

THE UNIVERSITY OF SOUTH CAROLINA

Regional Campuses and  
Continuing Education

August 29, 1994

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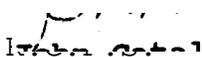
TO: Regional Campuses Faculty Senate  
FROM: John Catalano  
SUBJECT: SEPTEMBER MEETING

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As you can see from the agenda, the Senate has our work cut out for us this year. I would like each of you to examine carefully the items under the old and new business, along with the documentation included in your packet. Several committees have been meeting this summer to try to bring closure to some of the issues the Senate has debated over a year. The changes to the T&P procedure, the guidelines on teaching effectiveness, and the proposed changes to the grievance procedure are important for those considering action this year.

**Please** note that our meeting date is later in September than usual to accommodate the President and Provost's schedules. Our time has also been moved up one half hour and the lunch hour shortened due to the large amount of business and because the standing committee chairs requested more time in order to discuss their changes for the year. I look forward to seeing each of you in September and trust we'll have a productive year.

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\ bhn  
Catalano  
Chairman,



THE UNIVERSITY OF SOUTH CAROLINA  
Regional Campuses Faculty Senate  
USC COLUMBIA  
Daniel Management Center

Friday. "September 23. 1994

Coffee ----- 9:00-9:30  
a.m. Faculty Lounge, Daniel Management Center

Morning Session ----- 9:30- a.m.  
Room 856, Daniel Management Center

Welcome  
Deans Reports

President Palms ----- 10:00- a.m.  
Provost Moeser

Standing Committees -----12:30 p.m.

I. Rights and Responsibilities  
Room 857, Daniel Management Center

II. Welfare  
Lumpkin Room, Daniel Management Center

III. System Affairs  
Room K, Daniel Management Center

Executive Committee ----- 10:30-12:30 p.m.  
Room 856, Daniel Management Center

Deans Meeting ----- 10:30-12:30 p.m.  
Room 802, Daniel Management Center

Luncheon ----- 12:30- 1:30 p.m.  
Room 327, Russell House

Afternoon Session ----- 1:30- 4:00 p.  
Room 856, Daniel Management Center

## AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: April 15, 1994  
USC Beaufort, Beaufort, SC
- III. Reports from University Officers
  - A. Dr..John J. Duffy, Vice Provost
  - B. Professor John N. Gardner, Associate Vice Provost
- IV. Reports from Standing Committees
  - A. Rights and Responsibilities - Professor Danny Faulkner
  - B. Welfare - Professor Susan Pauly
  - C. System Affairs - Professor Stephen Bishoff
- V. Executive Committee - Professor Mike Schoen
- VI. Reports from Special. Committees
  - A. University Library Committee - Professor Bruce Nims
  - B. University Committee on Curricula and Courses - Professor Robert B. Castleberry
  - C. University Committee on Faculty Welfare - Professor Roy Darby
  - D. Faculty/Board of Trustees Liaison Committee - Professor Deborah Cureton
  - E. Academic Planning Committee (System Academic Advisory Committee) - Professor John Catalano
  - F. Research and Productive Scholarship Committee - Professor David Heisser
  - G. Savannah River Site Committee - Professor Dan Ruff
  - H. Insurance and Annuities Committee - Professor Jerry Dockery
  - I. Other Committees
    - Conflict of Interest Committee Professor Tandy Willis
    - Ad Hoc Committee on Teaching Effectiveness - Professor Susan Pauly
- VII. Special Orders
  - A. Election of Secretary
- VIII. Unfinished Business
  - A. Guidelines for Effectiveness as a Librarian (**see** April 1994 Minutes)
- IX. New Business
  - A. System Policy on Sexual Harassment (copy attached)
  - B. Guidelines for Tenure and Promotion (copy attached)
  - C. System Grievance Procedure (copy attached)
  - D. RCFS Archivist
- XI. Adjournment.

