

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, March 19, 2019

3:30 p.m.

Ann Richards Administration  
Building, Board Room  
Pecan Campus  
McAllen, Texas



SOUTH TEXAS  
COLLEGE

*In the Making!*

Online Copy

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, March 19, 2019 @ 3:30 p.m.**

**AGENDA**

“At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code.”

- I. Approval of Minutes for Tuesday, February 19, 2019 Committee Meeting ..... 3 – 9
- II. Review and Recommend Action on Requests for Sabbatical Leave ..... 10 – 38
- III. Review and Recommend Action to Approve Proposed Revisions to the 2019 - 2020 Academic Calendar and the 2018 - 2019 Board Meeting and Committee Meeting Calendar ..... 39 - 42
- IV. Review and Update on the Southern Association of College and Schools Commission on Colleges (SACSCOC) Reaffirmation Visit..... 43 - 50
- V. Review and Recommend Action on Proposed Revisions to Policy 3347: *Substantive Change Reporting*..... 51 – 52
- VI. Review and Recommend Action on Proposed Revision to Policy #3232: Dual Credit Student Eligibility Requirements ..... 53 - 56

## **Approval of Minutes for Tuesday, February 19, 2019 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, February 19, 2019 are presented for Committee approval.

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, February 19, 2019 @ 4:00 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Tuesday, February 19, 2019 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 4:05 p.m. with Dr. Alejo Salinas, Jr. presiding.

Members present: Dr. Alejo Salinas, Jr., Mrs. Victoria Cantú, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Dr. David Plummer, Mr. Matthew Hebbard, Mr. George McCaleb, Dr. Ali Esmaeili, Dr. Ety Bischoff, Dr. Christopher Nelson, Dr. Rebecca De Leon, Dr. Fernando Chapa, Mr. Eli Nguma, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

**Approval of Minutes for Tuesday, January 15, 2019 Committee Meeting**

Upon a motion by Mrs. Victoria Cantú and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, January 15, 2019 were approved as written. The motion carried.

**Review and Discussion of Academic and Workforce Instructional Program Review Process**

The Education and Workforce Development Committee reviewed the Academic and Workforce Instruction Program Review Process.

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs, provided an overview of the Instruction Program Review Process.

An Academic or Technical program may include a single credential, or might include a number of related or even stackable awards, such as certificates leading to associate degrees.

- Academic programs are developed for transfer to other institutions of higher education.
- Technical programs are developed to meet local business and industry workforce needs.

### **New Program Development**

Programs at South Texas College are developed in close alignment to the College's mission and strategic direction and in response to the needs of the communities served. The College also complies with relevant rules and regulations from:

- Texas Higher Education Coordinating Board (THECB),
- Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC),
- Professional accreditation agencies; and
- Federal regulations

### **Program Review Process**

Once programs are implemented, they are reviewed annually on the following standards:

- Graduation Numbers
  - 25 Graduates from the program within the past 5 years
- Placement Rates (Workforce Programs only)
  - 80% of graduates enrolled in higher education *or* working with one year of graduation
- Licensure / Credential Exam Pass Rates
  - Pass rate is no more than 5% below the state average for the past 3 years *or* meets the pass rate set by program accreditation agency
- Transfer Rates
  - Program graduates' transfer rates will exceed the STC average rate for the past 3 years

### **Ongoing Program Support**

Each workforce education department has standing committees including broad-based community participation in related fields. These committees focus on program quality measures to ensure programs remain relevant to the fields they represent.

The College's Research and Analytical Services Department compiles data for each standard, and develops an annual *Program Review Report*, a copy of which follows the presentation in this packet. This provides an accurate lens of the program, and gives faculty and administration the ability to assess each program on the identified standards.

### **Program Monitoring Status**

Programs that fail to meet the established standards are placed on monitoring status and action plans are developed to improve their performance.

It is worth noting that new programs are provided five academic years, during which they are encouraged to utilize marketing and outreach resources to attract students to participate in the new programs.

Further, some programs may have low enrollment statistics due to a low headcount of students actively pursuing a credential in that program, even if there are a large number of students taking courses within the field of study as either core curriculum or elective courses.

The aforementioned *Program Review Report* identifies nine programs currently under monitoring status, and administration will respond to the issues with each.

Administration also discussed the strategies for program improvement that can be included within the action plans, including marketing, enhanced advising, curriculum review, and other measures that help keep the programs aligned toward serving student success.

### **Program Deactivation & Closing**

In the event that a program is no longer viable, administration follows a deactivation process, including notification to the Texas Higher Education Coordinating Board and the accrediting body, SACSCOC.

Programs are given three academic years to deactivate, during which time no new students are admitted into the program, and current students are provided the opportunity to complete their credential.

During the 2014 – 2018 review cycle, only the Plumber Assistant program was closed, and this was due to low enrollment.

This item was for the Committee's information and review, and no action was requested.

### **Review and Discussion of South Texas College Summer Camps for Elementary, Middle, and High School Students for Summer 2019**

Dr. Rebecca De Leon, Dean for Dual Credit Programs and School District Partnerships, presented on the South Texas College Summer Camps scheduled for summer 2019.

Summer camps have proven to be an excellent outreach to students of all ages at the College's partnering school districts, and are an outstanding way to cultivate a college-going culture and an excitement for learning among participating students.

The Summer Camps scheduled for Summer 2019 were provided by various teams at South Texas College:

- Academic Departments
- Workforce Departments
- Continuing Professional Workforce and Education Departments
- Institute for Advanced Manufacturing

These camps were designed for elementary-, middle-, and high-school aged students, with some camps open to all students, and others designed in partnership with specific school districts.

A Summer Campus booklet provided under separate cover was shared with partnering districts and throughout the College's communities. Dr. De Leon reviewed the booklet and the programs, and responded to questions from the Committee.

This item was for the Committee's information and review, and no action was requested.

### **Presentation on South Texas College Food Pantries and Partnerships**

Mr. Elibariki Nguma, Director of Student Activities and Wellness, reviewed the South Texas College Food Pantries and Partnerships.

South Texas College partnered with the Food Bank of the Rio Grande Valley, Inc. and the South Texas Food Bank to address food insecurity faced by some of the College's students.

Food insecurity is defined as a "lack of access, at times, to enough food for an active, healthy life for all household members and a limited or uncertain availability of nutritionally adequate foods."

Students and households facing food insecurity are forced to make trade-offs between important basic needs, such as housing or medical bills, and purchasing nutritionally adequate foods." Higher education and workforce training often suffer in homes facing food insecurity.

In 2016, *Feeding America* projected that 13.9% of the population of Hidalgo County and 15.1% of the population of Starr County faced food insecurity. To provide much needed assistance to students affected by this serious issue, South Texas College partnered with the Food Bank of the Rio Grande Valley in Fall 2017 to open a food pantry at Pecan Campus.

While this first food pantry was available to all students from each campus, it was simply a starting point. Administration is proud that with recent support and approval from the Board of Trustees, two additional food pantries are being established at South Texas College campuses, with plans to open in Spring 2019:

- Mid Valley Campus, through Food Bank of the Rio Grande Valley, Inc.
- Starr County Campus, through South Texas College Food Bank

Mr. Nguma reported on use of the South Texas College Food Pantry to date, as well as efforts to sustain these operations, and expand them to serve all students in need.

Mr. Nguma also discussed other assistance and support programs that are available to students in need. South Texas College counselors and support staff provide education to students about resources available to them at the College and through other providers.

This item was for the Committee's information and review, and no action was requested.

### **Update on Instructional Activities at Regional Center for Public Safety Excellence**

Mr. Paul Varville, Chief Administrator for the Department of Public Safety and Regional Center for Public Safety Excellence, provided an update on the instructional activities at the Regional Center for Public Safety Excellence.

Through ongoing collaboration with federal, state, county, and local agencies participating on an advisory board, a number of instructional programs were identified as a top priority for the regional center.

#### **Continuing Education for Law Enforcement Professionals**

For January 2019, 260 law enforcement officers participate in training programs, and two of the listed courses were closed when the maximum class enrollments were reached. Mr. Varville reviewed the past and upcoming training programs with the Committee, as outlined in flyers provided in the following pages.

#### **Police Academy Cadet Programs**

The first police academy cohort at the Regional Center for Public Safety Excellence included 28 cadets, and future projections call for the operation of two concurrent cohorts to accommodate the demand for this program.

#### **Facilities Usage**

The Regional Center for Public Safety Excellence was constructed with the following classroom spaces:

- Five standard classrooms;



- One large training/conference room that can be subdivided into three temporary classrooms; and,
- One computer lab.

Through a leasing agreement with PSJA ISD and in recognition of their significant support for the construction of the Regional Center for Public Safety Excellence, which included 10 acres of property and \$1M in direct funding, four of the standard classrooms are made available to PSJA ISD programs when needed. While the College has access to these classrooms when they are vacant, priority scheduling is given to the school district.

Of the remaining classroom facilities, one standard classroom was used by the police academy, one subdivided classroom was provided for use by the fire science academy, and the remaining two subdivided classrooms were used by the law enforcement continuing education programs.

### **Forecast of Facilities Needs**

Administration anticipated the need for an additional 3 portable buildings to provide necessary facilities for:

- the second concurrent policy academy cohort;
- a virtual target room (utilizing laser practice equipment);
- the development of a cyber security lab;
- student services spaces, including tutoring, library assistance, and an open lab; and
- additional office spaces for technicians, staff, and instructors.

This item was for the Committee's information and review, and no action was requested.

## **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 5:27 p.m.

I certify that the foregoing are the true and correct Minutes of the February 19, 2019 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Dr. Alejo Salinas, Jr.  
Presiding

## **Review and Recommend Action on Requests for Sabbatical Leave**

The Committee is asked to recommend Board approval and authorization for the requests for sabbatical leave submitted by Dr. Benjamin Mark Allen, Associate Professor of History, for Fall 2019 semester and submitted by Dr. Aaron Wilson, Associate Professor of Philosophy for Spring 2020 Semester.

As per the Professional Development Plan, sabbatical leave may be granted to administrators, full-time faculty members, and professional-technical staff by the South Texas College Board of Trustees upon the recommendation of the President. Sabbatical leave may be granted for the purpose of self-improvement through study, through acquisition of new skills to stay abreast with new technologies and through research or community service.

Eligibility is based on service to the institution for six consecutive full-time years and an agreement in writing to serve South Texas College for a period of two times the length of the leave following the completion of the sabbatical.

The number of sabbatical leaves granted to full-time faculty is restricted to no more than two full-time faculty members for each year.

