COLLEGE of CHARLESTON
OFFICE OF THE PROVOST

MEMORANDUM

TO: Robert T. Dillon, Jr.
Associate Professor of Biology

FROM: Brian McGee
Provost and Executive Vice President for Academic Affairs

DATE: March 18, 2016

SUBJECT: Notice of Sanction

Delivered via electronic mail on the date indicated above.

I have received your memorandum of February 24, 2016. I understand this memorandum as responding to my memorandum to you of February 18, 2016, in which I described a possible sanction and summarized the opportunity to persuade that was available to you, consistent with the provisions of the *Faculty/Administration Manual* (hereafter, "FAM").

Your memorandum seeks to persuade me to modify the sanction proposed in my previous communication with you. You have argued that your current assignment to new duties is a great inconvenience to your students. Your noncompliance with College policy and your insubordination should be set aside, you maintain, because to assign you to new duties will do harm to currently enrolled students. You further maintain that, given your consistent approach to instruction over the totality of your career, this discussion should be set aside and forgotten. Finally, you sign your letter with a reference to Matthew 5:10-12, which I take as a suggestion that you consider yourself to be falsely persecuted.

First, I agree that your removal from instructional duties inconvenienced your Dean; your Department Chair; your faculty colleagues; and, most importantly, your students. The faculty colleagues who replaced you were at some disadvantage, and the College is now compensating you solely for non-instructional duties. The risk of immediate harm in this matter, unfortunately, was and is substantial and was directly brought about by your conduct. In any event, instruction continues in those course sections, with new faculty assigned.

Second, your assignment to new duties in the current semester is not relevant to the consideration of a sanction your case. As indicated in the FAM, and as noted in my previous memorandum, assignment to new duties is not a sanction.

Third, you maintain that "I have done nothing. I have not changed the way I teach my class, nor changed the learning outcomes I expect in my students, in 34 years." Given your constancy, you believe that a sanction is not warranted, as you claim that you received minimal notice of your need to comply with institutional policy. Initially, I must point out that much has changed in higher education in the past 34 years, even if your approach to teaching has not. The standards of our regional accreditor have changed, for example, and our institutional policies have changed. In the case of the policies you have violated, however, and the request that you comply with them, those policies have been published by the College for many years. It is quite reasonable for the College to ask its employees to comply with them.

Further, and to be clear, you had multiple weeks – not a few hours or days – in which you might have complied with the directives of Drs. Hillenius and Auerbach and avoided the imposition of a sanction. Your supervisors emailed you on multiple occasions regarding this matter, beginning on January 19, 2016, and concluding on February 10, 2016. The directions you were received were clear, straightforward, and unequivocal. The consequences of continued noncompliance were described to you in writing by Dean Auerbach on February 10, 2016, yet your response on February 11, 2016, confirmed your continued intransigence in this matter. Even if you were surprised by the initial email message from Dr. Hillenius, you then had multiple weeks to review institutional policy, identify satisfactory outcomes other than willful noncompliance, discuss compromise positions with your supervisors, and reach an amicable solution. You took none of these prudent and measured steps. It is truly puzzling to me that you apparently believed, and still believe, that your supervisors did not mean what they said, and that you had no obligation to comply with their lawful and reasonable orders. So, I cannot agree that you have "done nothing." You have most assuredly done something, which is to disregard College policy and to refuse to comply with the unambiguous directives provided by your supervisors.

Fourth, stripped of its Christian and theological overtones, I take your reference to Matthew 5:10-12 to mean you believe you are being falsely persecuted. However, you provide no evidence that any statement of fact made by your supervisors is false, that their requests of you are outside the scope of their authority, or that the instructions given to you have violated any College policy. It is not persecution to direct a faculty colleague to comply with institutional policy, to warn of a possible sanction if the direction is ignored, or to take administrative action when those continued and repeated warnings are not heeded.

I can identify no other argument against the imposition of a sanction in your memorandum to me of February 24, 2016. I am, of course, pleased that several of your students appreciated the events of the 16th Annual Darwin Week.

*****

As indicated to you in my memorandum to you of February 18, 2016, a disinterested investigative review panel was asked to review the question of your violation of College policy. You corresponded with the panel chair during the course of their investigation. The final report of

that review panel, with its attachments, is included with the current memorandum. I now quote from the last two paragraphs of the report:

> *Nothing from the evidence, including Dr. Dillon's March 3 email reply [to the panel's questions] provides BIOL 305L students with real course objectives embodied in a clear list of learning outcomes. The panel found that the learning outcomes on Dr. Dillon's syllabus are not specific to the course (BIOL 305L), nor do the stated learning outcomes make a clear connection to the course content or any of the required readings or activities or assignments.*

It is my reading of the panel's report that I may reasonably conclude, based on the panel's finding of fact, that you have violated the applicable College Policy, as described in the FAM at Art. VIII., Sect. A(2).

Following their review of the panel's final report, Drs. Hillenius and Auerbach have provided written responses, consistent with the requirements of the Operating Procedure at College Policy 9.1.10. Neither response adds anything new for my consideration.

You have been given your right of due process, with the involvement of a panel of your peers. Consistent with my authority, and in light of all the available evidence, including the panel report, I now impose the following sanction:

- You shall be suspended without pay from August 16, 2016 through December 31, 2016.

- Your university e-mail account will be closed, and you will no longer have access to your office and laboratory, beginning on August 16, 2016; based on departmental needs, your current office and laboratory may be reassigned to another faculty member or members. The computer(s) assigned to you, as the property of the College of Charleston, will not be available to you during your suspension, but you will be able to request copies of specific files relevant to your professional work. An electronic copy of your email files will be made for your use and provided to you. Completion of the file-duplication process may take several days. Following the conclusion of your suspension and a return to faculty status, your email account will be reactivated and provisions will be made for your access to a faculty office and other resources.

- You must contact Dr. Hillenius in writing, with a copy to Dean Auerbach, no later than August 1, 2016, to schedule a time to collect any remaining personal and professional belongings from your office and laboratory and to turn in any keys or key cards you may hold to the offices and buildings on campus, including buildings or space leased by the College. If you are unable to remove your effects from your office and laboratory for some reason and do not timely provide us with additional information about their removal, the contents will be packed and delivered to your local residence. Before your suspension takes effect, if we determine that there is additional College or Foundation property within your control, we will need to make arrangements for the timely return of such property.

- During your unpaid suspension, you shall write no letters of reference and shall not provide references of any sort for former or current students, unless you have the written permission of Dean Auerbach to do so.

- Prior to the onset of your unpaid suspension, you will not be eligible for any instructional assignment or other paid College of Charleston work during the 2016 summer terms.

- For the duration of your unpaid suspension, you shall continue to be barred from campus, including property leased by the College, with exceptions to be approved in advance by me or by Dean Auerbach. At our sole discretion, the Dean or I may require that you be escorted by Public Safety while you are present on property owned or leased by the College.

- Following the conclusion of your suspension, you shall not be eligible to serve as an instructor of record during the 2017 Spring Semester or 2017 summer terms. Your faculty assignments during the 2017 Spring Semester and summer terms will be limited to non-instructional administrative and research duties and/or to work as a non-instructor of record, consistent with the needs of your academic department, as determined by the Dean and the Department Chair.

- After the 2017 summer terms, you may resume your duties as an instructor of record only if you submit your syllabi to your Department Chair, prior to the first day of classes for the relevant academic term and on a schedule to be determined by the Chair. Before permitting you to perform as an instructor of record in one or more course sections in an academic term, or to distribute syllabi to students, your Chair must certify to Dean Auerbach in writing that your syllabi for each course section comply with all applicable institutional policies and directives. The requirement for the Chair's prior review and approval of your syllabi will remain in place for two academic semesters following resumption of your duties as an instructor of record. Your failure to produce syllabi by the announced deadline that are deemed compliant with the College's policies and directives would be grounds for further disciplinary action against you, up to and including termination.

For the duration of the current semester, your assignment to new duties continues.

I remind you that you have the option to appeal to either the Faculty Grievance Committee or the Faculty Hearing Committee, depending on the nature of the grievance claim you choose to make. However, the sanction described in this memorandum takes effect immediately.

Attachments

cc: Michael Auerbach, Dean, School of Sciences and Mathematics
Jaap Hillenius, Chair, Department of Biology
Ed Pope, Vice President for Human Resources
Kimberly Gertner, Office of Equal Opportunity

COLLEGE of CHARLESTON

66 GEORGE ST. | CHARLESTON, SC 29424-0001

MEMORANDUM

To: Dr. Brian McGee, Provost

From: Dr. Robert T Dillon, Jr., Biology

Re: Are We Student-Centered?

Date: February 24, 2016

By this memo I will endeavor to persuade you that, even if (by your judgement) I am noncompliant with College policy, and even if (by your judgement) I am insubordinate, you should nevertheless drop all charges against me, and allow me to continue teaching Genetics Lab 305L as I have taught it for 34 years, under my syllabus as it is currently written. My argument is this: Think of the students.