X. Announcements

**THE UNIVERSITY OF SOUTH CAROLINA  
REGIONAL CAMPUSES FACULTY SENATE MINUTES  
USC - DANIEL MANAGEMENT CENTER  
SEPTEMBER.23, 1994**

**MORNING SESSION**

**CALL TO ORDER:** John Catalano, Chair

I. The Chair welcomed Senators from the Regional Campuses, and recognized guests of the Senate President John Palms, Provost James Moeser, Professor Marsha Welsh, Chair, Columbia Faculty Senate, Professor Henry Price, and the Deans from the Regional Campuses.

II. Deans Reports (Attachment 1)

Professor Catalano introduced President John Palms who addressed the Senate, and answered questions. (Attachment 2)

Professor Catalano introduced Provost Moeser who addressed the Senate and responded to questions. (Attachment 3)

**STANDING COMMITTEES MET**

**AFTERNOON SESSION**

**I. CALL TO ORDER**

**II. CORRECTIONS AND APPROVAL OF THE MINUTES OF April 15th** The minutes were approved as distributed.

**III. REPORTS OF UNIVERSITY OFFICERS**

A. Dr. John J. Duffy, Vice Provost (Attachment 4)

B. Prof. John Gardner, Associate Vice Provost (Attachment 5) John Gardner asked Prof. Cordray (Beaufort) to give the Senate an update on the purchase and availability of a brief statistics ("minitab") package for future faculty use on the regional campuses. In addition, it was announced that Dean-Sally Boyd and the regional campus deans participated in an interview of three candidates for the Associate, Provost for undergraduate studies while the standing committees met during the morning session. Prof. Gardner responded to a question from Professor Ellen-Chamberlain (Beaufort) concerning the

status of the USC FIPSE grant.

#### **IV. REPORTS OF STANDING COMMITTEES**

- A. Rights and Responsibilities - Professor Danny Faulkner  
(Attachment 6). Motion #1 to approve Grievance Policy was passed. Motion #2 was passed to approve the two pages of T&P Guideline revisions with a change to page 5 (under D) item 1 of the T&P revisions: Prof. Castleberry suggested that "full professors" be replaced with "faculty" in two places on page 5. Motions #3 and #4 were ruled substantive by the chair, to be discussed under old Business at the November meeting.
  
- B. Welfare - Professor Nora Schukei (Attachments 7, 7a)  
Following a recommendation from the committee, the chair appointed the following senators to an Ad Hoc Conflict of Interest Committee: Tandy Willis, Noni Bohonak, Jerry Dockery, and faculty to be named later by the chair from the other unrepresented regional campuses. A motion from the committee to accept the systemwide sexual harassment policy was tabled. (see New Business for subsequent action on this motion).
  
- C. System Affairs - Professor Stephen Bishoff (Attachment 8)

#### **V. EXECUTIVE COMMITTEE**

Professor Mike Schoen (Attachments , 9A)

#### **VI. REPORTS OF SPECIAL COMMITTEES**

- A. University Library Committee  
Professor Bruce Nims (Attachment 10)
  
- B. University Committee on Curricula and Courses  
Professor Robert B. Castleberry directed faculty to the minutes of the Columbia Senate meeting for recent changes in courses and curricula. The English Department has sent a number of items to the Committee for consideration at our October meeting. A copy of the proposed changes has been sent to a representative from each campus (Attachment 11).
  
- C. University Committee on Faculty Welfare  
Professor Roy Darby (Attachment 12)
  
- D. Faculty/Board of Trustees Liason Committee  
Professor Deborah Cureton (Attachments 13,13A)

E. *Academic Planning/System* Academic Advisory Committee Professor John Catalano reported that this committee has met once since last April, and finalized the system grievance procedure. Professor Ellen Chamberlain is now the second regional campus representative to the SAAC, and will be reporting to RCFS.

F. Research and Productive-Scholarship Committee  
Professor David Heisser - no report, committee has not met.

G. *Savannah River Site Committee*  
Professor Dan Ruff - no report

H. Insurance and Annuities Committee  
Professor Jerry Dockery reported that Merastar Insurance Company was endorsed by the I&A committee last Spring, since it out-performed all other companies that submitted bids. Invitations were sent out this summer to all insurers licensed in the state prior to the endorsement.