The Sabbatical Leave Approval Process includes several levels of comprehensive review:

1. Academic Classification Committee
2. Vice President for Academic Affairs
3. College President
4. Education and Workforce Development Committee
5. Board of Trustees

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs, has recommended that requests for sabbatical leave submitted by Dr. Benjamin Mark Allen and Dr. Aaron Wilson be approved as presented. Dr. Reed has reviewed the sabbatical leave requests and recommends Board approval as follows:

### **Dr. Benjamin Mark Allen's Sabbatical Request for the Fall 2019 Semester:**

- Dr. Allen is an Associate Professor of History at South Texas College, with 15 years of service, and is eligible for sabbatical leave under the Professional Development Plan guidelines.
- Dr. Allen anticipates a Mellon/ACLS Community College Faculty Fellowship, which would allow substantial travel and research into the history of the Talon family around Matagorda Bay, Texas in the 17<sup>th</sup> century.
- Dr. Allen intends to publish the results of his research in a book-length manuscript and to incorporate elements in his History courses and professional development offerings to South Texas College faculty.
- The proposed sabbatical leave would be contingent upon the award of the faculty fellowship as described.

**Dr. Aaron Wilson's Sabbatical Request for the Spring 2020 Semester.**

- Dr. Wilson is an Associate Professor of Philosophy at South Texas College, with 6 years of service, and is eligible for sabbatical leave under the Professional Development Plan guidelines.
- Dr. Wilson will conduct research on American philosophy C. S. Pierce, focused on his work related to the problem of consciousness.
- Pierce's work touches on areas of mathematics and science, and Dr. Wilson hopes to help students better bridge their studies of arts and humanities with STEM subject areas.
- Dr. Wilson intends to publish the results of his research in a book-length manuscript and to incorporate elements in his Philosophy courses and professional development offerings to South Texas College faculty.

The Education and Workforce Development Committee is asked to recommend Board approval of the sabbatical leave requests for Dr. Benjamin Mark Allen for the Fall 2019 Semester and Dr. Aaron Wilson for the Spring 2020 Semester as presented.



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## MEMORANDUM

Date: January 30, 2019

To: Dr. Anahid Petrosian  
Interim Vice President for Academic Affairs

From: Margaretha E. Bischoff, Ph.D.   
Division Dean for the Division of Liberal Arts and Social Sciences

Subject: Sabbatical for Dr. Mark Allen

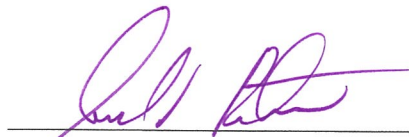
I respectfully support the sabbatical request by Dr. Benjamin Mark Allen, Associate Professor of History. I know Dr. Allen to be an exceptional and accomplished scholar and an engaging History teacher. His request is for one semester during which he intends to conduct research in conjunction with a Mellon/ACLS Community College Faculty Fellowship. His research centers on the captivity narratives of members of the Talon family, beginning in and around Matagorda Bay, Texas in the 17<sup>th</sup> century.


He intends to publish the results as a book-length manuscript, and to incorporate elements thereof, concerned with clashes of cultures in the borderlands, into both his History courses and professional development offerings for interested faculty.

In reviewing the purposes for which sabbatical leave may be granted, I believe that Dr. Allen's proposal satisfies each of the three:

- A planned activity which relates to the professional growth of the applicant;
- Research in the discipline and writing that relates to the present assigned responsibilities of the applicant; and
- Fellowships of such a nature and extent that they will materially increase the proficiency of the applicant's area of responsibility.

I wholeheartedly support Dr. Allen's request and look forward to your approval in this matter.

  
\_\_\_\_\_  
Dr. Anahid Petrosian  
Interim VP for Academic Affairs


  
\_\_\_\_\_  
Approved      Not Approved


Robert Sean Kennedy, History & Philosophy Departments  
Department Chair & Account Manager  
Division of Liberal Arts and Social Sciences  
Office: (956) 872-6715 ♦ Fax (956) 872-3403

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## MEMORANDUM

**DATE:** 30 January 2019

**TO:** Dr. Margaretha E. Bischoff, Dean Liberal Arts and Social Sciences   
Dr. Anahid Petrosian, Vice President Academic Affairs

**FROM:** Robert Sean Kennedy, Department Chair  
History & Philosophy Departments 

**SUBJECT:** Sabbatical Leave Request for Dr. Benjamin Allen

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I respectfully support the sabbatical leave for Dr. Benjamin Allen, for academic year 2019-2020. His purpose for sabbatical is to pursue scholarship in order to submit a monograph for publication in an academic press for his ongoing scholarship in European captivity narratives.

Dr. Allen sabbatical will result in a more robust HIST 1301 course each of the course learning outcomes addressing the many historical concepts of European colonization. Further Dr. Allen is on rotating schedule to teach the History program capstone course. Pursuit of the scholarship will enhance his ability to further develop pedagogy to suffice HIST 2389 program learning outcomes.

The department overwhelmingly supports his scholarship and eagerly awaits his publication.

I have reviewed his faculty evaluations since his employment, and all have been rated as acceptable.


In the absence of Dr. Allen, all courses can still be staffed effectively for fall, 2019 and spring, 2020.



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To: Dr. Shirley Reed  
President, South Texas College  
Dr. Anahid Petrosian  
Interim Vice President for Academic Affairs  
From: Dr. Robert Ballinger  
Chair, College-Wide Academic Classification Committee   
Cc: Dr. Margaretha Bischoff  
Dean, Liberal Arts and Social Sciences  
Date: December 13, 2018  
Re: Application For Sabbatical Leave – Benjamin Mark Allen

On Tuesday, November 27, 2018, in accordance with Texas Education Code, the College-Wide Academic Classification Committee, met to review the request for sabbatical leave for Fall semester 2019 submitted by Dr. Benjamin Mark Allen. The College-Wide Academic Classification Committee consists of representatives elected by the faculty of each academic division at South Texas College. The Committee voted to recommend Dr. Allen's request for sabbatical leave.

During his sabbatical leave, Dr. Allen is proposing to conduct research in conjunction with a Mellon/ACLS Community College Faculty Fellowship. This research would focus on the story of survivors of a failed 17<sup>th</sup> Century French colony in Matagorda Bay, Texas. The experiences of these survivors highlight the clash of Native American, French and Spanish cultures and the idea of cultural assimilation. This research would benefit South Texas College by allowing Dr. Allen to share his findings with his students. Since our students live in a border area where they experience the clash of cultures first-hand, this story is one to which the students can relate and which can help them to better understand their own life experiences.



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## MEMORANDUM

Date: October 4, 2018

To: Dr. Anahid Petrosian  
Interim Vice President for Academic Affairs

From: Margaretha E. Bischoff, Ph.D.  
Division Dean for the Division of Liberal Arts and Social Sciences

Subject: Sabbatical application for Dr. Mark Allen

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Please accept this sabbatical application for Dr. Mark Allen, who is an Associate Professor in History. I believe his research will not only benefit Dr. Allen through self-improvement, I believe it can be of service to our communities and students as well because it will enhance his classes and provide a discussion topic for extra-curricular activities.

**SABBATICAL LEAVE APPLICATION-South Texas College**

Date Application Received  
(For Human Resources use only)

Sabbatical Leave application must be completed and submitted to the Director of Human Resources for verification on or before the Sabbatical Leave deadline.

*Please review and provide appropriate documentation as listed on Sabbatical Leave guidelines.*

Contact the Office of Human Resources (872-5057) regarding questions about this application or the sabbatical procedures. NOTE: Only complete applications will be considered.

Name: Dr. Benjamin Mark Allen Date: 09/24/2018

Employee A#: 00001698 Title: Associate Professor of History

Phone: 2037 Email: bmallen@southtexascollege.edu

Division/Program/Department: LASS/History and Philosophy

Hire Date of Staffing Plan Employment: 08/16/2004

Length of requested Sabbatical Leave: (Check one)

One Semester Fall 2019

One academic year \_\_\_\_\_

Requested Period of Leave: From: 08/2019 To: 12/2019

**ABSTRACT**

Please give a summary description of the project and its significance in language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

The sabbatical, coupled with a Mellon/ACLS Community College Faculty Fellowship (if awarded\*), will allow substantial travel and research leading to a peer-reviewed monograph narrating the captivity saga of the Talon children, who were among the small number of survivors from the late 17th-century failed French colony at Matagorda Bay in Texas. The goal is to apply historical methodology and interpolation to lift the Talons' marginalized voices from obscurity to reconstruct the intense personal trials of these very young colonists who became the victims of violent Native American abduction and assimilation followed by Spanish and French subjugation to promote imperialist agendas. The ordeal explores humanistic concepts of captivity, transculturation, and the problem of identity in the colonial North American borderlands. It is a story that needs telling because of this deeply emotional and sobering experience that transcends time and place. It is also a tale to which students in my STC classes can relate, as they too continue to live in a borderland community where different cultures collide and where violence is sometimes the norm. Gleaned from the Talon saga are lessons regarding the value of family bonds, personal endurance, identity, and perseverance in spite of overwhelming and traumatic oppression. Although the focus is on the Talons, the study further involves comparing and contrasting Native American and European societies that clashed and transformed the cultural landscape of North America. Lastly, the research afforded by this fellowship supports the professional development of faculty like myself, and thus promotes one aspect of the greater mission of the college so that we can substantially contribute to our fields and remain state of the art in our humanities and social sciences disciplines.

\*Final acceptance of this sabbatical, if granted, is contingent on the fellowship award (to be announced April 2019). I have attached a thorough proposal, as submitted to the Fellowship Committee, that outlines the project.



If sabbatical leave request is approved, I agree to abide by the Sabbatical Leave Policies and Guidelines and the Faculty/Staff Handbook and further agree to the following:

- 1) I agree to serve South Texas College for a period of two academic years after sabbatical leave is taken. This obligation shall be cancelled if death, serious accident, permanent disability, or other extenuating circumstances prevent me from fulfilling the terms of the written leave contract upon the recommendation of the respective Vice-President and approval of the College President.
- 2) I agree to submit a written Sabbatical Leave report of my experience to my supervisor, respective Vice-President and to the Office of Human Resources within 30 days of returning to work and understand this report is subject to posting/publication on STC newsletter and/or STC websites.
- 3) If this agreement is not fulfilled, I agree to abide by the attached signed promissory note agreeing to repayment of salary received during leave period including 3% interest compounded annually.