Here are the texts of four emails I have received in the last 48 hours:

- Hey Professor Dillon, I'm really sorry to hear that you won't be coming back. Your passion to inspire is what we need at the college. I hope you find a place that lets you do just that. I'll miss your insights. [redacted]
- Hello Dr. Dillon, I enjoyed our time together. I am saddened to lose you as our professor. Darwin week was a pleasure, a true learning experience. Please keep in touch. [redacted]
- Dr. Dillon, Good afternoon. I am sorry to hear that you will no longer be teaching our lab, your bluegrass and social commentary will be missed, at the very least, by me. Thank you for teaching me that Biology is made up of testable models about the natural world. I was wondering if we still needed to bring cultures home this week to release flies, as was planned. Thanks again, and I hope you have a good remainder of the semester. [redacted]
- Dr. Dillon, I'm sorry to hear this news. I've attended 3 different colleges, and your lab was one of my favorites! My belief is that faith and science are intertwined... It was so refreshing for once to have an instructor that did not make me feel uncomfortable or "inferior" because I am a Christian. It is sad that a higher institution is acting as a dictator of knowledge instead of a facilitator of knowledge and critical thinking. It is possible to uphold one's own beliefs while respecting others' ideas. Thank you for demonstrating professionalism to this future educator. (Not to mention playing Hank Williams songs for me!) You are in my thoughts and prayers! [redacted]

Phone (843) 953-8087 Fax (843) 953-5453 Email DillonR@cofc.edu http://dillonr.people.cofc.edu/home.html

My Monday students have progressed six weeks into the semester, with three lab reports in the gradebooks and three (multi-week) experiments ongoing. On Monday afternoon I was able to meet with Dr. Agnes Ayme-Southgate, who was preparing to assume my duties in 30 minutes. My Tuesday and Wednesday students are seven weeks into the semester, with four lab reports in the grade books and three (multi-week) experiments ongoing. I have also been able to meet briefly with Dr. Melissa Scheiber, who assumed my duties in the Tuesday afternoon and Tuesday evening sections yesterday. But even as of today (Wednesday) I have not met the MUSC Postdoc who has been engaged to teach my Wednesday section, nor even do I know his or her name. I cannot so much as transfer grades, much less prepare this (completely naïve) person to teach Genetics Lab 305L at The College of Charleston, now 7 weeks into a 14-week semester.

So [redacted]. (in the Wednesday section) wondered yesterday "if we still needed to bring cultures home this week to release flies." He is referring to one of the three ongoing experiments, "Chromosome mapping with a trihybrid cross," which requires students to transport certain fly cultures home the night before class, and clear them in their own backyards at 2:30 AM, learning much more about science than a simple technique of fly husbandry, I assure you. I apologized to [redacted]. that I had no answer, and didn't know where to refer him. I strongly suspect that the chromosome mapping experiment may be ruined for all four sections this week because of the ongoing disruption in instructorship.

I was gratified to read [redacted]'s characterization of the 16th Annual Darwin Week in Charleston as "a true learning experience." I saw Alek in the audience at quite a few events during the week of Feb 4 – 14, including the Gage Hall lecture by the prominent historian of science, Dr. Ron Numbers, on the evening of Feb 8. [redacted] wants to be a dentist, and yet he walked several blocks south of campus in the cold rain to hear about "The Origin of The Controversy" between science and religion. One could only pray that the faculty at The College of Charleston might love learning as much as young [redacted].

It should pass without remark, but I shall remark upon it anyway, that I have done nothing. I have not changed the way I teach my class, nor changed the learning outcomes I expect in my students, in 34 years. But suddenly, on January 19, 2016, I was charged with noncompliance. And when I refused to change on January 20, I was charged with insubordination. All I wish to persuade you by the present memo is that we should reset the calendar to January 18, and try to forget that the rancor of the last 36 days ever occurred, for the sake of our students.

Matthew 5:10-12,

Robert T. Dillon, Jr

Phone (843) 953-8087 Fax (843) 953-5453 Email DillonR@cofc.edu http://dillonr.people.cofc.edu/home.html

COLLEGE of CHARLESTON

SCHOOL OF SCIENCES
AND MATHEMATICS

Michael Auerbach
Dean
auerbachmj@cofc.edu
843-953-5991

MEMORANDUM

To: Brian McGee, Provost

From: Michael Auerbach, Dean, School of Sciences & Mathematics

Re: Report of Investigative Review Panel

Date: 16 March 2016

I have carefully read the report of the Investigative Review Panel convened to review the conduct of Dr. Robert Dillon, Jr., with respect to College policies published in the Faculty/Administration Manual, as well as Dr. Hillenius's response to it. Nothing in my consideration of the review panel's report or Dr. Hillenius's memorandum leads me to revise my previous recommendations to you on this matter or to add additional comments to those I have previously made.

COLLEGE of CHARLESTON

DEPARTMENT OF BIOLOGY

MEMORANDUM

To: Mike Auerbach, Dean, School of Sciences and Mathematics

From: Jaap Hillenius, Chair, Department of Biology

Date: 16 March 2016

Re: Report of Investigative Review Panel

After careful review of the final report of the investigative panel, I see no reason to alter my original request for Dr. Dillon to provide student learning outcomes on his syllabus that are specific to his course.

COLLEGE of CHARLESTON
OFFICE OF THE PROVOST

MEMORANDUM

TO: Mike Auerbach, Dean, School of Sciences and Mathematics
Jaap Hillenius, Chair, Department of Biology

FROM: Brian McGee, Provost

DATE: March 15, 2016

SUBJECT: Report of Investigative Review Panel

As described in my memorandum to Dr. Robert Dillon, Jr., of February 18, 2016, I recently appointed a "disinterested investigative review panel" (hereafter, "panel") to review a complaint made about the conduct of Dr. Dillon. The panel received its charge in a memorandum addressed to Dr. Doug Ferguson on February 16, 2016, and subsequently distributed to the other members of the panel in a meeting on February 22, 2016.

The panel has now submitted its report, which I have attached to the current memorandum. I ask both of you to review the report and its findings. In addition, and consistent with Section 3.1(c) of the Operating Procedures at College Policy 9.1.10, I make two specific requests:

- In his role as Department Chair, I ask Dr. Hillenius to review and comment on the report in a memorandum to be conveyed to Dean Auerbach, complete with Dr. Hillenius's recommendations to Dean Auerbach in this matter. I ask Dr. Hillenius to complete this task no later than the close of business on Friday, March 18, 2016, with a copy to me.

- In his role as Dean, I acknowledge that Dean Auerbach has previously provided recommendations and comments to me regarding the imposition of a sanction responding to Dr. Dillon's conduct. I now ask Dean Auerbach to determine whether or not the panel's report and/or Dr. Hillenius's memorandum has led Dean Auerbach to revise those recommendations or to provide any additional comments to me. I ask Dean Auerbach to provide any feedback to me by memorandum and to do so no later than the close of business on Monday, March 21, 2016.

As previously indicated, the panel did not consider allegations that Dr. Dillon's conduct was insubordinate – that is, that Dr. Dillon had violated the provisions of College Policy 9.1.2. The panel only considered the allegation that Dr. Dillon had violated college policy on the written statement of instructional objectives, as that policy is described in the *Faculty/Administration Manual*.

BRIAN MCGEE | PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS
66 GEORGE ST. | CHARLESTON, SC 29424-0001
843.953.5527 | F: 843.953.5840

Please let me know if you have any questions about the contents of this memorandum.

Attachments

cc: Ed Pope, Vice President for Human Resources
Deanna Caveny-Noecker, Associate Provost for Faculty Affairs
Angela Mulholland, General Counsel

To: Brian McGee
Provost

From: Doug Ferguson, Susan Kattwinkel, Tim Carmichael
Investigative Panel in the matter of Robert Dillon, Jr.

Re: Final Report

Date: March 14, 2016

The investigative review panel (hereafter "panel") has concluded a fact-finding mission with regard to policy compliance by Dr. Robert Dillon, Jr., of the Department of Biology. The panel was appointed to investigate the charge that Dr. Dillon is in violation of college policy.

The specific policy in question is Section VIII.A.2 of the Faculty/Administrative Manual (FAM) which states:

> At the beginning of each term, instructional staff members are responsible for stating clearly and in writing the instructional objectives of each course they teach. It is expected that each instructional staff member will direct instruction toward the fulfillment of these objectives and that examinations will be consistent with these objectives. Instructional staff members are responsible for ensuring that the content of each course they are assigned to teach is consistent with the course descriptions approved by the Faculty Committee on Curriculum and Academic Planning or the Graduate Council and published in the current College of Charleston Undergraduate Catalog or the Graduate School of the College of Charleston Catalog

The course for which Dr. Dillon is alleged to have supplied inadequate learning outcomes is BIOL 305L. For purposes of comparison and contextualization, the panel asked the Biology Department chair for all BIOL 305L syllabi from the past five years (see attached syllabi). The provided materials, which also included Dr. Dillon's versions for Spring 2011, Fall 2011 and Spring 2015, indicate that other professors teaching this course have listed learning outcomes (labeled "course objectives") for at least the last five years. For example, Dr. Agnes Ayme-Southgate (Fall 2011) and Dr. Bharathi Viswanathan (Spring 2012, Spring 2013, Fall 2014) consistently list slight variations of the following three objectives:

1. excite your imagination and love of Biology
2. give examples of the Mendelian genetics and gain insight into molecular genetics and bioinformatics
3. understand the scientific process of gathering information and develop information, gathering, critical and analytic skills.