I. Other Committees

Conflict of Interest Committee

Professor Tandy Willis reported that he was appointed to a three year term to this new university committee. President Palms approved a new policy for university faculty concerning outside professional activities. The policy stipulates that each T&P unit produce two documents a) outside professional activities of it's own, -and b) and a reporting format. The Ad Hoc committee (see Welfare Report) will draft both documents.

Ad Hoc Committee on Teaching Effectiveness  
Professor Susan Pauly (Attachment 14)

## VII. Special Orders

A. Elections: The Chair reported that the Senate needed to elect a new-secretary to fill the vacancy created by Cleta Dunaway's departure from the Executive Committee. Mike Schoen was nominated, no other nominations were received from the floor, Professor Schoen was elected by acclamation.

## VIII. Unfinished Business

Guidelines for Effectiveness as a Librarian

**The chair asked for =discussion of the guidelines**

distributed at the April 1994 meeting. There was -no discussion, and the guidelines were approved unanimously.

## IX. New Business

### A. System Policy on Sexual Harrassment

A motion to untable the motion from Welfare Committee was introduced by Professor Chamberlain following a question from Professor Gardner to Professor Macias concerning parliamentary procedure. Following discussion, a second motion passed sending the proposed university-wide sexual harrassment policy back to the RCFS Welfare Committee for further consideration.

B. Guidelines for Tenure and Promotion (see Rights and Responsibilities Report, Motion #2). In response to a question from Prof. Logue, the chair indicated that a set of (recently revised) T&P guidelines will be sent to each regional campus faculty member. John Gardner reviewed the major changes in procedure (i.e., revisions recently approved in the RCFS handbook) for preparing files for T&P.

C. System Grievance Procedures (see Rights and Responsibilities Report, Motion #1).

### D. RCFS Archi~r\_st

The chair announced tha a need exists to fill the vacant position 'Left by Professor Washington as the RCFS archivist. Faculty are encouraged to discuss this opportunity **with their colleagues.**

## X. Announcements

**Professor Susan Pauly announced** that a new publication entitled "The Professor as Publisher". The first issue is coming out in November, and will be published (see Attachment 7a). Professor Chilcote asked each campus delegation to give him the name of the members of the 1994-95 **nominating committee by the November meeting. Professor Castleberry announced that on October 12th** the SC Psychological Association will be sponsoring an academic day for faculty and students at Columbia College. Professor Cordray thanked the RCFS members of the ;rie7ance committee for a job well-done. Professor Jerry Dockery will chair that **committee this year. Professor Catalano announced** that the Ada B. Thomas Scholarship Fund has a current balance of \$3,863.00, and encouraged Family Fund donations. Professor Roy Darby asked for comments and criticisms of the proposed sexual harrassment policy from faculty prior to the 10/06/94

meeting.

XI. The Senate adjourned

Respectfull ubmitted,

Michael Schoen, Secretary

Attachment #1

Deans' Reports to the Regional Campuses Faculty Senate September 23, 1994

Beaufort Dean. Plyler: Glad to be back this academic year-- first I'd like to introduce to "you your senators from the Beaufort Campus: Gordon Haist, Roy Darby, Nora Schukei, Billy Cordray, Jane Upshaw, Ellen Chamberlain, and John Blair. We are excited about the 1994-95 academic year, the theme this year at Beaufort is, "They are here, more are coming what are you going to do about it?" We have an opportunity with our Union Camp Land donation that was announced last March to begin the process of master planning... which is brand new to me, and new to most of our faculty, staff and students at the Beaufort Campus. So we will be consumed this year with, first of all, our academic plan-- projecting that fifteen years into the future-- to be followed by facilities, financial, and maintenance plans. A very comprehensive process, we feel like we are sort of going through. another self study-- which is exciting for some and sort of dreaded by others, but it will be a wonderful exercise for all of us. We are making plans to renovate our present campus-- the physical facilities including the old Beaufort College building, the Sandstone building-- those buildings have not been upgraded since the mid-1960's. That will take a lot of time this year. We are delighted to welcome into our faculty three new additions: Brad Wagner from the University of Nebraska, Randy Cross from the University of North Carolina will be teaching biology-- Mr. Wagner will be teaching business management, management science-- Juanita Alvarez in foreign languages, specifically Spanish and French. We're glad to be back.