[Signature]  
Signature of Applicant

9/24/18  
Date

**Office of Human Resources**  
 Service Date: 8/16/2004 Classification: Faculty FLSA Status: Exempt  
 Current Job Title: Assoc. Prof. of History  
 Date of Last Sabbatical: N/A  
 Eligible     Not Eligible    Applicable attachments:  Fellowship/Grant     Promissory Note  
 Signature: [Signature] Date: 10/03/2018  
 Director of Human Resources

Signature and justification of the designated divisions/offices indicates that this proposal is endorsed by the signer and recommended for a sabbatical leave for the applicant.

**Recommended Signatures**  
 Dean/Director/Supervisor: [Signature] Date: 10.4.2018  
 Recommended     NOT Recommended  
 Justification: Dr. Allen's research will provide in-depth knowledge to enhance classroom instruction

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Vice President: \_\_\_\_\_ Date: \_\_\_\_\_  
 Recommended     NOT Recommended  
 Justification: \_\_\_\_\_

---

Approval Signatures Board of Trustees: \_\_\_\_\_ Board Meeting Date: \_\_\_\_\_  
 Approved     NOT Approved  
 Comments: \_\_\_\_\_

\*If approved, respective Vice-President will notify applicant and forward approval notice to Office of Human Resources and to Office of the President

**South Texas College**  
**Promissory Note-SABBATICAL LEAVE**

As a condition of receipt of sabbatical leave benefits for approved employees,

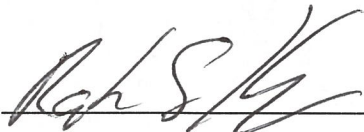
I, Benjamin Mark Allen from the department of  
(Name of Employee requesting leave)

History and Philosophy/LASS agree to the following conditions on repayment.  
(Department/Division)

1.) I, Benjamin Mark Allen, as maker of this note, agree to pay to the SOUTH TEXAS COLLEGE the sum of total salary provided for me while on sabbatical leave plus 3% interest compounded annually, if sabbatical leave agreement is not fulfilled;

and

2.) Should I remain continuously employed at South Texas College for two academic years after return from sabbatical leave, this note shall be considered paid in full and any obligations arising from this note shall be voided after said date.



WITNESS SIGNATURE



EMPLOYEE SIGNATURE

Robert Sean Kennedy

PRINTED NAME of WITNESS

A00001698 / 9047

EMPLOYEE A# and last 4 digits of SSN

9/24/18

DATE

9/24/18

DATE

**Original must be attached to Sabbatical Leave application prior to submission to the Office of Human Resources.**

PROMISSORY NOTE FOR: Fall 2019

Semester

or

Academic Year

**‘They Wept for Us:’ The Talon Family’s Captivity Saga Research Proposal**

In January 1687, a party of Frenchmen along with their leader, Robert Cavalier, *Seur de la Salle*, explorer and founder of a French outpost in Tejas, set out from this tiny and isolated colony located at present-day Matagorda Bay to re-connect with other French compatriots 1000 miles to the northeast near St. Louis, Missouri. Soon thereafter, the Karankawa natives fiercely descended upon the remaining inhabitants, now composed of mostly women and children, to seek retribution for insults committed against their tribe. A massacre ensued. When the chaos subsided, it became apparent that the Karankawa spared only a few youths—four children of the Talon family, ranging in age from three years to about sixteen. Already these young colonists had endured a remarkable adventure, but now their journey would attain epic proportions—they endured a violent abduction by the Karankawa who assimilated them; this was followed with another kidnapping by Spaniards and again another by the French. Two Talon brothers were compelled to serve French officials in Mobile to assist in colonization efforts, and then they simply disappeared.

Texas historian Robert Weddle uncovered a vignette of this amazing tale from a deposition taken by French officials following capture of the two brothers—Robert and Jean-Baptiste—serving on a Spanish warship in the Gulf of Mexico. This brief interrogatory offers us a glimpse of marginalized actors tossed about in the borderlands where three cultures—Native Americans, French, Spaniards—clashed and morphed to create a creolized society. The Talon’s tale provides nuanced insight to the phenomena of New World captivity and how the colonizers sometimes became the colonized, how individuals coped with the trauma of abduction and the resulting identity conflicts, and how those individuals served the state as mediators. The Talon voices scream to us from another time, yet the lessons offered are as relevant today as they were then. Abduction and captivity are still prevalent in the world, and we still wrestle with concepts of individual freedom and its limitations in a world where governments grow increasingly intrusive into and manipulative of the lives of common folk.

The captivity tale that Weddle unearthed has received scant attention, and for Weddle the Talons only served to tell the larger story of Ft. St. Louis of Tejas. The specific Talon narrative, however, remains muted, but we can remove the gag thanks to continuing efforts in the study of cultural captivity. A body of

scholarship has emerged that examines captivity narratives and tales from a multi-disciplinary approach (in the manner of the Annales school of historical inquiry) in order to mine the richness that the stories and the phenomena in general offer. James Brooks's *Captives and Cousins* (2002) explored colonial captivity to demonstrate that Native Americans and Europeans in the southwest borderlands used their captives to create an exchange economy, and that the kinship created through the intermingling of the disparate societies generated a common ground. American literary scholar, Richard Slotkin, first proposed a similar theme in *Regeneration through Violence* (1973) where he argued that Indian captivity tales as told by the English forged a mythology that helped create a national character. Lisa Voigt, through her juxtaposition of multitudes of captivity tales from various Euro-American societies in *Writing Captivity in the Early Modern Atlantic* (2009), has shown that captives blurred the lines of identity. Because of their cross-cultural experiences, they were able to mediate between two vastly different worlds and in so doing served as cultural bridges. Overall, Spanish and French primary and secondary captivity tales are the least explored in current scholarship, but two studies of Spanish varieties have emerged—Fernando Operé's *Historias de la frontera: El cautiverio en la América frontera* (2001) and my own study *Naked and Alone in a Strange New World: Early Modern Captivity and Its Mythos* (2009).

The Talon saga offers further exploration of French captivities in a region where indigenous peoples maintained independence from both Spanish and French colonizers, and it provides additional exploration of assertions posited by the aforementioned authors. Beyond the purely scholastic interests, however, the Talon adventure has a very human dimension that transcends place, time, and culture. These marginalized characters, whose ordeal interested the contemporary power brokers only so far as the Talons could serve the interests of the state, cry out to us. Sadly, their voices found only a minor outlet in the form of an official deposition transcribed by an agent of the state who often inserted his own third person anecdotes. My goal is to lift the Talons from that marginalized space and allow them a voice unshackled by their oppressors. John Demos's *The Unredeemed Captive* (1995) provides a model for my proposed historical narrative, as he pieced together the story of a colonial Massachusetts's family that endured similar Indian abduction, assimilation, and the resulting trauma of identity that spanned generations.

In order to elevate the Talons' voices beyond the obfuscation of contemporary imperial prerogatives, historical interpolation is required to weave together a narrative like that of Demos's from the unique perspective of the captives themselves. Instead of a dry academic treatise I want to, like Demos, write a story that is contextually accurate but that reaches a wider, more popular audience through what literary scholars may describe as creative non-fiction. For too long, historians have compiled historiographies for one another, and in so doing, they failed to allow history to enlighten those who could most prosper from it. Good history is also good story telling that remains true to the historian's scientific methodology but allows sufficient artistry to convey the message to lay and professional alike.

This method requires reliance on both historical manuscripts and historical imagination. I compiled sufficient archival research to offer an outline of the Talon saga that I published as an article in Steven Reinhardt's *Currents in Transatlantic History: Encounters, Commodities, Identities* (2017). Expanding this to a more detailed narrative account will require further intensive scouring of Spanish and French archives accessible in Alabama, Louisiana, and Texas, thus requiring travel and lodging. Some research will be required in French archives, possibly requiring outsourcing/translation services. In order to enhance historical empathy and lift the Talon voices from the page, I want to re-trace their steps from Matagorda Bay to Mexico City and from Mobile back to the borderlands. No better substitute exists than being there. I am centrally located among some sites here in south Texas, and because most all the sites were situated in North America, the travel is feasible. Exploration of Matagorda Bay, Texas and the site of the original colony will require access from the Gulf, and with the funding I will be able to charter a private craft that will afford this vantage point. What will result from this travel and research is a substantial peer-reviewed monograph.

In addition to travel, the fellowship will allow a reduced course load for summer 2019 (as the award begins July 1, 2019, I thus can forego courses for terms II and III) and no course work for summer 2020. South Texas College will support a sabbatical for fall 2019 for extensive research, travel, and writing. With a disciplined research/writing regimen afforded by the fellowship and sabbatical, a rough draft of a potential publication should be forthcoming by December 2020.

**Mellon/ACLS Community College Faculty Fellowships Timeline**

<b>Activity</b>	<b>Location</b>	<b>Time Period*</b>
Background reading/planning research trips and drafting outline of book	Home	July – August 2019
Maritime Exploration/Photography of site of French Colony	Matagorda Bay, TX	August 2 – 9, 2019
Travel/Archival Research, Archivo General de la Nación de México	Mexico City, Mexico	August 18 – 25, 2019
Travel/Archival Research, Benson Latin American Research Center	Austin, TX	September 1 – 7, 2019
Travel/Archival Research, Louisiana Historical Center	New Orleans, LA	September 10 – 17, 2019
Travel/Archival Research, Alabama Dept. of Archives and History, and Sites of French fortifications	Montgomery and Mobile, AL	September 20 – 27, 2019
Travel/Archival Research, Northwest Louisiana History Museum and Archives and site of historical French fortifications	Natchitoches, LA	October 1 – 8, 2019
Writing	Home	Spring 2020
Present research at Southwest Popular Culture and American Culture Association	Albuquerque, NM	February 2020
Finalize/revise the manuscript	Home	Summer 2020
Present Research at ACLS/CCHA Conference	TBD	Fall 2020

\*Some dates may change due to closures, weather, or other unforeseen circumstances.