In the two versions of his BIOL 305L syllabus from 2011, Spring and Fall, Dr. Dillon did not list course objectives/outcomes. In his Spring 2015 version, he supplied a long Woodrow Wilson quotation from 1896 regarding the "right thought" of the world. He has subsequently claimed (see March 3 email reply) that science departments commonly interpret "right thought" as "the scientific method."

Having reviewed available evidence, this investigative panel finds no general reference to biology nor any specific mention of genetics is evident in Wilson's words, although at least one member of the panel noted that the quotation might been seen as serving as a general

epistemological philosophy for the course. The panel agrees that the sole semblance of Dr. Dillon's statement to the learning outcomes of the other BIOL 305L instructors is that Dr. Dillon's Spring 2016 (revised) version reformatted the Wilson quotation into a bulleted list matching the format that other faculty had utilized when they stated specific course objectives.

The panel sent an emailed memo to Dr. Dillon asking him to clarify how the learning objectives on his revised Spring 2016 syllabus would be consistent with the assignments in the course (listed on the final page of the same syllabus). The panel stated in the memo [which in its entirety is attached], "If you can clarify that assignments in BIOL 305L lab course are clearly connected to the outcomes you have proposed, it may help us make an unbiased determination whether or not you are in compliance with the standard required by College policy and as evaluated by SACSCOC."

From the questions posed in the memo, the panel thought the following were particularly salient to the investigation: "Exactly how do you (or would you) measure whether the outcomes have been met? How are the students able to discern the mapping of assignments to your stated outcomes?"

In his reply to the panel, Dr. Dillon stated the following course-specific objectives/outcomes:

1. Science is the construction of testable hypotheses about the natural world....in Genetics 305L, we construct testable hypotheses about the mechanisms of heredity.

2. Over the course of 14 weeks, students in Genetics 305L are expected to submit 10 lab reports and take two practical quizzes evaluating their ability to construct testable hypotheses about heredity.

Two members of the panel believe that Dr. Dillon's latest statements would have come very close to being learning outcomes and perhaps have been accepted as learning outcomes, had he chosen to explicitly state them as outcomes on his syllabus either initially, or at any other point when given multiple opportunities to do so, at which time his department could have issued approval.

Nothing from the evidence, including Dr. Dillon's March 3 email reply, indicates that Wilson's quotation provides BIOL 305L students with real course objectives embodied in a clear list of learning outcomes.

The panel found that the learning outcomes on Dr. Dillon's syllabus are not specific to the course (BIOL 305L), nor do the stated learning outcomes make a clear connection to the course content or any of the required readings or activities or assignments.

Attachments: March 1 email request
March 3 email reply
BIOL 305L past syllabi

Genetics Lab 305.L01 Tuesday

Course Policy, Spring 2011

R. T. Dillon RHSC Rm 200A
953-8087, DillonR@cofc.edu

1. The Genetics Laboratory (RHSC 200) is open essentially every day during regular business hours. I will certainly be present **Tuesday, Wednesday, and Thursday 11 - 12:00**, and many other times as well, but it's always best to make an appointment.

2. Lab manual is available from the College bookstore. It would help to read the introduction and each of its nine investigations before coming to class.

See the Genetics Lab website
http://dillonr.people.cofc.edu/genelab.htm

3. Attendance. You are expected to do your share of the work. Many of the investigations (especially the fruit fly ones) can get tedious, and it's unfair to expect your lab partner to do it all if you miss a class. So if you're sick, please **call 953-8087** so arrangements can be made.

4. Lab reports are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your lab partner to gather data for most lab reports, but **please think independently.** Everyone should submit his own report with his own data analysis. Reports are due one week after the completion of the investigation, unless noted below. Reports not submitted promptly **at the start of class** are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but I do not accept reports thereafter.

5. Practical exams do not consume the entire class period and are not comprehensive. Nevertheless, the same policy pertains in lab and lecture. Contact me ASAP if you must miss an exam. Regardless of your excuse, the later the make-up, the harder the test.

Course Grading

Lab reports	Date due	Points
1. Probability & statistics	Jan 25	8
2. *Drosophila* familiarization	Jan 25	5
3. Dihybrid crosses in corn	Feb 8	8
4. Variable expressivity	Feb 15	6
5. Incomplete penetrance	Mar 1	8
6. Linkage analysis	Mar 22	12
7. Human karyotype analysis	Mar 29	12
8. Chromatography of eye pigments	Apr 6	10
9. Protein electrophoresis	Apr 19	12
10. Selection and genetic drift	Apr 26	24
TOTAL for lab reports		105
TWO lab quizzes @ 40 pts ea		80
Lab performance		15
COURSE TOTAL		200

Spring 2011 Syllabus

Genetics Labs 305.L01 & 305.L03

R. T. Dillon

Readings are from my *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Jan 11, 12	Introduction	-
Jan 18, 19	Probability & Statistics	Inv. 1
Jan 25, 26	*Drosophila* familiarization Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3 Inv. 4
Feb 1, 2	Independent assortment and gene interaction in maize Set up selection & drift experiments ("S&D") Clear penetrance & expressivity experiments	Inv. 2 Inv. 5
Feb 8, 9	Set up trihybrid cross for gene mapping experiment ("THC") Analysis of variable expressivity Clear S&D experiments	Inv. 6 Inv. 4
Feb 15, 16	Count & transfer F1 from S&D experiments Clear penetrance experiment Clear parentals from THC	Inv. 5
Feb 22, 23	Analysis of incomplete penetrance in a monohybrid cross Make THC test cross Clear S&D experiments	Inv. 4
Mar 1, 2	**Lab Quiz** Count & transfer F2 from S&D experiments Clear F1 from THC	Inv. 5
Mar 8, 9	(Spring Break) Instructor will clear S&D experiments	-
Mar 15, 16	Linkage analysis	Inv. 6
Mar 22, 23	Human cytogenetics Count & transfer F3 from S&D experiments	Inv. 7 Inv. 5
Mar 29, 30	Chromatography of eye pigments Clear S&D experiments	Inv. 8
Apr 5, 6	Protein electrophoresis	Inv. 9
Apr 12, 13	Count F4 and terminate S&D experiments Selection and genetic drift	Inv. 5
Apr 19, 20	**Lab Quiz**	-

Genetics Lab 305.L03 Wednesday

Course Policy, Spring 2011

R. T. Dillon RHSC Rm 200A
953-8087, DillonR@cofc.edu

1. The Genetics Laboratory (RHSC 200) is open essentially every day during regular business hours. I will certainly be present **Tuesday, Wednesday, and Thursday 11 - 12:00**, and many other times as well, but it's always best to make an appointment.

2. Lab manual is available from the College bookstore. It would help to read the introduction and each of its nine investigations before coming to class.

See the Genetics Lab website
http://dillonr.people.cofc.edu/genelab.htm

3. Attendance. You are expected to do your share of the work. Many of the investigations (especially the fruit fly ones) can get tedious, and it's unfair to expect your lab partner to do it all if you miss a class. So if you're sick, please **call 953-8087** so arrangements can be made.

4. Lab reports are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your lab partner to gather data for most lab reports, but **please think independently.** Everyone should submit his own report with his own data analysis. Reports are due one week after the completion of the investigation, unless noted below. Reports not submitted promptly **at the start of class** are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but I do not accept reports thereafter.

5. Practical exams do not consume the entire class period and are not comprehensive. Nevertheless, the same policy pertains in lab and lecture. Contact me ASAP if you must miss an exam. Regardless of your excuse, the later the make-up, the harder the test.