Lancaster - Dean Pappin: I'm glad to be on board. We are moving gradually into our new year. I would like to introduce our senators here today: Susan Pauley, Noni Bohonak, Bruce Nims, Danny Faulkner, Dianne Evans, Carolyn Starnes, and John Catalano. I would also like to introduce a new person-- I think she is our first new member in six years. We are grateful to have her. It is a significant appointment, and I'd like to introduce Ruth Clements- would you please stand? She has just received her Ph. D. from the University of Southern California-- kind of brings that Southern Californian glow with her, and also she has an interesting specialty which brings together both English and philosophy. So, we welcome Ruth. We have also just appointed a new Interim Associate Academic Dean who will be Deborah Cureton. She will assume her new duties-- yesterday, I think. We have tried to do something different to try to stimulate some intellectual interest and I have talked to some other faculty at other campuses, and we have started a faculty colloquium and we have focused on a particular book this year-- "The Ethics of Authenticity," and we

i would-be anxious to talk about **how** we could talk about **this** topic regionally among the campuses. Also, we have begun to draw up specs **on** a new fine arts building. I had a meeting yesterday **morning** with representative Billy Boan and he asked if we could draw up those **specs** in two weeks. Since they don't exist, I had a **meeting with Charlie** Jeffcoat and he said they could be ready in January-- so, we compromised. We will have those. specs in, three weeks. So, I think I **understand** how things proceed. It is good to be here. **Thank** you for the opportunity.

Litvlgna Learning - Dean Boyd: I'd like to introduce the senate members from Lifelong Learning: Buddy Dunlap, Jerry Dockery, David **Bowden**, and Mike Schoen. It is nice to be here with you today and to welcome you to the Columbia campus of USC. Chris: Plyler asked **me** on the, way **in** here today how I was doing-- I said I was not bored- and I don't think **anyone in** Lifelong Learning is bored. I see a lot of energy. I see a lot of busy people doing a lot of things- I'm happy to report that at a time when we are paying a lot of attention to enrollment trends and what is happening to **them-- enrollment** in Lifelong Learning is not showing a decrease at this point, and .I think-.that tells us that we need to continue to put even more of our attention towards the adult students who' we can attract to this campus-- and those efforts really are where our energy is going as far as new directions are concerned. This semester We are involved in a - very exciting project that was begun by the College of Business working with Distance Education at Blue Cross/Blue Shield. Lifelong Learning is participating **in** that project by providing some live instruction on-site in the workplace-- and by, providing assistance to students looking for courses in, the Columbia area which will assist them with their career goals. We are also exploring other initiatives to bring new **adult** students, part-time students, to this campus. The workload is very large, so I hope the energy level holds **out**. **Thank-you**.

Salkehatchie - Dean Clayton: Good morning. Greetings from Salkehatchie. I have some very good news for you. Riding up this morning **in** the van with the representatives from Salkehatchie, I had a list of probably fifteen items to present-- they censored my list, but a few items remained-- with ::the two **gentleman** to my -left I may need to eliminate a few more items. I would like to introduce our members and ask them to raise their hands: Wayne Chilcote, Marvin Light, Susan Moskov,-Paul -Stone, and Dan Ruff. I'd also like to introduce our two new members to the' Senate: Professor Jeff Strong who teaches mathematics, and Professeur Jennifer Visreck who teaches English. Congratulations on your selection and being here today. We had our eighth annual convocation a couple of weeks ago, and I think it was probably the best-convocation Salkehatchie has experienced since starting the