**Mellon/ACLS Community College Faculty Fellowships Bibliography**

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- Bruseth, James E. *From a Watery Grave: The Discovery and Excavation of La Salle's Shipwreck, La Belle*. College Station: Texas A&M University Press, 2006.
- Demos, John. *The Unredeemed Captive: A Family Story from Early America*. New York: Vintage, 1995.
- Dodge, Meredith D and Rick Hendricks, eds. *Two Hearts, One Soul: The Correspondence of the Condessa de Galve, 1688 – 96*. Albuquerque: University of New Mexico Press, 1993.
- Gatschet, Albert S. *The Karankawa Indians: The Coast People of Texas*. Cambridge, Mass.: Peabody Museum of American Archaeology and Ethnology, 1891; reprinted New York: Kraus reprint Corp., 1967.
- Giraud, Marcel. *A History of French Louisiana, Volume I, The Reign of Louis XIV, 1698 – 1715*. Translated by Joseph C. Lambert. Baton Rouge: Louisiana State University Press, 1953; reprinted 1974.
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- Ramón, Diego. "The Diego Ramón Diary of the 1716 Expedition into the Province of the Tejas Indians: An Annotated Translation," by Debbie S. Cunningham, *Southwest Historical Quarterly* 110.1 (2006), 38 – 62.
- Ricklis, Robert A. *The Karankawa Indians of Texas: An Ecological Study of Cultural Tradition and Change*. Austin: University of Texas Press, 1996.
- Talon, Pierre and Jean-Baptiste. "Voyage to the Mississippi the Gulf of Mexico." Translated by Ann Linda Bell. In Robert S. Weddle, ed. *La Salle, the Mississippi, and the Gulf: Three Primary Documents*. College Station: Texas A&M University Press, 1987, 225 – 258.
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- \_\_\_\_\_. *The French Thorn: Rival Explorers in the Spanish Sea, 1682 – 1762*. College Station: Texas A&M University Press, 1991.
- \_\_\_\_\_. "The Talon Interrogations: A Rare Perspective." In Robert S. Weddle, ed. *La Salle, the Mississippi, and the Gulf: Three Primary Documents*. College Station: Texas A&M University Press, 1987, 209 – 224.



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## MEMORANDUM

Date: January 30, 2019

To: Dr. Anahid Petrosian  
Interim Vice President for Academic Affairs

From: Margaretha E. Bischoff, Ph.D.  
Division Dean for the Division of Liberal Arts and Social Sciences *MSIB*

Subject: Sabbatical for Dr. Aaron Wilson


I respectfully support the sabbatical request by Dr. Aaron Wilson, Assistant Professor of Philosophy. I know Dr. Wilson to be an exceptional and accomplished scholar and an engaging Philosophy teacher. His request is for one semester during which he intends to conduct research on the little appreciated or understood contributions of the American philosopher C. S. Peirce to the problem of consciousness.


He intends to publish the results as a book-length manuscript, and to incorporate elements thereof, concerned with how we experience and construct meaning out of our experiences, into both his Philosophy courses and professional development offerings for interested faculty.

In reviewing the purposes for which sabbatical leave may be granted, I believe that Dr. Wilson's proposal satisfies each of the three:

- A planned activity which relates to the professional growth of the applicant;
- Research in the discipline and writing that relates to the present assigned responsibilities of the applicant; and
- Field experience of such a nature and extent that it will materially increase the proficiency of the applicant's area of responsibility.

I wholeheartedly support Dr. Wilson's request and look forward to your approval in this matter.

  
\_\_\_\_\_  
Dr. Anahid Petrosian  
Interim VP for Academic Affairs

  
\_\_\_\_\_  
Approved      Not Approved







Robert Sean Kennedy, History & Philosophy Departments  
Department Chair & Account Manager  
Division of Liberal Arts and Social Sciences  
Office: (956) 872-6715 ♦ Fax (956) 872-3403

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McAllen, Texas 78501

## MEMORANDUM

**DATE:** 30 January 2019

**TO:** Dr. Margaretha E. Bischoff, Dean Liberal Arts and Social Sciences   
Dr. Anahid Petrosian, Vice President Academic Affairs

**FROM:** Robert Sean Kennedy, Department Chair   
History & Philosophy Departments

**SUBJECT:** Sabbatical Leave Request for Dr. Aaron Wilson

---

I respectfully support the sabbatical leave for Dr. Aaron Wilson, for the spring 2020. His purpose for sabbatical is to pursue scholarship in order to submit a book for publication in an academic press on the philosopher Charles S. Peirce to further explore his long-held academic interest in the cognitive/neuroscience issue known as the “the problem of consciousness”.

Dr. Wilson’s scholarship will further assist him in developing pedagogy that will greatly assist him with the core objective for “critical thinking” and in doing so, will enhance the development of his Introduction to Ethics and Logic courses. Given the perineal nature of this academic pursuit within Philosophy, this pending publication will also assist him in developing and delivering the PHIL 2389, the Philosophy capstone course learning objective: “Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.”

When his sabbatical request was presented to the department, he received overwhelming support from his colleagues in the Philosophy program.

I have reviewed his faculty evaluations since his employment, and all have been rated as acceptable.

In the absence of Dr. Wilson, all courses can still be staffed effectively for spring, 2020.



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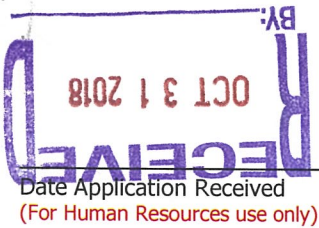
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To: Dr. Shirley Reed  
President, South Texas College  
Dr. Anahid Petrosian  
Interim Vice President for Academic Affairs  
From: Dr. Robert Ballinger *(R.B.)*  
Chair, College-Wide Academic Classification Committee  
Cc: Dr. Margaretha Bischoff  
Dean, Liberal Arts and Social Sciences  
Date: December 13, 2018  
Re: Application For Sabbatical Leave – Aaron Wilson

On Tuesday, November 27, 2018, in accordance with Texas Education Code, the College-Wide Academic Classification Committee, met to review the request for sabbatical leave for Spring semester 2020 submitted by Dr. Aaron Wilson. The College-Wide Academic Classification Committee consists of representatives elected by the faculty of each academic division at South Texas College. The Committee voted to recommend Dr. Wilson's request for sabbatical leave.

During his sabbatical leave, Dr. Wilson is proposing to conduct research that would culminate in the publication of a monograph applying the work of American philosopher Charles S. Pierce to the question of why humans experience their existence subjectively. Currently, there is no widely accepted explanation for why our physical bodies are able to experience the world subjectively, that is to be conscious of themselves and of the world around them. Dr. Wilson's research would benefit South Texas College by allowing Dr. Wilson to integrate the teachings of Charles Pierce into his Philosophy classes more fully and to help his students to understand the work of this important American philosopher better. In addition, since Pierce's work touches on areas such as mathematics and science, Dr. Wilson hopes to be able to share his work with faculty teaching in these areas in order to them use Pierce's ideas to help students better understand these subject areas.



## SABBATICAL LEAVE APPLICATION-South Texas College

Sabbatical Leave application must be completed and submitted to the Director of Human Resources for verification on or before the Sabbatical Leave deadline.

***Please review and provide appropriate documentation as listed on Sabbatical Leave guidelines.***

Contact the Office of Human Resources (872-5057) regarding questions about this application or the sabbatical procedures. **NOTE: Only complete applications will be considered.**

Name: Aaron B. Wilson Date: 10/30/2018  
 Employee A#: A00430747 Title: Assistant Professor of Philosophy  
 Phone: 956-872-2519 Email: awilson3@southtexascollege.edu  
 Division/Program/Department: LASS, Philosophy, History & Philosophy  
 Hire Date of Staffing Plan Employment: 08/15/2013  
 Length of requested Sabbatical Leave: (Check one)  
 One Semester Spring 2020  
 One academic year \_\_\_\_\_  
 Requested Period of Leave: From: 01/15/2020 To: 05/15/2020

### ABSTRACT

Please give a summary description of the project and its significance in language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

I am requesting leave time to work on a major research project that will culminate in the publication of a scholarly book with an academic press. The project is on applying the theoretical system of the American philosopher Charles S. Peirce (1839-1914) to a widely discussed and researched problem in philosophy and in the cognitive/neurosciences, known as "the problem of consciousness".

The problem of consciousness is a problem with reconciling the fact that we have subjective experience, or the fact that there is "something that it is like" to be us, with objective physical facts about ourselves. Currently we don't know why normal human cognitive functioning is attended with subjective experience (i.e., with a first-person "feel"). Many argue that there is a metaphysical gap: our subjective experience is non-physical, while the rest of us is physical. Others argue that the problem is illusory.

Charles S. Peirce developed a metaphysical theory and a general theory of signs or signification that, I believe, offer promising solutions to many aspects of the problem of consciousness. However, I require the time, not only to develop these solutions in book-length form, but also to complete an exhaustive review of the relevant literature on the problem, including the scientific literature. I will have to spend many hours in libraries, and I may also need to take courses on certain relevant scientific topics in order to competently interpret technical articles outside my immediate discipline.

Having already published a book and several articles on Peirce ("Peirce's Empiricism" Lexington 2016), I have the competence to complete this project. Also, the work I will complete will not only enhance my ability to represent my discipline to my students and to the college generally, given the interdisciplinary nature of the problem I'm investigating, it will improve my ability to communicate across disciplines within the college.

If sabbatical leave request is approved, I agree to abide by the Sabbatical Leave Policies and Guidelines and the Faculty/Staff Handbook and further agree to the following:

- 1) I agree to serve South Texas College for a period of two academic years after sabbatical leave is taken. This obligation shall be cancelled if death, serious accident, permanent disability, or other extenuating circumstances prevent me from fulfilling the terms of the written leave contract upon the recommendation of the respective Vice-President and approval of the College President.
- 2) I agree to submit a written Sabbatical Leave report of my experience to my supervisor, respective Vice-President and to the Office of Human Resources within 30 days of returning to work and understand this report is subject to posting/publication on STC newsletter and/or STC websites.
- 3) If this agreement is not fulfilled, I agree to abide by the attached signed promissory note agreeing to repayment of salary received during leave period including 3% interest compounded annually.

[Signature]  
Signature of Applicant

10/30/2018  
Date

**Office of Human Resources**

Service Date: 8/15/2013 Classification: Faculty FLSA Status: Exempt

Current Job Title: ASST. PROFESSOR OF PHILOSOPHY

Date of Last Sabbatical: N/A

Eligible  Not Eligible Applicable attachments:  Fellowship/Grant  Promissory Note

Signature: [Signature] Date: 11/12/2018  
Director of Human Resources

Signature and justification of the designated divisions/offices indicates that this proposal is endorsed by the signer and recommended for a sabbatical leave for the applicant.