Course Grading

Lab reports	Date due	Points
1. Probability & statistics	Jan 26	8
2. *Drosophila* familiarization	Jan 26	5
3. Dihybrid crosses in corn	Feb 9	8
4. Variable expressivity	Feb 16	6
5. Incomplete penetrance	Mar 2	8
6. Linkage analysis	Mar 23	12
7. Human karyotype analysis	Mar 30	12
8. Chromatography of eye pigments	Apr 8	10
9. Protein electrophoresis	Apr 20	12
10. Selection and genetic drift	Apr 27	24
TOTAL for lab reports		105
TWO lab quizzes @ 40 pts ea		80
Lab performance		15
COURSE TOTAL		200

Spring 2011 Syllabus

Genetics Labs 305.L01 & 305.L03

R. T. Dillon

Readings are from my *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Jan 11, 12	Introduction	-
Jan 18, 19	Probability & Statistics	Inv. 1
Jan 25, 26	*Drosophila* familiarization Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3 Inv. 4
Feb 1, 2	Independent assortment and gene interaction in maize Set up selection & drift experiments ("S&D") Clear penetrance & expressivity experiments	Inv. 2 Inv. 5
Feb 8, 9	Set up trihybrid cross for gene mapping experiment ("THC") Analysis of variable expressivity Clear S&D experiments	Inv. 6 Inv. 4
Feb 15, 16	Count & transfer F1 from S&D experiments Clear penetrance experiment Clear parentals from THC	Inv. 5
Feb 22, 23	Analysis of incomplete penetrance in a monohybrid cross Make THC test cross Clear S&D experiments	Inv. 4
Mar 1, 2	**Lab Quiz** Count & transfer F2 from S&D experiments Clear F1 from THC	Inv. 5
Mar 8, 9	(Spring Break) Instructor will clear S&D experiments	-
Mar 15, 16	Linkage analysis	Inv. 6
Mar 22, 23	Human cytogenetics Count & transfer F3 from S&D experiments	Inv. 7 Inv. 5
Mar 29, 30	Chromatography of eye pigments Clear S&D experiments	Inv. 8
Apr 5, 6	Protein electrophoresis	Inv. 9
Apr 12, 13	Count F4 and terminate S&D experiments Selection and genetic drift	Inv. 5
Apr 19, 20	**Lab Quiz**	-

Spring 2011

GENETICS BIOL 305L-02
Agnes Ayme-Southgate

INSTUCTOR: Agnes Ayme-Southgate
Office: Science Building, room 218B
Phone: 953-6544
e-mail: southgatea@cofc.edu

My office visit times are Wednesday 10-11:30am, as well as Tuesday and Thursday after class or simply stop by. If you need an appointment, the best way to contact me is by e-mail (southgatea@cofc.edu), providing me with times when you are available. I check my e-mail frequently and will give you a specific meeting time in return.

IMPORTANT DATES

01/14/2011	Drop/Add
03/06-13/2011	Spring Break
03/14/2011	last day for W
04/25/2011	LAST DAY OF CLASS

COURSE OBJECTIVES
This lecture is designed to:

1. excite your imagination and love of biology.
2. give examples of the main concepts of Mendelian. Understand the scientific process
3. develop information gathering, critical and analytical skills

Course policies

1. The **Genetics Laboratory** (RHSC 200) is open essentially every day during regular business hours.

2. The **Lab Manual** is available from the College bookstore. The nine investigations it contains are listed on your lab schedule. Please read the introduction and be familiar with each investigation before class.

3. **Attendance.** You are expected to do your share of the work. Many of the labs (especially the fruit fly ones) can get tedious, and it's unfair to expect your lab partner to do all the work if you miss a lab. So if you're sick, please **send me and your partner an e-mail** so arrangements can be made. Some of the investigations may be impossible to make up, although you can get the data later. Being a Thursday lab, we can try and make it up on Friday.

4. **Lab reports** are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your partner to gather the data for most lab reports, but **please think and write independently**. Everyone should submit his own lab report with his own data analysis. Reports are due on the week noted in our course grading. Lab reports not submitted promptly at the start of class are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but reports will not be accepted thereafter.

Syllabus

Readings are from Dr. Dillon's *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Jan 13	Introduction	-
Jan 20	Probability & Statistics	Inv. 1
Jan 27	*Drosophila* familiarization Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3 Inv. 4
Feb 3	Independent assortment and gene interaction in maize Set up selection & drift experiments ("S&D") Clear penetrance & expressivity experiments	Inv. 2 Inv. 5
Feb 10	Set up trihybrid cross for gene mapping experiment ("THC") Analysis of variable expressivity Clear S&D experiments	Inv. 6 Inv. 4
Feb 17	Count & transfer F1 from S&D experiments Clear penetrance experiment Clear parentals from THC	Inv. 5
Feb 24	Analysis of incomplete penetrance in a monohybrid cross Make THC test cross Clear S&D experiments	Inv. 4
Mar 3	**Midterm** Count & transfer F2 from S&D experiments Clear F1 from THC	Inv. 5
Mar 10	(Spring Break) Instructor will clear S&D experiments	-
Mar 17	Linkage analysis	Inv. 6

	Count & transfer F3 from S&D experiments	Inv. 5
Mar 24	Human cytogenetics Clear S&D experiments	Inv. 7
Mar 31	Chromatography of eye pigments Count & transfer F4 from S&D experiments	Inv. 8
Apr 7	Protein electrophoresis	Inv. 9
Apr 14	Count F4 and terminate S&D experiments Selection and genetic drift	Inv. 5
Apr 21	**Lab Final**	-

Course grading

LAB REPORT	Due Date	POINTS	TOTALS
1. Probability and Statistics	Jan 27	8	
2. *Drosophila* familiarization	Jan 26	5	
3. Dihybrid crosses in corn	Feb 10	8	
4a. Variable expressivity	Feb 17	6	
4b. Incomplete penetrance	Mar 3	8	
6. Chromosome mapping	Mar 24	12	
7. Human cytogenetics	April1	12	
8. Chromatography of eye pigments	Apr 9	12	
9. Protein electrophoresis	Apr 21	14	
5. Selection and genetic drift	Apr 28	10	
TOTAL for lab reports			**95**
LAB EXAMS, two @ 40 pts/50.			90
Lab performance			15
COURSE TOTAL			**200**

SCALE:
92 and above: A
90-91.9: A-
87-89.9: B+
83-86.9: B
80-82.9:B-
77-79.9: C+
74-76.9: C
70-73.9:C-
67-69.9: D+
64-66.9: D
60-63.9: D-
below 60:F

HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at *http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.*

Genetics Lab 305.L02 Wednesday

Course Policy, Fall 2011

R. T. Dillon RHSC Rm 200A
953-8087, DillonR@cofc.edu

1. The Genetics Laboratory (RHSC 200) is open essentially every day during regular business hours. I will certainly be present **Tuesday, Wednesday, and Thursday 11 - 12:00**, and many other times as well, but it's always best to make an appointment.

2. Lab manual is available from the College bookstore. It would help to read the introduction and each of its nine investigations before coming to class.

See the Genetics Lab website
http://dillonr.people.cofc.edu/genelab.htm

3. Attendance. You are expected to do your share of the work. Many of the investigations (especially the fruit fly ones) can get tedious, and it's unfair to expect your lab partner to do it all if you miss a class. So if you're sick, please **call 953-8087** so arrangements can be made.

4. Lab reports are quite informal. Just do the analysis and answer the questions at the end of each exercise. You must work closely with your lab partner to gather data, but **please think independently.** Everyone should submit his own report with his own data analysis. Reports are due one week after the completion of the investigation, unless noted below. Reports not submitted promptly **at the start of class** are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but I do not accept reports thereafter.

5. Practical exams do not consume the entire class period and are not comprehensive. Nevertheless, the same policy pertains in lab and lecture. Contact me ASAP if you must miss an exam. Regardless of your excuse, the later the make-up, the harder the test.

Course Grading

Lab reports	Date due	Points
1. Probability & statistics	Sept 7	8
2. *Drosophila* familiarization	Sept 7	5
3. Dihybrid crosses in corn	Sept 21	8
4. Variable expressivity	Sept 28	6
5. Incomplete penetrance	Oct 12	8
6. Linkage analysis	Oct 26	12
7. Human karyotype analysis	Nov 2	12
8. Chromatography of eye pigments	Nov 9	10
9. Protein electrophoresis	Nov 30	12
10. Selection and genetic drift	Nov 30	24
TOTAL for lab reports		105
TWO lab quizzes @ 40 pts ea		80
Lab performance		15
COURSE TOTAL		200

Tuesday Schedule, Fall 2011

Genetics Lab 305.L01

R. T. Dillon

Readings are from my *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Aug 23	Introduction	-
Aug 30	Probability & Statistics	Inv. 1
Sept 6	*Drosophila* familiarization Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3 Inv. 4
Sept 13	Independent assortment and gene interaction in maize Set up selection & drift experiments ("S&D") Clear penetrance & expressivity experiments	Inv. 2 Inv. 5
Sept 20	Analysis of variable expressivity Set up trihybrid cross for gene mapping experiment ("THC") Clear S&D experiments	Inv. 6 Inv. 4
Sept 27	Count & transfer F1 from S&D experiments Clear penetrance experiment Clear parentals from THC	Inv. 5
Oct 4	Analysis of incomplete penetrance in a monohybrid cross Make THC test cross Clear S&D experiments	Inv. 4
Oct 11	**Lab Quiz** Clear F1 from THC Count & transfer F2 from S&D experiments	Inv. 5
Oct 18	Fall Break S&D experiments cleared	
Oct 25	Linkage analysis	Inv. 6
Nov 1	Human cytogenetics Count & transfer F3 from S&D experiments	Inv. 7 Inv. 5
Nov 8	Chromatography Clear S&D experiments	Inv. 8
Nov 15	Protein electrophoresis	Inv. 9
Nov 22	Count F4 and terminate S&D experiments Selection and genetic drift	Inv. 5
Nov 29	**Lab Quiz**	

Genetics Lab 305.L01 Tuesday

Course Policy, Fall 2011

R. T. Dillon RHSC Rm 200A
953-8087, DillonR@cofc.edu

1. The Genetics Laboratory (RHSC 200) is open essentially every day during regular business hours. I will certainly be present **Tuesday, Wednesday, and Thursday 11 - 12:00**, and many other times as well, but it's always best to make an appointment.