U program about, eight years ago. Dr. Lester Lefton was our speaker this year-  
- and I'm glad he is not here because if you need an

excellent speaker for an important *function*-- his remarks were excellent. We thoroughly enjoyed having him at Salkehatchie. For a number of meetings we have talked about the new Salkehatchie Library at Walterboro- I am happy to report that this summer the library was occupied in Walterboro- I'd like to thank Marvin Light, and in thanking him I would like to also thank practically everyone *in* the town of Walterboro - it *was* a community effort. So. I would like to thank everybody. I have one item of bad news our Academic Dean who has served six years as an excellent Academic Dean has submitted his *resignation* effective this July-- and I believe you all know Dr. Frank Shelton. For me personally, and for our faculty,--this is a tremendous loss. We were talking about it on the way up this *morning*-- we were talking about putting the right spin on it-- but I think we are losing a good administrator- but we are *gaining* an excellent faculty member and English teacher. The first ad has appeared in "The Chronicle"-- we encourage you if you know individuals who would be interested in making an application **to** please encourage them to do so. We have two new faculty members-- they are not here-- Larry West who teaches business and economics, and David Kingney who teaches computer science and serves as our Director of Continuing Education. Aren't you glad I eliminated the other fourteen items? Thank you.

Sumter - Dean Carpenter: Thank you very much. I would like to introduce our senators from Sumter: Carolyn West, John Logue, Joanne Klein,,. Maitland Rose,,. Steve Bishoff, Robert Castleberry, Bob Costello, and our three new senators: Kwame Dawes, Susan Hendley, and Sal Macias. Certainly delighted to have that group of people representing Sumter. I would like to also let you know that we have three new tenure-track faculty members *who* started this fall *in* Sumter: Christine Borycki in the discipline of management, Hemant Kher-- management science, and David Decker in history. We also have a recently announced departure-- Dr. John'McDavid announced that he would be retiring at the end of this semester--so, we will be beginning a search to fill that vacancy during this year. As you may know already, we are conducting a search for our own Associate Dean for Academic Affairs position-- that will be getting underway shortly. And we have a newly created position--a faculty position in education-- which we will be starting a search for this fall. What's happening in Sumter?. I am very pleased to *announce* that at the August meeting of the State Commission on the Higher Education we finally received approval to begin the *renovation* and expansion of our student union building. If you heard a roar from the Sumter area-- it was our students--they were very excited to hear that. I think you *will* find two major initiatives this year-- we are going to be working to improve and increase our efforts of working cooperatively with the technical colleges next door to us. That report from the Blue Ribbon Committee to CHE was finally accepted with no changes-- it does call for these increased efforts, and we will be working very

hard in that direction. The other thing is our re-negotiations with our agreement with Coastal Carolina University. We have had most, but not all, of the elementary education -degree in Sumter, as offered by Coastal Carolina for a number of years. They have indicated a willingness- and we are eager-- to bring all of that course work for that degree to Sumter-- we anticipate these negotiations, being finished: by December to January. That's 'what will be happening. in Sumter. Thank you.

**MAw** - Dean Edwards Last, but certainly not least...all of you, I'm sure, already know all of our senators, but I would like to introduce them anyway,: Mary Barton, Steve Buchanon- but in his place today is Dr, Allan Charles, Susan Smith, Tandy Willis,, and Grog-labyak. I'll break the comments into several areas-- first, of all in personnel-- we **are** presently searching **for** a faculty member to join us in January, **and** we are also advertising for a **development position**. Also, many of you know Jean Denman who has been serving as an adjunct professor of sociology working out of the Laurens branch-- she is now the Continuing Education Director for our campus-- and will continue to teach sociology. Facilities ...uh, we, of course, have the nicest facilities in the **system** ... but we are in the process of landscaping- **and** getting everything in order there. As far as the cooperative spirit-- we have been working with Piedmont Tech-- have for a long time-- and