**Recommendation Signatures**

Dean/Director/Supervisor: Robert S. Kenney Date: 11/15/18

Justification: Dr. Wilson's dedication to his scholarship concerning Charles S. Pierce and the "problem of consciousness" has and will continue to benefit STC students

Recommended  NOT Recommended

Vice President: \_\_\_\_\_ Date: \_\_\_\_\_

Recommended  NOT Recommended

Justification: \_\_\_\_\_

**Approval Signatures**

Board of Trustees: \_\_\_\_\_ Board Meeting Date: \_\_\_\_\_

Approved  NOT Approved

Comments: \_\_\_\_\_

\*If approved, respective Vice-President will notify applicant and forward approval notice to Office of Human Resources and to Office of the President

## South Texas College

### Promissory Note-SABBATICAL LEAVE

As a condition of receipt of sabbatical leave benefits for approved employees,

I, Aaron B. Wilson from the department of  
(Name of Employee requesting leave)  
History and Philosophy agree to the following conditions on repayment.  
(Department/Division)

- 1.) I, Aaron B. Wilson, as maker of this note, agree to pay to the SOUTH TEXAS COLLEGE the sum of total salary provided for me while on sabbatical leave plus 3% interest compounded annually, if sabbatical leave agreement is not fulfilled;

and

- 2.) Should I remain continuously employed at South Texas College for two academic years after return from sabbatical leave, this note shall be considered paid in full and any obligations arising from this note shall be voided after said date.

Andres Molina Ochoa

WITNESS SIGNATURE

An

[Handwritten Signature]

EMPLOYEE SIGNATURE

Andrés Molina Ochoa

PRINTED NAME of WITNESS

10/30/2018

DATE

A00430747 / 0364

EMPLOYEE A# and last 4 digits of SSN

10/30/2018

DATE

**Original must be attached to Sabbatical Leave application prior to submission to the Office of Human Resources.**

PROMISSORY NOTE FOR:

O Semester

or

O Academic Year

Sabbatical Application – Explanation of Project and Requested Leave  
Dr. Aaron B. Wilson  
Assistant Professor of Philosophy  
South Texas College

***Introduction:***

I am seeking sabbatical leave to work on a scholarly project that will culminate in the publication of a monograph, tentatively titled “*A Peircean Approach to Consciousness*”, with a major university press. My leave time will be used to complete remaining research, any classroom learning, and most of the writing and editing for this planned book. Below, I present the background of this project and the anticipated work needed to complete it. I give a tentative synopsis of the book as well as an estimated timeline to completion. Finally, I explain how it will contribute to success of our students at South Texas College.

First, let me give an overview of my background to help support the merit of this project.

In 2014, I received my doctorate in philosophy from the University of Miami under Susan Haack, who is among the highest ranked living philosophers. My dissertation developed an interpretation of the philosophical system of the highly regarded American philosopher, scientist and mathematician, Charles Sanders Peirce (1839-1914). There is a significant community of scholars, of which I am part, who investigate Peirce’s writings, and who develop and apply his thought. At the time of my dissertation defense, I had published four articles in peer-reviewed academic journals, and at the time of this application, I have ten articles in peer-reviewed journals and anthologies. Very soon after defending, I secured a book contract with Lexington Books (an imprint of Roman & Littlefield), and, in October 2016, my first book was published: *Peirce’s Empiricism: Its Roots and Its Originality*. Please see my attached vitae for further information.

***Project Background:***

While my first book defended an interpretation of Peirce’s thought, this second one will defend an application of it. It will be an application of Peirce’s thought to what is commonly known in philosophy and other disciplines (such as cognitive psychology, neuroscience, physics) as *the Problem of Consciousness*. Though of interdisciplinary interest, the problem of consciousness is mainly a philosophical problem concerning how we ought to understand the relation between, on the one hand, our qualitative, first-personal, or subjective experience and, on the other, the quantitative, third-personal, or objective world studied by the physical and social sciences. As the philosophers Thomas Nagel (1986) and David Chalmers (1995) originally argued, even after we identify and explain all the objective physical and psychological mechanisms by which we perceive and think about the world (which we are still far from doing), there will still remain questions about how and why *there’s something that it’s like* for a human subject to perceive and think about the world.

Ultimately, it is a question about the human soul. Can the soul be explained scientifically? Or is at least some aspect of the soul forever beyond scientific explanation, being a completely non-physical and unmeasurable element of the universe.

So far, no one has fully and rigorously applied Charles S. Peirce's system to this problem. I believe that much of this problem can be elucidated particularly by Peirce's *semiotics*—that is, by his *theory of signs*. Semiotics is an interdisciplinary area that studies *sign systems*. These include informational systems in modern computing, along with biological systems that encode chemical instructions (i.e. genetics), and psychological and social systems of representation (such as human language). Semioticians seek a unified theory of sign systems, and Peirce was one of the earliest theoreticians to offer one. I contend that the unified theory afforded by his writings is likely the most promising framework by which to understand sign systems, as well as consciousness.

### ***Synopsis of Planned Monograph:***

The first chapters will set up the problems concerning consciousness to which Peirce's system will be later applied. One problem concerns *qualia* (*quale*, singular) which are theorized to be non-physical and non-functional "*what it is like*" properties of a person's consciousness. For instance, visualize a color, such as *red*. The particular way red looks to you is a *quale*. Likewise, the way a rose *smells* to you, the way thunder *sounds* to you, the way sugar *tastes* to you, etc., are distinct qualia.

The problem is that even thinking and talking about qualia requires that qualia themselves contribute to our cognitive and linguistic functioning, as a *cause* of our thinking and talking about them. To many experts, this suggests that qualia cannot exist, because only physical or objective phenomena are supposed to have causal effects on our cognitive and linguistic functioning. Later chapters will develop select elements from Peirce's system and employ them to address the above problem and others. While I still have much research to complete before I can state any conclusions with confidence, I will explain what the main idea currently is.

Contrary to the more common view that *mind emerges from matter*, Peirce defends the idea that, rather, *matter emerges from mind* (though not in the sense that we could control matter simply with our minds!) On Peirce's approach, qualia are simply more fundamental to nature than the physical systems studied by the sciences, and that somehow qualia cluster and meld within complex physical systems (the human nervous system being the most complex physical system known to us, *and very rich in qualia*). Peirce's approach allows qualia to be both non-physical *and* capable of being signified. Qualia have an indirect effect on our cognition, although what primarily allows us to think and to talk about them as such are the very limitations in our ability to think and talk about them. We can refer to *red qualia* in general, but we cannot *describe* what the color red looks like to, say, someone who is blind from birth. The capacity to experience qualia is a prerequisite to being able to refer to them.

While much of the mystery of consciousness will remain, the proposed application of Peirce's system aims to help resolve a number of specific debates concerning it.

***Contribution to Student Success:***

Being allowed more time to devote to scholarship on Peirce will help me better apply his thought to my teaching. One set of ideas from Peirce that I already apply involves his distinction between "four methods of fixing belief"—or four methods by which we form and maintain our beliefs.

Peirce describes "the method of tenacity" as actively resisting any change in one's beliefs (i.e., burying your head in the sand). In contrast, "the method of authority" involves having one's beliefs fixed according to some perceived authority, whether that is an individual or a group. The "a priori method" involves fixing one's belief according to reasoning upon premises that seem "reasonable". But the final and *best* method of fixing our beliefs is what he calls "the method of science", which broadly involves having realities *external to human biases* determine our beliefs. This can include reading sources that you expect might clash with your current beliefs, and looking in places in which you have not looked before. I apply these concepts to my teaching, not only by teaching them to my students and encouraging them to follow Peirce's "scientific method", but also by setting up the presentation of lessons in ways that will involve a sort of clash between facts or points and students' current beliefs and biases. Being allowed more time to devote to applying Peirce's thought will enhance my ability to apply it in the classroom.

Further, given the interdisciplinary nature of the problem on which the project focuses, with this further research, I expect to be able to work better across disciplines at the college to help achieve departmental, division, and college-wide goals. For instance, currently I am working with the Mathematics department to organize "philosophy and mathematics" talks in Spring 2019. I would hope to work more across disciplines upon return from sabbatical leave.

***Work and Timeline:***

- |                     |   |
|---------------------|---|
| Jan. - August 2019: | Complete preliminary literature review to determine the precise scope of research that is required.   |
|                     | Search institutions at which, potentially, to take courses for a non-degree-conferring program of study.  |
| August – Dec. 2019: | Complete as much literature review and research as can be completed in conjunction with full-time teaching duties and college service at South Texas College. |
|                     | Write a formal book proposal, and submit book proposal to academic publishers for review.   |



Dec. 2019 – May 2020:	Secure book contract with an academic publisher. Complete any course work necessary to determine the relevance of published scientific research, and to apply the conclusions of that research to the project. Write the drafts of each chapter.
May – August 2020	Revise/edit the drafts of each chapter. Submit draft of monograph to academic publisher.
August - November 2020	Complete book index, inspect proofs, and submit all other required materials for publication.

# Aaron Bruce Wilson

## Curriculum Vitae

### Personal

1312 E Daffodil Ave C  
McAllen, TX 78501  
(617) 797-0872  
aaron.philosophy@gmail.com

### Professional

3201 W. Pecan Blvd, PB 25  
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(956) 872-2519  
awilson3@southtexascollege.edu

[aaronbrucewilson.weebly.com](http://aaronbrucewilson.weebly.com)

### Academic Employment:

<i>South Texas College</i>	Assistant Professor of Philosophy Philosophy Program Coordinator	Fall 2013 - Current Fall 2015 - Current
<i>Miami-Dade College</i>	Adjunct Professor, Philosophy	Fall 2009 - Summer 2013.
<i>University of Miami</i>	Teaching Assistant, Philosophy	Fall 2007 - Spring 2013.

### Education:

- 2014 *University of Miami*, Ph.D. Philosophy  
Dissertation: Peirce's Empiricism.  
Committee: Susan Haack (chair), Otávio Bueno, Mark Migotti, William Widen.
- 2009 *University of Miami*, M.A. Philosophy
- 2005 *Boston University*, B.A. Philosophy (magna cum laude)

### Scholarship:

**AOS:** Charles S. Peirce, Early Modern Philosophy (especially Locke, Hume and Reid)

**AOC:** Pragmatism, Epistemology, Philosophy of Mind & Perception, Applied Ethics, Philosophy of Technology

### Books:

Peirce's Empiricism: Its Roots and Its Originality. Rowman & Littlefield (October 2016).

Charles S. Peirce, best known as an American pragmatist, developed a philosophical system that reconciles a strong form of empiricism with a robust metaphysics that emphasizes the mind-independence of laws and modal properties. I explain this marriage of empiricism with realism by tracing the roots of Peirce's thought in the history of Western philosophy, with particular attention paid to his predecessors in the empiricist and the common sense traditions. By purging modern empiricism of its nominalistic metaphysics and its Cartesian assumptions about mind and knowledge, and by combining it with insights from sources as diverse as Duns Scotus and Charles Darwin, Peirce reinvents the idea that all our knowledge depends on sense perception while reaffirming the place of philosophy as a foundational field of inquiry.

### Articles:

#### *In Progress:*

Mental Determinations and Separable Connections: The Case for a Limited Realism in Hume (Under Review).

