Understanding knowledge, attitudes, and behavioral determinants for contraceptive use decision-making among reproductive-aged women," Sponsored by SURF, College of Charleston, awarded $5,500.00. (May 2014 - August 2014).

**Collaborative Arrangements:** Primary Mentor: Beth Sundstrom
Secondary Mentor: Andrea DeMaria

**Jennifer C. Wilhelm**
Wilhelm, Jennifer C, "Small liberal arts and sciences grant for Cooperative Psychology Working Group," Sponsored by Academic Affairs - ILAS small grant, College of Charleston, requested $900.00, awarded $900.00. (August 2015 - December 2015).

Wilhelm, Jennifer C, "Department R&D grant to explore sensory neuron regeneration after peripheral nerve injury in mice," Sponsored by Psychology Department Research and Faculty Development Discretionary Fund, College of Charleston, requested $563.50, awarded $563.50. (May 2015 - July 2015).

Wilhelm, Jennifer C, Acosta, Melina Christine (Co-Investigator), "Does estrogen mediate axon regeneration after peripheral nerve injury in males?," Sponsored by MAYS, College of Charleston, requested $2,503.00, awarded $2,253.00. (September 2014 - April 2015).

Wilhelm, Jennifer C (Co-Investigator), Copely, Patricia Allison (Co-Investigator), "Effects of estrogen receptor blockade on axon regeneration," Sponsored by SURF, College of Charleston, requested $6,500.00, awarded $6,500.00. (May 2014 - August 2014).

**Jen Wright**
Wright, Jen, "Testing the Underlying Physiological Basis of Humility," Sponsored by Faculty R&D, College of Charleston, requested $740.00, awarded $740.00. (January 2015 - May 2015).

Wright, Jen, "Folk Intuitions about Cognitive Enhancement and Neurotechnology," Sponsored by Dean’s Discretionary Research Funds, College of Charleston, requested $1,000.00, awarded $1,000.00. (August 2014 - December 2014).
Wright, Jen, "Moral Foundations: Understanding the Liberal vs. Conservative Impulse," Sponsored by Dean’s Discretionary Research Funds, College of Charleston, requested $1,000.00, awarded $1,000.00. (August 2014 - December 2014).

Wright, Jen, "The Humility Project: Text Analysis for Characteristic Linguistic Patterns," Sponsored by SURF, College of Charleston, requested $5,500.00, awarded $5,500.00. (June 2014 - August 2014).