• will continue that operation as we offer the liberal arts, courses in Laurens and they will continue to offer some of the technical programs-- and that **has** been an agreement with them for **at** least 34 years now. We have been **talking** to USC Spartanburg about doing some programs together-- their new chancellor and vice-chancellor have already come to our campus and **we have** a group of their **faculty** coming in the next week who will meet their counterparts--so, we are working with Spartanburg in that context. As far as major efforts for the coming year-- we are disappointed in one aspect-- that is our students, the mature students that is, have dropped in numbers-- we have several theories about why. The good news **is** we have twice the number of traditional **freshman this** year compared to **\_** last year and 'our SAT average score from that group has increased by 50 points. So, we have increased the number and quality of our traditional student group. However, we do feel the **need** to increase our recruiting efforts-- so, we are **working very closely with** the counselors **in the area** high schools and the population base is growing. We have done **one** other thing. We have done quite a lot of restructuring in the past year on our campus--one more thing has happened since our last meeting-- **Financial Aid and Admissions** has been split. So, they each have a director of their own and we plan to put a lot of emphasis on the admissions program. **Thank you.**

Attachment #2

Dr. John Palm's Comments to the Regional Campuses Faculty Senate  
September 23, 1994

Good morning. I want to tell you that I feel better about starting an academic year this year than I have any year since I've been here. There are so many good things happening in this university and I am not going to use the word system-- I am trying to get rid of the word system anywhere in our documentation-- I feel good about the university as a whole. I think the mood in the state has improved immensely and I think that getting some financial assistance so we could give some raises helped with the morale and with the hope that the future will be even better this year to make our salaries equitable and fair. I think the adjustments that were made on this campus with gender equity said a lot about our intentions to have a fair and systematic and more formalized review of our faculty.

Our enrollment is down, a little bit all over the university-- but I think our new efforts in recruiting and the tone we are setting in the state will help that a great deal-- we will have our challenges. It helps to win a few football games- I know that also. A lot of good things have happened in the last 3 or 4 years in spite of the fact that our economics have been pretty level. Those of you who have heard the speech I've been making to friends of the university before football games and also several rotaries--some of the things that have been happening are very encouraging--we hired almost 350 new faculty in the last 3 years. At a time when there was no new money-- this is from early retirement, people just leaving-- but 350-- and as you can see-- including some people in this room-- we are getting some of the most outstanding new faculty available in the country. We are really building for the future.

If you were at our Columbia Campus faculty meeting and listened to Deans introduce their faculty-- which I think is a wonderful way to start a new year-- to have Deans stand up and announce who their new faculty are-- and to listen to these credentials and the institutions from where they came. It is very encouraging to think that they have picked this university to initiate their careers--they have a tremendous amount of hope and trust in this university.

I think that our relationship with the Board of Trustees is better than I have known it to be. Also, finishing the two year study last year and getting the CHE to adopt it-- a new mood in the Commission on Higher Education-- with a new chair, some new members. You can sense this mood, this hope of better cooperation. And even the commissioner is sensing this himself-- he is also sensing the elections coming up in November I think. I think we can take advantage of that.

We have challenges in the legislature. Still there are people in that national mood of bashing higher education. There are still **people who believe** that higher education is a business that has a market, and markets have to be 'Maximized' •maximized+ and costs - need to be *minimized*, and efficiency and effectiveness maximized-- and they have lost the concept of what the difference is between what we do at the University of South Carolina and what takes place in other kinds of educational programs-- including the tech schools or **business, or in government.** So, one of the themes that I tried to focus on this year is **to try to** elevate the concept philosophically **about what** the university really does. It's *original intention* when it was chartered... The **roles** that it plays to provide people for leadership roles--- the *character* and--credibility aspects of the university. And I think that is being well-received-- and that it **needs** to be done to get the kind of support and understanding of why university, life in this state ought to be much better *supported than* it has in the past.