2. Lab manual is available from the College bookstore. It would help to read the introduction and each of its nine investigations before coming to class.

See the Genetics Lab website
http://dillonr.people.cofc.edu/genelab.htm

3. Attendance. You are expected to do your share of the work. Many of the investigations (especially the fruit fly ones) can get tedious, and it's unfair to expect your lab partner to do it all if you miss a class. So if you're sick, please **call 953-8087** so arrangements can be made.

4. Lab reports are quite informal. Just do the analysis and answer the questions at the end of each exercise. You must work closely with your lab partner to gather data, but **please think independently.** Everyone should submit his own report with his own data analysis. Reports are due one week after the completion of the investigation, unless noted below. Reports not submitted promptly **at the start of class** are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but I do not accept reports thereafter.

5. Practical exams do not consume the entire class period and are not comprehensive. Nevertheless, the same policy pertains in lab and lecture. Contact me ASAP if you must miss an exam. Regardless of your excuse, the later the make-up, the harder the test.

Course Grading

Lab reports	Date due	Points
1. Probability & statistics	Sept 6	8
2. *Drosophila* familiarization	Sept 6	5
3. Dihybrid crosses in corn	Sept 20	8
4. Variable expressivity	Sept 27	6
5. Incomplete penetrance	Oct 11	8
6. Linkage analysis	Nov 1	12
7. Human karyotype analysis	Nov 8	12
8. Chromatography of eye pigments	Nov 15	10
9. Protein electrophoresis	Nov 29	12
10. Selection and genetic drift	Dec 6	24
TOTAL for lab reports		105
TWO lab quizzes @ 40 pts ea		80
Lab performance		15
COURSE TOTAL		200

Fall 2012

GENETICS BIOL 305L-01,02,03
Bharathi Viswanathan, PhD

INSTUCTOR: Bharathi Viswanathan
Office:
Phone:
e-mail:

My office visit times are Tuesdays 4:45-5:30 p.m, as well as Tuesday/Wednesday/ Thursday after class. If you need an appointment, the best way to contact me is by e-mail (@cofc.edu), providing me with times when you are available. I check my e-mail frequently and will give you a specific meeting time in return.

IMPORTANT DATES

08/27/2012	Drop/Add
10/13/2010-10/15/2012	Fall Break
10/29/2012	last day for W
12/03/2012	LAST DAY OF CLASS

COURSE OBJECTIVES

This lecture is designed to:

1. excite your imagination and love of biology.
2. give examples of the main concepts of Mendelian. Understand the scientific process
3. develop information gathering, critical and analytical skills

Course policies

1. The **Genetics Laboratory** (RHSC 200) is open essentially every day during regular business hours.

2. The Lab Manual for your experiment would be uploaded into OAKS before the scheduled lab session. There are a total of eight investigations that would be performed as a part of BIOL 305L. Please read the introduction and be familiar with each investigation before class.

3. **Attendance.** You are expected to do your share of the work. Many of the labs can get tedious, and it's unfair to expect your lab partner to do all the work if you miss a lab. So if you're sick, please **send me and your partner an e-mail** so arrangements can be

made. Most of the investigations may be impossible to make up. There is a possibility of a make up only if can make arrangements with your partner and get yourself scheduled into another section of the BIOL 3051

4. **Lab reports** are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your partner to gather the data for most lab reports, but **please think and write independently**. Everyone should submit his own lab report with his own data analysis. Reports are due on the week noted in our course grading. Lab reports not submitted promptly at the start/end of class are late, and will be marked off 50%. You have a week-long "grace period" in which to submit your report for half credit, but reports will not be accepted thereafter.

Syllabus

Readings are from Dr. Dillon's *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Aug 21/22/23	Probability & Statistics	Inv. 1
Aug 28/29/30	Independent assortment in corn	Inv. 2
Sep 4/5/6	*Drosophila* familiarization	Inv. 3
Sep 11/12/13	Set up of back crosses with Wild type and various mutants of *Drosophila*	Inv. 4
Sep 18/19/20	Molecular genetics of PTC tasting (Hard-Weinberg and population genetics)- Collect cells and extract DNA	Inv. 5
Sep 25/26/27	Count & transfer F1 from backcross experiments and set up F2	Inv. 4 *(contd)*
Oct 2/3/4	Set up the PCR for the PTC experiment Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 5 *(contd)* Inv 6
Oct 9/10/11	**MIDTERM** Count & record F2 from backcross experiments	Inv. 4 *(contd)*

Oct 16/17/18	Count & transfer F1 from "Lobed" experiments and set up F2 Set up the Restriction Digestion of the PCR product from the PTC experiment	Inv 6 *(contd)* Inv 5 *(contd)*
Oct 23/24/25	Run the gel electrophoresis for the PTC experiment. Analyse data and discussion on population genetics chi square	Inv. 5 *(contd)*
Oct 30/31, Nov 1	Count & record F2 from "Lobed" experiments	Inv. 6 *(contd)*
Nov 7,8	Bioinformatics	Inv. 7
Nov 13/14/15	Chromatography of eye pigments	Inv. 8
Nov 20	Bioinformatics	Inv. 7
Nov 27/28/29	**FINAL EXAM**	-

Course grading

LAB REPORT	Due Date	POINTS	TOTALS
1. Probability and Statistics	Jan 27	8	
2. *Drosophila* familiarization	Jan 26	5	
3. Dihybrid crosses in corn	Feb 10	8	
4a. Variable expressivity	Feb 17	6	
4b. Incomplete penetrance	Mar 3	8	
6. Chromosome mapping	Mar 24	12	
7. Human cytogenetics	April1	12	
8. Chromatography of eye pigments	Apr 9	12	
9. Protein electrophoresis	Apr 21	14	
5. Selection and genetic drift	Apr 28	10	
TOTAL for lab reports			95
LAB EXAMS, two @ 40 pts/50.			90
Lab performance			15
COURSE TOTAL			**200**

SCALE:
92 and above: A
90-91.9: A-
87-89.9: B+
83-86.9: B

80-82.9:B-
77-79.9: C+
74-76.9: C
70-73.9:C-
67-69.9: D+
64-66.9: D
60-63.9: D-
below 60:F

HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at *http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.*

Spring 2013

GENETICS BIOL 305L-01, 02, 03

Bharathi Viswanathan, PhD

The best time to meet me would be after class on Tuesdays/Wednesdays/Thursdays. If you need an appointment, the best way to contact me is by e-mail. I check my e-mail frequently and will give you a specific meeting time in return. My email ID is viswanathanb@cofc.edu

BIOL	305L	01 T	01:40 pm-04:40 pm	RHSC 200
BIOL	305L	03 W	01:40 pm-04:40 pm	RHSC 200
BIOL	305L	02 R	01:40 pm-04:40 pm	RHSC 200

Covering for the first month: Agnes Ayme-Southgate (southgatea@cofc.edu)

IMPORTANT DATES

01/09/13	Classes Start
01/15/13	Last Day to Drop/Add
01/21/13	Martin Luther King B'day. No class
03/02/13-03/10/13	Spring Break
03/25/13	Last day for W
04/24/13	LAST DAY OF CLASS

COURSE OBJECTIVES

This lecture is designed to:

1. Excite your imagination and love of biology.
2. Give examples of the main concepts of Mendelian Genetics and to gain an insight into molecular genetics.
3. Understand the scientific process of gathering information and further developing critical and analytical skills to analyze the gathered data.

Course policies

1. The **Genetics Laboratory** (RHSC 200) is open essentially every day during regular business hours.

2. **Attendance.** You are expected to do your share of the work. Many of the labs can get tedious, and it's unfair to expect your lab partner to do all the work if you miss a lab. So if you're sick, please **send me and your partner an e-mail** so that arrangements can be made. Most of the investigations may be impossible to make up. There is a possibility of a make up only if you can make arrangements with your partner and get yourself scheduled into another section of the BIOL 305L within the same week.

3. **Lab reports** are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your partner to gather the data for most lab reports, but **please think and write independently**. Everyone should submit his/her **own** lab report with his/her **own** data analysis. The data in your lab report should be clear, legible and neat. **The step wise calculations done to obtain the results should be shown, as you will be graded accordingly**. Reports are due either at the end of lab on a week after completion of the investigation or on the week noted in our course grading. Lab reports not submitted promptly at the start/end of class are **late, and will be marked off 50%.** You have a week-long "grace period" in which you could submit your report for half credit, but reports will not be accepted thereafter.

4. Lab Safety: A list of safety policy and procedures will be distributed in the first class and an acknowledgement of receipt of the same will be obtained. It is expected that these procedures be followed while coming to lab. **Failure to follow the safety guidelines may debar you from performing the experiment** on the given day and you will **not** receive any grades for the same.