#### *Published:*

1. Peirce's Hypothesis of the Final Opinion: A Transcendental Feature and an Empirical Constraint. *European Journal of Pragmatism and American Philosophy* (Forthcoming). Invited.

2. The Peircean Solution to Non-Existence Problems. *Transaction of the Charles. S. Peirce Society*, vol.53.4. Fall 2017: 528-552.
3. The Transhumanist Philosophy of Charles Sanders Peirce (with Daniel Bruson). *The Journal of Evolution and Technology*, 27.2. December 2017: 12-29.
4. What Do We Perceive? –How Peirce ‘Expands Our Perception’, in R.K. Atkins and K. Hull, *From Icons to Logic: Peirce on Perception and Reasoning*. (2017). Invited.
5. Peirce and the A Priori. *Transactions of the Charles S. Peirce Society*, vol. 51.2. Spring 2015: 201-224.
6. Locke’s Externalism about ‘Sensitive Knowledge’. *British Journal for the History of Philosophy*, vol. 22.3. July 2014: 425-445.
7. Reid’s Account of Judgment and Missing Fourth Kind of Conception. *Journal of Scottish Philosophy*, vol. 11.1. March 2013: 25-40.
8. Justice and Lung Cancer. *Journal of Medicine and Philosophy*, vol. 38.2. April 2013: 219-234.
9. The Perception of Generals. *Transactions of the Charles S. Peirce Society*, vol. 48.2. Spring 2012: 169-190.
10. Peirce versus Davidson on Metaphorical Meaning. *Transactions of the Charles S. Peirce Society*, vol.47.2 Spring 2011: 117-135.

#### *Book Reviews*

11. Review of *Peirce and the Conduct of Life: Sentiment and Instinct in Ethics and Religion* by R. K. Atkins, *Transaction of the Charles S. Peirce Society*, vol. 53.1 Winter 2017: 146-151.

#### **Presentations:**

1. The Necessities ‘In Here’: Detection and Projection in Hume's Account of Causal Necessity. Colloquium Talk. *APA Eastern Division Meeting*. Savannah, GA. January 2018.
2. Why the Second Grade of Clearness Matters: Peirce’s Analytic Realism. *Pragmatism and the Analytic–Continental Split*. Sheffield, UK. August 2017.
3. The Peircian Solution to the Problem of Intentional Inexistence: Immediate and Dynamical Objects SAAP Session Talk. *APA Eastern Division Meeting*. Baltimore MD. January 2017.
4. Truth and Transhumanist Values. Panel Talk. *Science and Values in Peirce and Dewey*. Waterloo, ON. April 2016.
5. Hume on Our Impression of Necessary Connection: Representation or Mere Feeling? Colloquium Talk: *APA Central Division Meeting*, Chicago IL. March 2016.
6. Thomas Reid’s Influence on Peirce’s Account of Perception. *Center for the Study of Scottish Philosophy Conference*, Princeton NJ. March 2015.
7. Peirce and the A Priori. Invited Session Talk. *APA Central Division Meeting*, St. Louis MO. Feb. 2015.
8. How Peirce Expands Our Perception. Colloquium Talk: *The Charles S. Peirce International Centennial Congress*, Lowell MA. July 2014.
9. Habit, Semeiotic Naturalism, and Unity among the Sciences. Panel Talk: *The Charles S. Peirce International Centennial Congress*, Lowell MA. July 2014.
10. Locke’s Sensitive Knowledge as Natural Knowledge. Colloquium Talk: *APA Central Division Meeting*, Chicago IL. February 2014.
11. Dewey, Nagel, and the Problem of Objectivity. *Meeting of the Society for the Advancement of American Philosophy*, Spokane WA. March 2011.

12. Peirce and a Question Concerning Metaphorical Meaning. *12th Annual International Meeting on Pragmatism*, Pontificia Universidade Católica de São Paulo, São Paulo Brazil. November 2009
13. Justice and Lung Cancer. *55th Annual Meeting of the Florida Philosophical Association*, Gainesville FL. November 2009.
14. Modal Expressivism and the Frege-Geach Problem. *Fourth Annual Southeast Graduate Philosophy Conference*, Gainesville FL. March 2009.

*Comments:*

15. Deweyan Epistemic Situationalism, by Nick Louzon. *2018 Meeting of the Society for the Advancement of American Philosophy*, Indianapolis IN. March 2018.
16. Dispersed intelligence and possibility of intelligent planning: A Deweyan perspective on rational policy making, by Philipp Dorstewitz. *2018 Meeting of the Society for the Advancement of American Philosophy*, Indianapolis IN. March 2018.
17. Strings, Physies and Hog Bristles: Objective Kinds in Locke, by Allison Kuklok. *APA Eastern Division Meeting*, Atlanta GA. December 2012.
18. Constructive Empiricism and the Unwanted Baby, by Shahin Kavehi. *9th Annual Graduate Student Conference in Epistemology*. Miami FL. January 2012.
19. Naughty Beliefs, by Andrew Huddleston. *8th Annual Graduate Student Conference in Epistemology*. Miami FL. January 2011.
20. How to Resolve Kripke's Dogmatism Paradox, by Todd Beattie. *7th Annual Graduate Student Conference in Epistemology*. Miami FL. January 2010.

**Teaching:**

**Courses Taught** (fully responsible for designing and running course):

*South Texas College:*

- MHSM 4348 Ethics for Health Care Professionals
- PHIL 2389 Philosophy Capstone: Hume and Kant on Taste and Beauty
- PHIL 2321 Philosophy of Religion
- PHIL 2317 Social and Political Philosophy (traditional and online)
- PHIL 2316 Classical Philosophy
- PHIL 2306/HIST1302 Ethical Issues in American History (co-taught)
- PHIL 2306 Introduction to Ethics (traditional and online)
- PHIL 2303 Introduction to Formal Logic
- PHIL 1301 Introduction to Philosophy

*University of Miami:*

- PHI 272 Modern Philosophy
- PHI 271 Ancient Philosophy
- PHI 215 Logic and Law
- PHI 110 Critical Thinking
- PHI 130 Contemporary Moral Issues
- PHI 101 Introduction to Philosophy

*Miami-Dade College:*

- PHI 2604 Critical Thinking and Ethics

**Teaching Awards and Development:**

*2015 NISOD Teaching Excellence Award*, South Texas College.

*The Teaching & Learning Academy*, South Texas College, Fall 2013 – Spring 2014.

*E-Teach Certified* (for online and hybrid courses), South Texas College, Fall 2014.

**Public Philosophy Presentations:**

*Philosophical Zombies: Night of the Living Dead* South Texas College, October 26 2017

*The Metaphysics of Star Wars* South Texas College, November 30 2017

*Death: A Philosophical Examination* South Texas College, March 7 2018

*The Ethics of Superheroes* South Texas College, September 21 2018

**Academic Awards and Service:**

**Awards:** *The 2014-2015 Charles S. Peirce Society Essay Prize*, for original paper 'Peirce and the A Priori'.

*The 2013 Gerrit and Edith Schipper Award for Outstanding Graduate Student in Philosophy*, University of Miami. 2014.

*The Peter A. Bertocci Award for Philosophical Excellence, Boston University. 2005.*

*University of Miami College of Arts and Sciences, Center for the Humanities Dissertation Fellowship, 2010-2011* for dissertation project entitled: 'Peirce's Empiricism: Placing Peirce in the Empiricist Tradition'. University of Miami, April 2010.

*Adrienne Arsht 'Research on Ethics and Community' Grant* for 'Does Lung Cancer Deserve Less Attention than Other Cancers? Some Ethical Issues Surrounding Cancer Research Funding', mentored by Professor Michael Slote. University of Miami, May 2007.

**Service:** At-Large Executive Member of the *Charles S. Peirce Society* (since January 2017).

Lead Organizer *Pragmatism across the Americas: Thinking La Frontera* Philosophy Conference, November 2017.

STC Philosophy Club Faculty Advisor and Organizer, South Texas College (since Fall 2016)

Referee/Reviewer for *British Journal for the History of Philosophy*, *Transactions of the Charles Peirce Society*, *European Journal of Pragmatism and American Philosophy*, and *Synthese*.

*First & Second Annual University of Miami Graduate Workshop on Mind and Ethics*, Co-Organizer, 2008, 2009.

Professional Memberships: *Charles S. Peirce Society*, *American Philosophical Association*

**Letters:**

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and Chair  
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**Additional References:**

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Dr. Christopher Nelson  
Professor of Philosophy and Assistant Dean  
South Texas College  
956-872-6715  
cnelson@southtexascollege.edu

## **Review and Recommend Action to Approve Proposed Revisions to the 2019 - 2020 Academic Calendar and the 2018 -2019 Board Meeting and Committee Meeting Calendar**

Approval of the proposed revisions to 2019 - 2020 Academic Calendar and the Board Meeting and Committee Meeting Calendar for 2018 – 2019 will be requested at the March 26, 2019 Board meeting.

- The 2019 – 2020 Academic Calendar was approved by the Board on July 24, 2018.
- The Board Meeting and Committee Meeting Calendar for 2018 – 2019 was approved by the Board on August 28, 2018.

Since that time, staff has identified a scheduling conflict with the McAllen Convention Center, which serves as the venue for the College-Wide Organizational Development Day.

College-Wide Organizational Development Day was originally scheduled for Friday, September 20, 2019, and was included on both calendars showing that date.

Due to the scheduling conflict at the McAllen Convention Center, it is necessary to update both calendars to reflect the new date of Friday, September 27, 2019 for College-Wide Organizational Development Day

- The revised 2019 - 2020 Academic Calendar is provided in the packet, with the proposed changes shown in yellow highlighting.
- The Board Meeting and Committee Meeting Calendar for FY 2018 – 2019 is provided in the packet, with the changes circled in red.

The Committee is asked to recommend approval of the proposed revisions to the 2019 - 2020 Academic Calendar and to the Board Meeting and Committee Meeting Calendar for FY 2018 – 2019 at the March 26, 2019 Board meeting as presented.