The Commission and us are working together to try to restore *funding* to the full formula over a five year period. And working with the leadership in the Senate and the House to accept the philosophy of doing that. We are going to have continued pressures on us to stabilize tuition for our students. I think there is a general feeling certainly; *in* the country that tuition cannot continue to rise in double digits-- even the higher education consumer price index is something that is being attacked *constantly*. Of course, the demands, as you know, continue to increase for what we offer. And the technologies are changing--the *sophistication* is changing. I spent three, one hour and fifteen minutes periods yesterday. **sitting in** class as a student-if you wanted a raise you should have called the president's office yesterday. But as I sat there listening to the presentations and watching the students and talking to them afterwards and just evaluating-- what are we doing different? What should we be doing different in imparting *wisdom and knowledge*, to our students? What other sources are there of knowledge in the country **today?** I sat in one lecture, and I got **information** right out of the book-- I mean I could have sat home and read the book. And I 'm asking. what **is the competition** for this.: Information going 'to *be in the* future? Is the faculty the sole person. now who has information for the *students-- and* you know .t ~ answer--' the, *answer is I could have bought a videotape and watched some :of this information-- I could have gotten an encyclopedia on CD Rom and gotten some of this* information. What is it- that : we impart to our students *that is* ?different than just transmitting information?

In another class I was energized-- by the presentation-- this was third year Spanish.- I told them, that my languages were **French, German, and Dutch--** but I *learned' Spanish in* third year Spanish **Yesterday! This, -is the dynamic: way this** stuff was- presented. And you could see that this could *not be transmitted* by tape Or by piece of paper- the way he engaged students and got the

interactions and excitement of it. The pedagogy was really, really outstanding. I have said this is what we need to do to enhance instruction to make what we do absolutely unique. Because you see what's happening... if you are not engaged in that kind of creativity and imaginative teaching-- then you will be compared with... hey, I can go down the street-- you've got 9,000 students right down here at Midlands Tech taking organic chemistry thinking they are getting the same thing we're offering. I can assure you they are not. They aren't getting a Kary Mullis coming over here and talking about PCR, and the excitement of the imaginative process of creative research and how important knowledge is. You just don't have that in that kind of classroom setting. We must continually evaluate ourselves-- and be very, very aware of what is going on in the outside world.

We spent 4.5 million dollars on this campus this summer-- we have 15 miles of fiber optic cables, we connected 180 buildings. So, we have 5600 outlets for work stations. We are serious about getting into the information highway. We want all the, campuses to be connected. But what is this information highway? It's not just information... it is also an instructional highway. You are going to see commercial firms offering instruction for credit. We have companies asking us to offer courses inside the company. Is it the business school who has signed a contract to offer courses there? Your regional. concept of who you are going to serve is going to change. -People are going to come into your region offering competition for you.

I want you to think imaginatively about how the university can work together to provide the least possible knowledge skills.

The last half of my presentations has to do with this whole business of the intangibles of the university. I have given that a tremendous amount of thought. Some of that has evolved in the discussions at Lancaster about value systems, and what brings people together. And the original purpose of founding this university, and creating leadership for "enabling occupations"-people who will build communities. I ask at the end that we should focus on things that give us particular credibility and particular character. We need to collectively, it seems to me, search for a value system that is self-transcendence-- that we don't just look at our particular self interest. The university is. supposed to have a kind of moral authority about itself. It is supposed to be producing people who are exceptional-- that are elite in the finest sense of what elitism is supposed to be-- elitism committed to a sense of service and virtue.

When I talk about these kinds of things in the communities it really does ignite people. They really feel that the university may be a place where there is hope for solving some of these tremendous problems that our society is facing now. How we incorporate that into what we do everyday-- in bodies like this--

in the way we work together and trust each other-- and the way we are open together and share *together* is an important *message*.