5. Lab Cleanliness: It is as important to clean the lab after your experiment by putting away the materials used in the right place, cleaning your culture bottles/apparatus used and keeping the area tidy. Failure to do so will be reflected in the grades for that experiment. Further it is important that **not only you but your partner** too ensures clean practices.

HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at *http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.*

Syllabus

Date	Topic	Readings
Jan 15/16/17	Probability and Statistics	Inv 1
Jan 22/23/24	Drosophila Familiarization	Inv 2
Jan 29/30/31	Set up two experiments with the **"Lobed"** gene: (a) A comparison of variation in expressivity (b) Incomplete penetrance Introduction to **Bioinformatics**	Inv 3 Inv 4
Feb 5/6/7	Molecular Genetics of **PTC Tasting**- Collect cells and extract DNA **Bioinformatics**	Inv 5 Inv 4 *(contd)*
Feb 12/13/14	Set up PCR for **PTC** experiment Count & Transfer F1 from **"Lobed"** experiments and set up F2.	Inv 5 *(contd)* Inv 3 *(contd)*
Feb 19/20/21	Set up Restriction Digestion of PCR product from **PTC** experiment **MIDTERM**	Inv 5 *(contd)*
Feb 26/27/28	Set up **back crosses** with Wild type and various mutants of *Drosophila* Count and record F2 from **"Lobed"** experiment	Inv 6 Inv 3 *(contd)*
Mar 5/6/7	**SPRING BREAK**	
Mar 12/13/14	Count & Transfer F1 from **backcross** experiments and set up F2. Run gel electrophoresis for PCR product Discuss Hardy Weinberg and Population genetics for **PTC**	Inv 6 *(contd)* Inv 5 *(contd)*
Mar 19/20/21	Independent Assortment in **corn**	Inv 7
Mar 26/27/28	Count and record F2 from **backcross** experiment	Inv 6 *(contd)*
Apr 2/3/4	**Chromatography** of eye pigments	Inv 8
Apr 9/10/11	**Karyotyping**	Inv 9
Apr 16/17/18	**FINAL EXAM**	
Apr 25	Collect your final exam answer sheets	

Course grading

LAB REPORT	Due Date	POINTS	TOTAL
1. Probability and Statistics	Jan 15/16/17	10	
2. Drosophila Familiarization	Jan 22/23/24	10	
3. Drosophila "Lobed" gene experiment	Mar 12/13/14	20	
4. Bioinformatics	Feb 5/6/7	10	
5. Molecular Genetics of PTC	Mar 19/20/21	15	
6. Drosophila Backcross experiment	Apr 2/3/4	20	
7. Independent Assortment in Corn	Mar 26/27/28	10	
8. Chromatography of eye pigments	Apr 9/10/11	15	
9. Karyotying	Apr 9/10/11	10	
TOTAL for Lab reports			**120**
MIDTERM			40
FINAL EXAM			80
Lab Performance			10
COURSE TOTAL			**250**

GRADE SCALE:

92 and above: A
90-91.9 : A-
87-89.9 : B+
83-86.9 : B
80-82.9 : B-
77-79.9 : C+
74-76.9 : C
70-73.9 : C-
67-69.9 : D+
64-66.9 : D
60-63.9 : D-
below 60 : F

GENETICS BIOL 305L-01, FALL 2014.

Instructor: Bharathi Viswanathan, PhD

The best time to meet me would be after class on Mondays. If you need an appointment, the best way to contact me is by e-mail.

Office hours: Monday 12-1 pm
Office: 65 Coming Street, Room 101

Email: viswanathanb@cofc.edu

BIOL 305L 01 M 2:00 p.m. – 5:00 p.m. SSMB 141

IMPORTANT DATES

8/25	Class start
8/25	Last day for Drop/Add
10/23	Last Day for W
11/3	Fall Break
12/1	Last day of class

COURSE OBJECTIVES

This lecture is designed to:

1. Excite your imagination and love for biology.
2. Give examples of the main concepts of Mendelian Genetics and to gain insight into molecular genetics and bioinformatics.
3. Understand the scientific process of gathering information and further developing critical and analytical skills to analyze the gathered data.

Course policies

1. The **Genetics Laboratory** (SSMB 141) is open essentially every day during regular business hours.

2. The **Lab Manual** for your experiment would be uploaded into OAKS before the scheduled lab session. There are a total of seven investigations that would be performed as a part of BIOL 305L.Please read the introduction and be familiar with each investigation before class.

3. **Attendance.** You are expected to do your share of the work. Many of the labs can get tedious, and it's unfair to expect your lab partner to do all the work if you miss a lab. So if you're sick, please **send me and your partner an e-mail** so that arrangements can be made. Most of the investigations may be impossible to make up. There is a possibility of a make up only if you can make arrangements with your partner.

4. **Lab reports** are variably-formatted. There will be questions to answer and analyses to perform for each investigation. You must work closely with your partner to gather the data for most lab reports, but **please think and write independently**. Everyone should submit his/her **own** lab report with his/her **own** data analysis. The data in your lab report should be **clear, legible and neat**. The step wise calculations done to obtain the results should be shown, as you will be graded accordingly. Reports are due either at the end of lab on a week after completion of the investigation or on the week noted in our course grading. Lab reports not submitted promptly at the start/end of class are late, and will be marked off 50%. You have a week-long **"grace period"** in which you could submit your report for half credit, but reports will not be accepted thereafter.

5. **Lab Safety:** A list of safety policy and procedures will be distributed in the first class and an acknowledgement of receipt of the same will be obtained. It is expected that these procedures be followed while coming to lab. **Failure to follow the safety guidelines may debar you from performing the experiment** on the given day and you will **not** receive any grades for the same.

6. Lab Cleanliness: It is as important to clean the lab after your experiment by putting away the materials used in the right place, cleaning your culture bottles/apparatus used and keeping the area tidy. Failure to do so will be reflected in the grades for that experiment. Further it is important that **not only you but your partner** too ensures clean practices.

HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will

appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a smart phones), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

You can find the complete Honor Code and all related processes in the *Student Handbook* at http://studentaffairs.cofc.edu/honor-system.

COLLEGE of CHARLESTON

SCHOOL OF SCIENCES
AND MATHEMATICS

SAFETY POLICY AND PROCEDURES

The School of Sciences and Mathematics of the College of Charleston understands that the safety of our students, staff and faculty is of paramount importance. Engendering a safety culture is an important part of our mission in teaching and doing science. Each department, course of instruction, or research lab may require higher standards or procedures. The policies and procedures set forth below are understood to be minimum requirements across our departments.

In this document, the term "laboratory" is meant for a work space/facility where chemicals, biological agents, or equipment is used for research and/or instruction.

No one (student, staff, faculty, or visitor) will be allowed in a laboratory (teaching or research) to perform experiments or where experiments may be in progress unless these regulations are followed.

Students dismissed from a teaching lab due to violations of the safety procedures will not be allowed to re-enter the laboratory until authorized to do so by their supervisor (instructor) and, in the case of research laboratories, by the department chair or designee. Any course work missed because of a violation of these guidelines cannot be made up at another time (or by an extension of the lab period) and will be treated as an unexcused absence.

1. You are responsible for knowing the biological, chemical, electrical, ergonomic, mechanical, and physical hazards associated with the equipment and materials that are being utilized in the laboratory. Listen to all instructions and ask questions about that which you do not understand.

2. Know the location of safety equipment: telephones, emergency shower, eyewash, fire extinguisher, fire alarm pull.

3. Know the appropriate emergency response procedures. If there is an injury or emergency, call 953-5611.

4. Do not work alone in the laboratory if you are working with hazardous materials or equipment.

5. Use hazardous chemicals, equipment, and biological agents only as directed and for their intended purpose.

6. Do not engage in horseplay, pranks or other acts of mischief while in lab.

7. Drinking, eating, and application of cosmetics is forbidden in laboratories where chemicals or biohazards are present. Smoking is forbidden in all College buildings.

8. Appropriate personal protective equipment shall be worn. The dress code for laboratory work when using chemicals, biological or physical hazards, or when instructed to do so by the laboratory supervisor is as follows:
a) Wear safety glasses or goggles at all times.
b) No exposed skin on arms, legs or torso.
c) Wear lab coats or other approved protective garments.
d) Wear gloves or other personal protective equipment (PPE) as directed by the instructor or mandated by prudent practices based on the chemicals being handled. If in doubt, wear appropriate gloves. Latex is not permitted. Avoid cross-contamination.
e) Remove PPE (gloves and lab coat) when exiting the laboratory.
f) Wash your hands, even if gloves were used, before leaving a lab where you did any lab work.

g) Closed toe shoes are required. The heel and top of foot must be covered. High heeled shoes, sandals, and perforated shoes are not permitted.
h) Confine long hair and loose clothing.

9. Inspect equipment or apparatus for damage before adding chemical reagents or biological samples or energizing electrical equipment. Do not use damaged equipment.

