

CHECK ONE: Preliminary Action Revised Form Final Action

COLLEGE of CHARLESTON

Institutional Policy Request Form

A. Policy Title <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision <input type="checkbox"/> Repeal	2021-2022 Sustainability Literacy Theme: Reparations at CofC
B. Proposed by (individual):	Reagan Kilpatrick
C. Sponsor of this Request: <input type="radio"/> Senior/Executive VP <input type="radio"/> Faculty Senate <input type="radio"/> Student Organization <input type="radio"/> College Affiliate	Not yet attained.
D. Most Current Policy Date or Revised Policy Date Now in Effect (if applicable):	n/a
E. Proposed Implementation Date of Requested Action:	Fall 2021
F. Summary of Current Policy (if applicable) and Requested Action	<p>The College of Charleston was built on the backs of enslaved persons. The College did not allow black students to attend until 1967. The College of Charleston continues to name scholarships and programs after men who owned slaves. College of Charleston faculty, students, and staff continue to experience situations, minute and large, of blatant racism. For example, in March 2019 a video surfaced of College of Charleston students on a field trip to Francis Marion National Forest stating they were visiting “our slave farm.” These issues are not unique to the College of Charleston. Charleston as a city faces similar issues on a different scale. Just a few years ago, a white supremacist murdered nine black Charlestonians at the Mother Emanuel church just a few months after Walter Scott was murdered by a Charleston police officer. Gene Demby reflected on these events, and in doing so concluded that “Faith and race play big roles in the history of Charleston. In the stories the city tells itself about</p>

	<p>itself, Charleston joyfully celebrates the former, and rather impressively obfuscates the latter.” Our country as a whole is flawed in a similar way. And, every day, black Americans face both microaggressions and major threats to their livelihood, economic standing, and health.</p> <p>The College of Charleston claims “diversity” as a core value. So, why is our student body composed of only 7% black students? Why is our faculty less than 17% black? As a school that claims “To pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society,” in its core purpose, it is our duty to pursue these questions and many others, and propose solutions rather than claim a core purpose and values that we fail to adhere to. It is time for the College of Charleston to act upon these claims, and to truly, holistically, and thoroughly reckon with its history and its problems as it pertains to racial inequality.</p> <p>This challenge cannot be solved in one policy alone. There is not a clear cut answer. This is why I propose that the College of Charleston name the 2021-2022 sustainability literacy theme ‘Reparations at CofC’. Within this theme, I propose that the college assign Ta-Nehisi Coates’ “A Case For Reparations” as the assigned summer reading. In this article, Coates takes a deep dive into the sever inequalities black Americans have faced over the years, how these all stem from the system of slavery that our country was built on. Coates also touches on how we can wrap our minds around how to solve these inequalities as a country. This article does a great job of illustrating how reparations do not have to be monetary, in fact they must take some other forms in order to have a sustainable effect. I also propose that the College name Gene Demby’s article “The Charleston Story: A Knotted Mix Of Race, Grace And Injustice” as a second required summer reading. This will enlighten students on how Charleston is specifically impacted by these problems. The College of Charleston, as an educational institution, has all of the resources, time, and platforms to engage an entire community in a conversation about reparations. I propose that through the 2021-2022 academic year, classes host interdisciplinary conversations on what reparations at CofC could look like. And, that by the end of the year, the Student Government Association takes these conversations and ideas into considerations to draft policies and regulations that implement these reparations. I am confident this will be an effective and productive sustainability literacy theme. After reading Coates’ “A Case for Reparations”, 11 students and 1 professor came up with the following ideas in a 75 minute class period (their names are credited in parenthesis):</p>
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	<ul style="list-style-type: none"> • More scholarship opportunities, specifically for black students and students of color (Kelsey Glover) • Host all black speakers at 250th commencement ceremonies (Kelsey Glover) • Acknowledgement that our classroom buildings were built by enslaved people (Cam Robins) • Naming the College of Charleston property at 105 Wentworth Street the AKA sorority house as it is the birthplace of Septima Clark who was an AKA (Jasmine Shabazz) • Improving the multicultural building (Jay Scott) • Pay reparations to people and families that have been displaced by CofC (Vernon Kennedy) • Craft an institutionalized statement that can be read at all ceremonies held on campus which acknowledges the original ownership of the land that CofC sits on and the enslaved labor that built CofC (Zainab Dossaji) • Make appropriate adjustments to tour guide scripts adhering to this statement (Reagan Kilpatrick) • Mass education campaign (Katya Caleca) • Establish a Center for the Study of Slavery in Charleston (Dr. Cressler) <p>Imagine the ideas College of Charleston students and faculty could formulate in an entire academic year.</p> <p>Sources</p> <p>http://finaid.cofc.edu/types-of-financial-aid/scholarships/specialty/index.php</p> <p>https://abcnews4.com/news/local/cofc-students-to-protest-following-racist-video-allegedly-made-by-student</p> <p>https://www.npr.org/sections/codeswitch/2016/12/16/505697999/the-charleston-story-a-knotted-mix-of-race-grace-and-injustice</p> <p>https://cofc.edu/about/missionvisionvalues/core-purpose-and-values.php</p> <p>https://www.collegefactual.com/colleges/college-of-charleston/student-life/diversity/</p> <p>https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p>
<p>G. Justification and Purpose: (must address one or more of the following areas):</p> <ul style="list-style-type: none"> ○ The College mission or core 	<p>This proposed policy directly relates to the college’s mission and core values as well as the College of Charleston’s QEP: Sustainability Literacy.</p>

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<p>values</p> <ul style="list-style-type: none"> ○ Accreditation requirements ○ Strategic objectives of the College; ○ Operational efficiencies ○ Health and safety ○ Compliance or reduction of institutional legal risk 	
<p>H. Impact on Affected Area(s) and Constituencies:</p>	<p>This proposed policy would impact the entire campus. Most immediately, it would impact our student body and faculty as it includes educational requirements. The hope is that, by the end of the 2021-2022 academic year, this proposed policy will impact every area of the College of Charleston.</p>
<p>I. Related Policies and Impact on All Related Policies:</p>	
<p>J. Responsibility for Enforcement: Individ or dept/office</p>	<p>Primary enforcement shall be given to the Office of the Provost and the Office of the President. Offices including but not limited to the Office of Institutional Advancement, the Office of Facilities Management, the Office of Student Affairs, and The Office of Admissions will be charged with responsibility for any applicable policy proposals that come out of enforcing this sustainability literacy theme in the 2021-2022 academic year.</p>
<p>K. Estimated Cost(s) of Implementation:</p>	<p>tbd</p>
<p>L. Current and Proposed Review Schedule:</p>	<p>Proposed Review Schedule Review by Provost: September 2020 Final Review by President and/or Board of Trustees: December 2020</p>
<p>M. Executive Team Action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> To be Revised as Noted <input type="checkbox"/> Referred to Working Group <input type="checkbox"/> Recommend Approval to BOT <input type="checkbox"/> Forward to BOT with Comment 	

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M-1. Provost Action (Academic Matter): <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> To be Revised as Noted <input type="checkbox"/> Referred to Senate or Working Group	
N. Date Of Team Action:	
O. Proposal Number:	0142537