# 2019-2020 Calendar



Revised: 02/13/2019

## Fall Semester 2019 (August 26 - December 15)

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August 14 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
August 15 (Thursday)	New Faculty Orientation
August 16 (Friday)	New Faculty Service Area Tour
August 19 (Monday)	Faculty Return – Academic Affairs Convocation / Division Meetings
August 20 (Tuesday)	Faculty Preparation Day / Departmental Meetings
August 21 (Wednesday)	Faculty Preparation Day / Departmental Meetings
August 22 (Thursday)	Faculty Preparation Day / Distance Learning Symposium / Full-Time Faculty Teaching Dual Credit Courses PD Day / Departmental Meetings
August 23 (Friday)	Faculty Preparation Day / Departmental Meetings
August 24 (Saturday)	Adjunct & Dual Credit Faculty Development Day
<b>August 26 (Monday)</b>	<b>Classes Begin</b>
September 2 (Monday)	College Closed – Labor Day
September 11 (Wednesday)	Census Day - Twelfth Class Day
<del>September 20 (Friday)</del>	<del>College Closed – College-Wide Organizational Development Day</del>
<del>September 27 (Friday)</del>	<del>College Closed – College-Wide Organizational Development Day</del>
November 15 (Friday)	Last Day to Withdraw
November 28 – Dec. 1 (Thursday – Sunday)	College Closed - Thanksgiving Holiday
December 9 – 15 (Monday – Sunday)	Finals
December 14 (Saturday)	Certificate and Degree Award Date
December 14 (Saturday)	Commencement Ceremonies*
December 15 (Sunday)	End of Term
December 16 (Monday)	Grades Due Date
December 16 – January 1 (Mon. – Wed.)	Winter Break (College Closed)

\* May vary depending on facility availability.

## Spring Semester 2020 (January 21 – May 14)

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January 2 (Thursday)	<b>College Opens</b> – Staff return
January 13 (Monday)	Faculty Return – Division / Department Meetings
January 14 (Tuesday)	Faculty Preparation Day / New Faculty Start Date - New Faculty Benefits & Orientation – (Human Resources)
January 15-17 (Wednesday-Friday)	Faculty Preparation Day / Departmental Meetings
January 18 (Saturday)	Adjunct / Dual Credit Faculty Professional Development Day
January 20 (Monday)	Martin Luther King, Jr. Day – College Closed
<b>January 21 (Tuesday)</b>	<b>Classes Begin</b>
February 5 (Wednesday)	Census Day - Twelfth Class Day
February 14 (Friday)	College Closed - College-Wide Organizational Development Day
March 16 – 22 (Monday - Sunday)	College Closed - Spring Break
April 9 – 12 (Thursday – Sunday)	College Closed - Semester Break
April 20 (Monday)	Last Day to Withdraw
May 8 – 14 (Friday – Thursday)	Finals
May 14 (Thursday)	End of Term
May 15 – 16 (Friday - Saturday)	Commencement Ceremonies*
May 15 – 16 (Friday - Saturday)	Certificate and Degree Award Date
May 18 (Monday)	Grades Due Date

\*May vary depending on facility availability.



## **Summer Session 2020 (June 1 – August 7)**

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<b>June 1 (Monday)</b> .....	<b>Classes Begin</b>
June 9 (Tuesday) .....	Census Day - Seventh Class Day
July 3 (Friday).....	College Closed-Independence Day
July 6 – 7 (Monday & Tuesday) .....	No classes
July 22 (Wednesday).....	Last Day to Withdraw
August 6 (Thursday) .....	Last day of Term/Finals (Classes Meeting M-R)
August 7 (Friday).....	Last day of Term /Finals (Classes Meeting M-F)
August 10 (Monday).....	Grades Due Date

### **SI – Minimester (June 1 – July 1)**

<b>June 1 (Monday)</b> .....	<b>Classes Begin</b>
June 4 (Thursday) .....	Census Day - Fourth Class Day
June 24 (Wednesday).....	Last Day to Withdraw
June 30 (Tuesday).....	End of Classes
July 1 (Wednesday).....	Finals / End of Term
July 3 (Friday).....	College Closed-Independence Day
July 6 (Monday).....	Grades Due Date

### **SII – Minimester (July 8 – August 7)**

<b>July 8 (Wednesday)</b> .....	<b>Classes Begin</b>
July 13 (Monday).....	Census Day - Fourth Class Day
July 30 (Thursday) .....	Last Day to Withdraw
August 6 (Thursday) .....	Last day of Term/Finals (Classes Meeting M-R)
August 7 (Friday).....	Last day of Term /Finals (Classes Meeting M-F)
August 10 (Monday).....	Grades Due Date



# Board Meeting Committee Meeting Calendar

FY 2018 - 2019

September 2018						
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30						

October 2018						
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November 2018						
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30	31					

January 2019						
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February 2019						
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March 2019						
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April 2019						
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May 2019						
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June 2019						
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July 2019						
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August 2019						
S	M	T	W	TH	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Regular Board Meeting
- Graduation Ceremonies
- Holiday/Professional Dev. Day, College Closed

- Committee Meetings -
  - Education & Workforce Development
  - Facilities
  - Finance, Audit, & Human Resources

- \* Education & Workforce Development Committee: 2nd Tuesday of the month, 3:30 p.m.
- \* Facilities Committee: 2nd Tuesday of the month, 4:30 p.m.
- \* Finance, Audit, & Human Resources Committee: 2nd Tuesday of the month, 5:30 p.m.
- \* Board Meetings: 4th Tuesday of the month, 5:30 p.m.

## **Review and Update on the Southern Association of College and Schools Commission on Colleges (SACSCOC) Reaffirmation Visit**

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission on Colleges.

Dr. David Plummer, Vice President for Information Services, Planning, Performance, & Strategic Initiatives, will discuss the upcoming SACSCOC reaffirmation visit.

### **SACSCOC 2021 Reaffirmation Activities and Timeline**

South Texas College is beginning to prepare for upcoming reaffirmation. South Texas College is regionally accredited by the (SACSCOC). To maintain accreditation, South Texas College must be reaffirmed every ten years and submit an interim report at the fifth year between reaffirmation years. South Texas College is up for reaffirmation in 2021.

South Texas College has begun preparing for the reaffirmation process. The general reaffirmation timeline is provided:

- March 1<sup>st</sup> 2020 – Compliance Certification Due
- August 3<sup>rd</sup> 2020 – Focused Report and Quality Enhancement Plan Due
- September 14<sup>th</sup> – September 17<sup>th</sup> 2020 – SACSCOC On-Site Visit
- June 1<sup>st</sup> 2021 – Final Review and Decision by SACSCOC Board

### **Compliance Certification**

The first phase of Reaffirmation process is to submit Compliance Certification. Compliance Certification is a document that is submitted to SACSCOC evaluators in which institutions are tasked to demonstrate compliance with all SACSCOC standards. Findings of compliance or non-compliance are given for each standard. SACSCOC Standards are grouped into 14 topic areas:

1. The Principle of Integrity
2. Mission
3. Basic Eligibility Standard
4. Governing Board
5. Administration and Organization
6. Faculty
7. Institutional Planning and Effectiveness
8. Student Achievement
9. Educational Program Structure and Content
10. Educational Policies, Procedures, and Practices
11. Library and Learning/Information Resources
12. Academic and Student Support Services
13. Financial and Physical Resources
14. Transparency and Institutional Representation

In December 2017, SACSCOC adopted the new *Principles of Accreditation: Foundations for Quality Enhancement* and with it, two new standards were introduced:

- Standard 4.2 (Board Self-Evaluation): The governing board defines and regularly evaluates its responsibilities and expectations
- Standard 12.6 (Student Debt): The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

### **On-Site Visit**

As part of reaffirmation, STC will also receive a site visit. The site visit will be conducted from September 14<sup>th</sup> through September 17<sup>th</sup> 2020. During the site visit, a group of SACSCOC peer reviewers will visit the college to interview various college constituents, visit and observe facilities, follow up on selected standards, and review the Quality Enhancement Plan. In June 2021 the SACSCOC Board will deliver its final decision on our continued reaffirmation.

### **Quality Enhancement Plan**

Standard 7.2 requires that STC “has a Quality Enhancement Plan (QEP) that:

- (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- (b) has broad-based support of institutional constituencies;
- (c) focuses on improving specific students learning outcomes and/or student success;
- (d) commits resources to initiate, implement, and complete the QEP; and
- (e) includes a plan to assess achievement.

A QEP is required by the SACSCOC Principles of Accreditation. A QEP is a five-year focused commitment to enhance overall institutional quality and effectiveness by focusing on an in issue of great importance to the service to student learning outcomes and student success.

The College recently completed its past QEP “Math Today – the World Tomorrow” which led to dramatic improvements to the delivery of developmental education in mathematics, and the successful transition of developmental math students to college level math coursework.

STC is currently in the process of selecting a QEP topic area. The chosen topic will be targeted on improving a specific student learning or student success metric through specific improvement strategies. The QEP document will detail the proposed strategies, desired outcomes, budget and resource allocation to sustain the strategies, and an evaluation plan. The QEP document is due on August 3<sup>rd</sup> to SACSCOC and will be reviewed by the on-site evaluators.

This presentation is provided for the Committee’s review and feedback to administration, and no action is requested.

# SACSCOC Reaffirmation

*Presented by:*

Dr. David Plummer

VP for Information Services, Planning, Performance & Strategic Initiatives

## What is SACSCOC?

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

## Accreditation

To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges.

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## Reaffirmation Timeline

Compliance  
Certificaiton  
March 1, 2020

On-Site Visit  
Sept 14-17,  
2020  
(QEP and Focused  
Report Reviewed)

SACSCOC  
Board Review  
and Approval  
June 1, 2021

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## Compliance Certification

- Due March 1<sup>st</sup> 2020
- Documents that demonstrate compliance with standards
- Documents reviewed by SACSCOC evaluators to determine compliance or non-compliance

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## Principles of Accreditation - Standards

1. The Principle of Integrity
2. Mission
3. Basic Eligibility Standard
4. Governing Board
5. Administration and Organization
6. Faculty
7. Institutional Planning & Effectiveness
8. Student Achievement
9. Educational Program Structure & Content
10. Educational Policies, Procedures, & Practices
11. Library and Learning/Information Resources
12. Academic and Student Support Services
13. Financial and Physical Resources
14. Transparency and Institutional Representation

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## What is New?