10. Never remove chemicals, biological samples, or laboratory equipment from a lab without proper authorization.

11. Presume that all chemicals and biological samples used in the laboratory are hazardous for you and the environment, unless instructed otherwise.

12. Never leave an experiment unattended unless proper safety precautions are in place.

13. Read all labels on chemicals twice before using them in the lab. Read all instructions twice for the operation of any equipment or machinery.

14. Properly and safely dispose of all waste materials.

15. Treat sharps and broken glassware containers carefully.
a) Broken glass should be disposed of in properly marked safety containers. All sharps (needles, razor blades, etc.) used for any purpose must be disposed of in specially labeled SHARPS containers.
b) Do not place contaminated glass in the broken glassware container. Consult your supervisor.
c) Waste chemicals and contaminated PPE should be discarded as directed.

16. When using a reagent, replace the lid immediately. Never return unused reagents to stock bottles. Take only the amount needed for your experiment.

17. All chemicals and biological samples/media are to be disposed of in appropriately labeled containers. Specific instructions for each material will be provided. Pay attention to waste container labels before adding the material to be discarded.

18. Use good personal hygiene. Keep your hands and face clean. Wash hands thoroughly with soap and water after handling any chemical or biological agent.

19. Keep the work area clean and uncluttered with chemicals and equipment. Clean up the work area on completion of an operation or an experiment. Before leaving the laboratory, you are responsible for making sure your lab area is clean and organized.

20. Never store a chemical or biological specimen in an unlabeled container.

20. Always have your College of Charleston identification and insurance information with you when working in a laboratory. MedicAlert identification must be worn if you have any potential life-threatening chemical sensitivities or medical conditions.

21. Report any accident or injury, however minor, to your teaching assistant, instructor, or lab supervisor immediately. An accident report form must be completed and forwarded to the department chair, dean, and to the Director of Environmental Health and Safety.

If you have questions/concerns about safety in the lab please first consult your instructor. If these are not answered, please see the department chair. Finally, you may consult the director of Environmental Health and Safety, Randy Beaver at 3-6802 or beaverr@cofc.edu

Adopted: March 7, 2012

Syllabus

Date	Topic & Exercise	Readings
8/25	Probability & Statistics	Inv. 1
9/1	*Drosophila* familiarization	Inv. 2
9/8	Lobed: Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3
9/15	Bioinformatics	Inv.4
9/22	Record data for Lobed experiment. Set up F2 crosses	Inv. 3 *(contd)*
9/29	Set up of crosses with Wild type and various mutants of *Drosophila*	Inv 5
10/6	Count F2 for Lobed experiment **MIDTERM**	Inv. 3 *(contd)*
10/13	Count & transfer F1 from cross experiments and set up F2.	Inv. 5*(contd)*
10/20	Independent assortment in corn	Inv. 6
10/27	Count & record F2 from cross experiments	Inv. 5 (contd)
11/3	**FALL BREAK**	
11/10	Molecular Genetics of PTC	Inv. 7
11/17	Molecular Genetics of PTC (Contd)	Inv 7 (Contd)
11/24	**FINAL EXAM**	
12/1	**Collect your final exam answer sheets**	

Course grading

LAB REPORTS	DUE DATE	POINTS	TOTALS
1. Probability and statistics	8/25	15	
2. Drosophila Familiarization	9/1	8	
3. Drosophila "lobed" gene expt	10/13	20	
4. Bioinformatics	9/22	10	
5. Drosophila cross expt	11/10	15	
6. Independent assortment in corn	10/27	12	
7. Molecular genetics of PTC	11/24	20	
TOTAL FOR LAB REPORTS			**100**
MID TERM			30
FINAL EXAM			70
			200

GRADE SCALE:

92 and above: A
90-91.9 : A-
87-89.9 : B+
83-86.9 : B
80-82.9 : B-
77-79.9 : C+
74-76.9 : C
70-73.9 : C-
67-69.9 : D+
64-66.9 : D
60-63.9 : D-
below 60 : F

01/12/15

Genetics Lab 305L Course Policy, Spring 2015

Sections Monday L01, Tuesday L02, Wednesday Morning L03, and Wednesday Afternoon L04

R. T. Dillon (SCRA Innovation Center, 645 Meeting Street)
953-8087, DillonR@cofc.edu

1. Catalog Description – An introduction to the principles of heredity using common experimental organisms. Recent techniques in molecular genetics are also covered. Biology 211 and 211D (Biodiversity) is a prerequisite, and Genetics Lecture 305 is a pre-requisite or co-requisite. Math 250 (Statistical Methods) is a prerequisite for all 300-level biology classes.

2. Explicit Learning Outcome – "It is the business of a University to impart to the rank and file of the men whom it trains the right thought of the world, the thought which it has tested and established, the principles which have stood through the seasons and become at length part of the immemorial wisdom of the race. The object of education is not merely to draw out the powers of the individual mind: it is rather its right object to draw all minds to a proper adjustment to the physical and social world in which they are to have their life and their development: to enlighten, strengthen and make fit. The business of the world is not individual success, but its own betterment, strengthening, and growth in spiritual insight-- 'So teach us to number our days, that we may apply our hearts unto wisdom' is its right prayer and aspiration." Woodrow Wilson, 1896.

3. The Genetics Laboratory (Relocated to SSMB 141 during the renovation) is open essentially every day during regular school hours, although four sections of Molecular Biology Lab meet in the room later in the week, as well as our four sections of Genetics Lab. I will have **"office hours" in SSMB 141 on Monday, Tuesday and Wednesday 1 – 2:00,** and will certainly be present at many other times as well, but it is always best to make an appointment.

4. Lab Manual is available from the College bookstore. Please read the introduction and be familiar with each investigation before coming to class.

5. Attendance. You are expected to do your share of the work. Many of the investigations (especially the fruit fly ones) can get tedious, and it is unfair to expect your lab partner to do all the work if you miss a class. So if you're sick, please **call 953-8087** so arrangements can be made. Some of the investigations may be impossible to make up, although you can get the data later.

6. Lab reports are variably-formatted. There will be questions to answer and analyses to perform after each exercise. You must work closely with your lab partner to gather data for most lab reports, but **please think independently.** Everyone should submit his own report with his own data analysis. Reports are due one week after the completion of the investigation, unless noted below. Reports not submitted promptly **at the start of class** are late, and will be marked off 50%. If you are sick, send me your lab report by email or by courier. You have a week-long "grace period" in which to submit your report for half credit, but lab reports will not be accepted thereafter.

7. Practical quizzes do not consume the entire class period and are not comprehensive. Nevertheless, the same policy pertains in lab and lecture. Contact me ASAP if you must miss a quiz. Regardless of your excuse, the later the make-up, the harder the test.

8. Watch the Genetics Lab website for "News, Announcements, and Reminders" as the semester proceeds:
http://dillonr.people.cofc.edu/genelab.htm
Among the many useful resources available from the course site is a pdf download entitled, "Dr. Dillon's Teaching Philosophy."

Genetics Lab 305L

R. T. Dillon

COURSE GRADING, Spring 2015

LAB REPORT	Due date for Monday.L01	Due date for Tuesday.L02	Due Date for Wednesday.L03 & L04	POINTS	TOTALS
1. Probability and Statistics	Feb 2	Jan 27	Jan 28	8	
2. *Drosophila* familiarization	Feb 2	Jan 27	Jan 28	5	
3. Dihybrid crosses in corn	Feb 16	Feb 10	Feb 11	8	
4a. Variable expressivity	Feb 23	Feb 17	Feb 18	6	
4b. Incomplete penetrance	Mar 16	Mar 10	Mar 11	8	
6. Chromosome mapping	Mar 30	Mar 24	Mar 25	12	
7. Human cytogenetics	Apr 6	Mar 31	Apr 1	12	
8. Chromatography of eye pigments	Apr 13	Apr 7	Apr 8	10	
9. Protein electrophoresis	Apr 27	Apr 21	Apr 22	12	
5. Selection and genetic drift	May 4	Apr 28	Apr 28	24	
TOTAL for lab reports					105
LAB EXAMS, two @ 40 pts ea.					80
Lab performance					15
COURSE TOTAL					**200**

Genetics Lab Front Page . . .

Wednesday Schedule, Spring 2015

Genetics Labs 305.L03 and L04

R. T. Dillon

Readings are from my *Genetics Laboratory Manual*, available at the bookstore.

Date	Topic & Exercise	Readings
Jan 14	Introduction	-
Jan 21	Probability & Statistics	Inv. 1
Jan 28	*Drosophila* familiarization Set up two experiments with the "Lobed" gene: - A comparison of variation in expressivity due to genetics and environment ("expressivity") - Incomplete penetrance in a monohybrid cross ("penetrance")	Inv. 3 Inv. 4
Feb 4	Independent assortment and gene interaction in maize Set up selection & drift experiments ("S&D") Clear penetrance & expressivity experiments	Inv. 2 Inv. 5
Feb 11	Set up trihybrid cross for gene mapping experiment ("THC") Analysis of variable expressivity Clear S&D experiments	Inv. 6 Inv. 4
Feb 18	Count & transfer F1 from S&D experiments Clear penetrance experiment Clear parentals from THC	Inv. 5
Feb 25	Analysis of incomplete penetrance in a monohybrid cross Make THC test cross Clear S&D experiments	Inv. 4
Mar 4	(Spring Break) Instructor will clear F1 from THC	-
Mar 11	**Lab Quiz** Count & transfer F2 from S&D experiments	Inv. 5
Mar 18	Linkage analysis	Inv. 6
Mar 25	Human cytogenetics Count & transfer F3 from S&D experiments	Inv. 7 Inv. 5
Apr 1	Chromatography of eye pigments Clear S&D experiments	Inv. 8
Apr 8	Protein electrophoresis	Inv. 9
Apr 15	Count F4 and terminate S&D experiments Selection and genetic drift	Inv. 5
Apr 22	**Lab Quiz**	-

Return to Genetics Lab 305 L

From: Ferguson, Douglas A
To: Dillon, Robert T
Subject: clarification request
Date: Tuesday, March 01, 2016 7:39:00 AM

To: Robert T. Dillon, Jr.

From: Doug Ferguson
Chair, Investigative Review Panel

Re: Clarification

Date: March 1, 2016

The investigative review panel met Friday, February 26th to discuss the facts from written policies/memoranda and now seeks clarification regarding your compliance with Section VIII.A.2 of the Faculty/Administrative Manual (FAM).

Please clarify how your learning outcomes are clearly connected to genetics. Objectives/outcomes are measured by ongoing course assessment, but it is not clear to the panel how that occurs in your course.

We therefore seek your input with regard to the connection between your stated learning outcomes (termed "course objectives" in the FAM) and the content of your course. The relevant statement in the FAM notes that faculty are expected to "direct instruction toward the fulfillment of these objectives and that examinations will be consistent with these objectives." Please clarify how the learning objectives you have provided on your revised syllabus are consistent with the assignments in the course.

We are especially interested in how you measure the stated objectives/outcomes. You acknowledge in your February 11 memo to your dean that the outcomes do not meet with expectations, but our question is factual rather than evaluative. Exactly how do you (or would you) measure whether the outcomes have been met? How are the students able to discern the mapping of assignments to your stated outcomes?

The panel is not charged with questions of insubordination, only policy compliance. If you can clarify that assignments in BIOL 305L lab course are clearly connected to the outcomes you have proposed, it may help us make an unbiased determination whether or not you are in compliance with the standard required by College policy and as evaluated by SACSCOC. The panel is therefore requesting representative assignments in the course that map to these outcomes, as articulated on your syllabus.

Douglas A. Ferguson, Ph.D.
Professor, Department of Communication
College of Charleston

Rm. 205, 9 College Way
843.608.8008

From: Dillon, Robert T
To: Ferguson, Douglas A
Cc: McGee, Brian; Lewis, Simon Keith; SSMfaculty
Subject: RE: clarification request
Date: Thursday, March 03, 2016 3:28:38 PM

Dear Dr. Ferguson,

The learning outcomes as I have stated them on my syllabus are connected to genetics as a transitive verb is connected to its direct object.

Briefly, it is the business of a University to impart to the men whom it serves the right thought of the world. In the science departments* of such universities, Wilson's "right thought" is understood to mean "the scientific method."

Science is the construction of testable hypotheses about the natural world. And (especially in a laboratory) the focus must be on the verb, "to construct." Note that the verb "to construct" is transitive; something must be constructed. So in Genetics 305L, we construct testable hypotheses about the mechanisms of heredity.

Over the course of 14 weeks, students in Genetics 305L are expected to submit 10 lab reports and take two practical quizzes evaluating their ability to construct testable hypotheses about heredity. This is clearly stated on my syllabus.

But **the subject matter always follows, never leads.** The learning outcome is the verb, not the noun.

If you have any further questions, I am of course,

Standing by,

Rob

*Note that the qualities of "right thought" differ among academic departments. So in science, right thought is rigorous, critical, systematic and precise. In poetry, right thought is creative, sensitive, intuitive and metaphorical. This theme is developed more fully in my teaching philosophy, which I recommend to all my students, and (similarly) to you:

http://dillonr.people.cofc.edu/Dillon-swims-with-snails.pdf

++++++++++++++++++++++++++++++++++

Dr. Robert T. Dillon, Jr.

Department of Biology, College of Charleston

Charleston, SC 29424

Voice 843-953-8087, Fax 843-953-5453

DillonR<at>cofc<dot>edu

http://dillonr.people.cofc.edu/home.html

++++++++++++++++++++++++++++++++++

From: Ferguson, Douglas A
Sent: Tuesday, March 01, 2016 7:39 AM
To: Dillon, Robert T <DillonR@cofc.edu>
Subject: clarification request

To: Robert T. Dillon, Jr.

From: Doug Ferguson

Chair, Investigative Review Panel

Re: Clarification

Date: March 1, 2016

The investigative review panel met Friday, February 26th to discuss the facts from written policies/memoranda and now seeks clarification regarding your compliance with Section VIII.A.2 of the Faculty/Administrative Manual (FAM).

Please clarify how your learning outcomes are clearly connected to genetics. Objectives/outcomes are measured by ongoing course assessment, but it is not clear to the panel how that occurs in your course.

We therefore seek your input with regard to the connection between your stated learning outcomes (termed "course objectives" in the FAM) and the content of your course. The relevant statement in the FAM notes that faculty are expected to "direct instruction toward the fulfillment of these objectives and that examinations will be consistent with these objectives." Please clarify how the learning objectives you have provided on your revised syllabus are consistent with the assignments in the course.

We are especially interested in how you measure the stated objectives/outcomes. You acknowledge in your February 11 memo to your dean that the outcomes do not meet with expectations, but our question is factual rather than evaluative. Exactly how do you (or would you) measure whether the outcomes have been met? How are the students able to discern the mapping of assignments to your stated outcomes?

The panel is not charged with questions of insubordination, only policy compliance. If you can clarify that assignments in BIOL 305L lab course are clearly connected to the outcomes you have proposed, it may help us make an unbiased determination whether or not you are in compliance with the standard required by College policy and as evaluated by SACSCOC. The panel is therefore requesting representative assignments in the course that map to these outcomes, as articulated on your syllabus.

Douglas A. Ferguson, Ph.D.

Professor, Department of Communication

College of Charleston

Rm. 205, 9 College Way

843.608.8008

COLLEGE of CHARLESTON
OFFICE OF THE PROVOST

MEMORANDUM

TO: Doug Ferguson, Professor
Department of Communication

FROM: Brian McGee, Provost

DATE: February 16, 2016

SUBJECT: Chair of Investigative Panel

In this memorandum, I request that you convene and serve as the chair of an investigative panel, which will consider a complaint regarding the recent conduct of Robert T. Dillon, Jr., Associate Professor of Biology. This complaint is to be investigated, according to our *Operating Procedures for Processing Initial Complaints against Faculty and Administrators and Staff* (hereafter, "Operating Procedures"), as a possible violation of the Code of Conduct and Statement of Professional Ethics, as published in the *Faculty/Administration Manual* (Art. IV, Sect. B, see http://academicaffairs.cofc.edu/documents/procedures-and-practices/fam.pdf). The Operating Procedures are attached to College Policy 9.1.10, which is available at policy.cofc.edu. Consistent with those Operating Procedures, I have determined that the panelists will be faculty colleagues who are not appointed in the School of Sciences and Mathematics. I have also determined on behalf of the College that mediation is not appropriate where this complaint is concerned.

Your specific charge is to convene and lead a "disinterested investigative review panel." You, Tim Carmichael, and Susan Kattwinkel will be the panelists. You will investigate the matter, as outlined in Section 3.1(c) of the Operating Procedures. At the onset of your work, you should inform the panel regarding the conduct of their investigation and the preparation of their report, as outlined in Sections 5 and 6 of the *Operating Procedures*, emphasizing that your collective role is to conduct a fact-finding investigation and indicating to the panelists that notice to Dr. Dillon, as required in Section 5.2, has already been given. Additionally, you should make every effort to ensure that the panel's investigation and written report meets the guidelines of the Operating Procedures. Your investigation will only concern these allegations relevant to the Code of Conduct and Statement of Professional Ethics.

At the initial meeting of the investigative panel on February 22, 2016, I will review the allegations regarding the conduct of Professor Dillon. Until that time, please treat this matter as confidential, and please do not contact Professor Dillon or his supervisors.

BRIAN MCGEE | PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS
66 GEORGE ST. | CHARLESTON, SC 29424-0001
843.953.5527 | F: 843.953.5840

The work of the investigative panel will be complete with the submission of the investigative panel's report to me and to the College's Office of Legal Affairs.

cc: Willem J. Hillenius, Chair, Department of Biology
Mike Auerbach, Dean, School of Sciences and Mathematics
Ed Pope, Vice President for Human Resources
Deanna Caveny-Noecker, Associate Provost for Faculty Affairs
Angela Mulholland, General Counsel