- New Standards Adopted December 2017
  - 4.2 Board Self-Evaluation: The governing board defines and regularly evaluates its responsibilities and expectations.
  - 12.6 Student Debt: The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans

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## On-Site Visit

- Scheduled 9/14/2020–9/17/2020
- On-Site Evaluators visit campus
  - Review QEP, facilities, and selected standards

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# 2

## Quality Enhancement Plan (QEP)

Activities & Outcomes

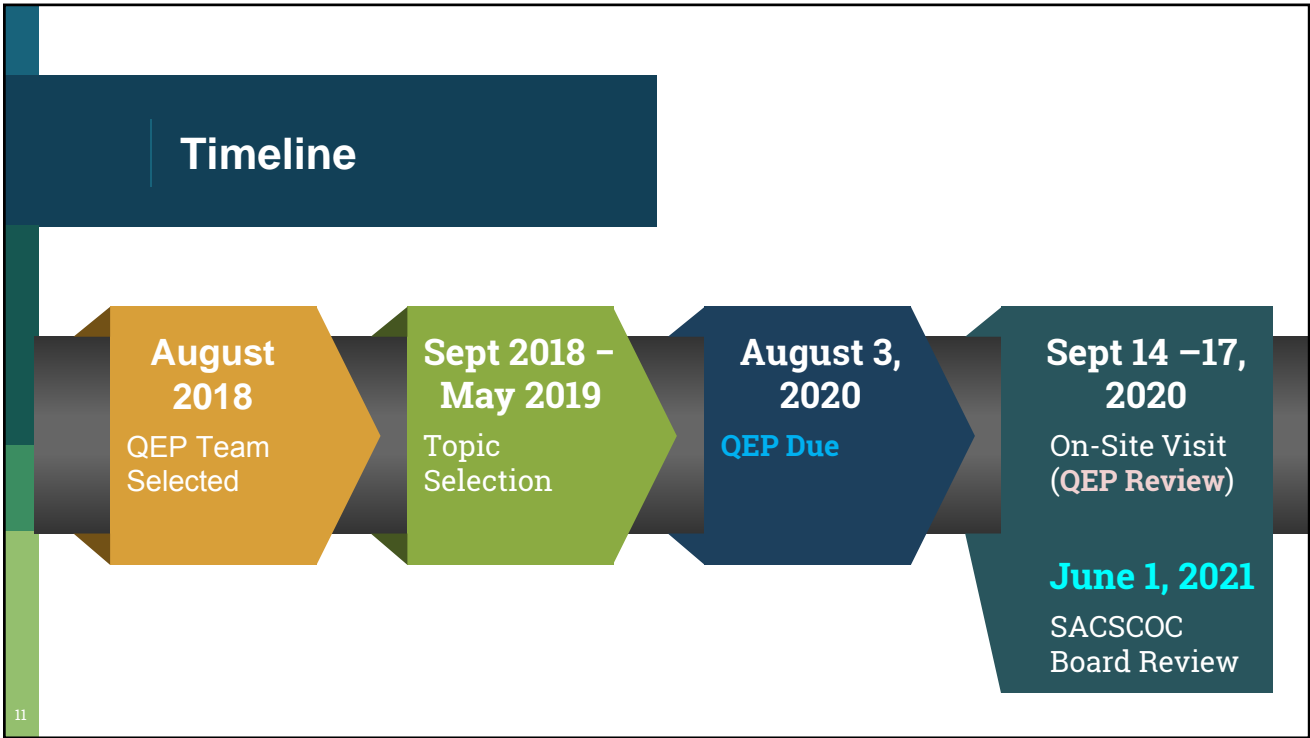
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### What is QEP?

The institution has a Quality Enhancement Plan that:

- has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- has broad-based support of institutional constituencies;
- focuses on improving specific student learning outcomes and/or student success;
- commits resources to initiate, implement, and complete the QEP; and
- includes a plan to assess achievement. (Quality Enhancement Plan)

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## THANK YOU!

### Any questions?

Dr. David Plummer

(956) 872-5575

davidp@southtexascollege.edu

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## **Review and Recommend Action on Proposed Revisions to Policy 3347: *Substantive Change Reporting***

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed revisions to Policy 3347: *Substantive Change Reporting*.

Substantive Change Reporting references the requirement by the Southern Association of College and Schools Commission on Colleges (SACSCOC) requirement that accredited institutions seek approval from SACSCOC prior to the initiation of substantial changes to accredited programs. SACSCOC defines substantive change as follows:

“Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs”

The proposed revisions to Policy #3447 are necessary to update the College’s policy to current SACSCOC Standards, including updating a reference from the now-outdated “Comprehensive Standard 3.12.”

The proposed revision follows in the packet, with the additional language highlighted in yellow and italicized and deletions marked with red strikethrough.

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed revisions to Policy #3347: *Substantive Change Reporting* as presented, and which supersedes any previously adopted Board policy.

## MANUAL OF POLICY

<b>Title</b>	<b>Substantive Change Reporting</b>	<b>3347</b>
<b>Legal Authority</b>	<b>Approval of the Board of Trustees</b>	<b>Page 1 of 1</b>
<b>Date Approved by Board</b>	<b>Board Minute Order dated November 27, 2012 <i>As Amended by Board Minute Order dated March 26, 2019</i></b>	

In accordance with *The Principles of Accreditation*, ~~*Comprehensive Standard 3.12*~~, of the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC), South Texas College maintains established procedures for complying with the SACS-COC policy *and standards* on *Substantive Change for Accredited Institutions of the Commission on Colleges* and as required, seeks approval from SACS-COC prior to the initiation of changes. The established procedures address any significant modification or expansion of the nature and scope of the College as defined by federal regulations and published in the Substantive Change policy of SACS-COC.

## **Review and Recommend Action on Proposed Revision to Policy #3232: Dual Credit Student Eligibility Requirements**

The Committee is asked to recommend Board approval of the proposed revisions to Policy #3232: *Dual Credit Student Eligibility Requirements*.

### **Previous Revisions to Policy #3232**

This Policy has been revised previously to help provide clear pathways to dual credit students, and to minimize the amount of courses they take outside their degree plan. Even when dual credit tuition and fees are waived, dual credit coursework impacts financial aid eligibility when they later enroll as traditional students.

In December 2018, the Board approved a revision that sought to reduce independent enrollment of dual credit students into courses not specifically intended for them. Bypassing their school counselors, some students had enrolled in courses that did not align with their declared major, or were taking courses out of sequence, which led to scheduling issues for the schools. Courses intended for dual credit program students are called (S) section courses, and all other courses are (non-S) section courses.

These changes required dual credit students to apply for approval by the South Texas College Dean of Dual Credit Programs and School District Partnerships for enrollment into any (non-S) section course. The revision further assessed the independent student tuition and fee rates for (non-S) section courses, to incentivize students to enroll in (S) section courses in coordinate with their school district programs and to discourage enrollment in (non-S) section courses.

### **Proposed New Revision to Policy #3232**

There have been instances in which dual credit students need a specific course to complete their degree program at South Texas College, but there are not enough students or resources at the high school campus to establish a dual credit (S) section course for them.

Dr. Rebecca De Leon, Dean of Dual Credit Programs and School District Partnerships, will use specific criteria for the evaluation of requests, and will consider academic standing, whether the course is necessary for graduation, whether the course is in the student's degree plan, whether the course is available at the student's high school campus, and other factors as appropriate.

- Dr. De Leon seeks a revision requiring prior approval from the Dean, prior to waiving the independent student tuition and fee for those students, if they enroll in a (non-S) section course.
- Dual credit program students who wish to take a (non-S) section course without approval by the Dean would still be assessed the independent student tuition and fees.

The proposed revision follows in the packet, with the additional language highlighted in yellow and italicized and deletions marked with red strikethrough.

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed revisions to Policy #3232: *Dual Credit Student Eligibility Requirements* as presented, and which supersedes any previously adopted Board policy.

## MANUAL OF POLICY

<b>Title</b>	<b>Dual Credit Student Eligibility Requirements</b>	<b>3232</b>
<b>Legal Authority</b>	<b>Approval of the Board of Trustees</b>	<b>Page 1 of 2</b>
<b>Date Approved by Board</b>	<b>Board Minute Order Dated January 21, 1999 As Amended by Board Minute Order dated August 19, 2004 As Amended by Board Minute Order dated July 28, 2005 As Amended by Board Minute Order dated June 28, 2016 As Amended by Board Minute Order dated July 26, 2016 As Amended by Board Minute Order dated December 13, 2016 As Amended by Board Minute Order dated May 29, 2018 As Amended by Board Minute Order dated December 13, 2018 As Amended by Board Minute Order dated March 26, 2019</b>	

High school students who may benefit from taking college-level courses to satisfy high school graduation requirements or who wish to begin their post-secondary education prior to graduation from secondary school are eligible to participate in the College's dual credit program.

College-level courses are limited to those leading to a certificate or associate degree. Courses offered for dual credit are limited to academic courses in the current edition of the Lower Division Academic Course Guide Manual and college-level workforce education courses in the current edition of the Workforce Education Course Manual as outlined in Texas Higher Education Coordinating Board Rule Title 19, Part I, Chapter 4, Subchapter D, Rule 4.85.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual credit courses, limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described below. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering and Associate of Science in Pre-Pharmacy. In addition, dual credit students must comply with the College's Academic Progress Standards as outlined in Board Policy #3320 and the Financial Aid Satisfactory Academic Progress (SAP) Policy. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless if they are receiving aid or not, and are applicable to dual credit students who are still in high school.

Students who participate in the dual credit program must meet the Texas Success Initiative (TSI) college readiness standards as established by the Texas Higher Education Coordinating Board and the College, or meet the applicable student eligibility criteria outlined in Texas Higher Education Coordinating Board Rule Title 19, Part I, Chapter 4, Subchapter D, Rule 4.85. Students must meet the College's regular prerequisite requirements for the courses in which they enroll.

Dual credit students may not enroll in college level courses until the spring semester of their 9th grade, and then limited to no more than two (2) dual credit courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per Fall and Spring semester. All 11th and 12th grade students should not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session is limited to two (2) dual credit courses for Summer Term I/III and two dual credit courses (2) for Summer Term II.

## MANUAL OF POLICY

<b>Title</b>	<b>Dual Credit Student Eligibility Requirements</b>	<b>3232</b>
<b>Legal Authority</b>	<b>Approval of the Board of Trustees</b>	<b>Page 2 of 2</b>

~~Dual Credit students are not allowed to enroll in regular (non-S) section(s).~~ Students who want to enroll in regular (non-S) section(s) must be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled into courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will **not** be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. **Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fees based on the Board Approved Tuition & Fee table.**

The dual credit program is subject to all rules and regulations of the Texas Higher Education Coordinating Board (THECB), other state and federal regulations, and College policies and procedures as applicable.

THECB guidelines can be found at <http://www.thecb.state.tx.us/apps/Laws/default.cfm>.

Federal guidelines for Satisfactory Academic Progress (SAP) can be found at <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.34.3.39.4>.

South Texas College's Satisfactory Academic Progress (SAP) can be found at [http://studentservices.southtexascollege.edu/finaid/pdf/satisfactory\\_academic\\_progress.pdf](http://studentservices.southtexascollege.edu/finaid/pdf/satisfactory_academic_progress.pdf).