I spoke to a Higher Education Leadership class the other day with students-- and they asked me how do you *get this in the curriculum*

do you impart this kind of message? This commitment to *virtue*, that *education* is really a privilege because it *has* a *mandate for service after you achieve* it. We talk about the kind of *people that we hire, and the way they operate the university*.

kind of coaches we have, *and* the way they conduct themselves. *People* feel good about. Brad Scott, it is *not* just his technical expertise of coaching-- it is *what* he *says everyday*. You read *something and you feel good, about* it-- *what is* it? Character and credibility is the most difficult thing to define. *You can define* a lot of other things that are, going *on* at the university-- SAT scores went up 54 points at Union, graduation rate went up. After Michigan and Virginia *we are third in* the country in graduating *minority* students. Our library holdings are now 65th in the (country). These are all very understandable parameters and most *people* like to talk about these; kinds of things. You go *to* those *national meetings and* that is *what* you hear. Managers talking about data. But not *about* imaginary leadership-- talking about the *intangible* things-- much more difficult. *And* we *have* gotten away from it. Everything is quantified these *days*. But yet these are *the important things that* are going *on* in our society. So, you do feel good about a Brad Scott, or Mike *McGee*, or an Eddie Fogler-- or people in your communities who work with you to build a better regional campus operation.

I'd like to engage the university in *continuing* those kinds of discussions. If we are going to continue to elevate ourselves above the larger group-- if we are going to say the university is something special-- we change a little bit more, we have better faculty. What does it mean to have better faculty? Do they have more knowledge? Do you have more sophisticated skills-- they will be *outdated* in no time flat-- what is it that sets the university faculty apart? What would we like to have them be identified as *having*? What are these particular special qualities? I talk in these talks about the laws of the university-- that we are a place that seeks truth for its own sake, that we have integrity and *honesty*, we have the Carolina Creed,, we share with each other, we postpone our self-gratification, we are patient, we avoid excesses on either extremes. We conduct ourselves that way and those are *not* attributes to apply *to* your daily lives as well. But the university particularly needs to commit itself to those particular laws of *the* university. The *legislature* is not necessarily the *most* sophisticated place to get this message across-- I can tell you that. But they like to *hear* that-- and they want to see that.

I *feel* that they are *getting* a sense that the *university is* operating at a higher plane *than* it has in the past. I think I hear faculty *being more* excited about things-- because I think

there is more trust in what we are trying to accomplish. And there is more credibility, and more character among the administration and among the faculty. I see this in just the volunteering among the faculty to projects on-going throughout the university on all the campuses. There is excitement with new leadership on the campuses. There is excitement also with the process we used to bring in the new leadership-- the way we engaged campuses and support groups-- and searched nationally for these leaders. In some cases we appointed from within-- but no less excitement than if we had gotten people from the outside. In the announcements that James and I attended of deans on this campus from within, standing orations. Even when we made temporary appointments-- John Duffy at Applied Professional Sciences-- he was shocked by the way. I think that is very important-- the laws of the university were applied in the processes of searching, and in the programs and the institutions for which we were seeking new leadership.

I appreciate that sense of commitment that you have made to my leadership' as the president, and to the provost, and to the trustees-- and they are sensing this also. This is a good opportunity for us this year. If the economy keeps going up, and we can get a fair show of new resources, and we can think creatively together-- this university will have its prominent place in this state and it deserves to have that.

I appreciate your commitment. Thank you very much.

### Attachment #3

Provost, Moeer's Comments to the  
Regional Gsmposes Faculty  
Senate September 23,

As I came into this meeting this morning with **you** and just watched faces, and interacted with people: a little bit, I very very struck by the difference *in the mood of this room, today* as compared to my first meeting with the Regional C ; Faculty Senate two years ago. It's an overwhelming change! And you, I know what I'm **tag** about- the tension was so great in that first meeting that you could, literally shoot it with a knife. But we I think: have **come along** way, in the change that has taken place.

Sometimes now, **it's** my third year at the University and my third year in South Carolina, and I think I'm about ready to join a 12 step group for liberals. I can just see this meeting- we'll all be sitting around this circle and I'll say "My name is James and I'm a feral" You know one of the tragic things in our society that word has gotten so bashed we have forgotten **even** what it means. **To** be a liberal means to believe in change. To believe in the ability to change people, to believe in the ability to change institutions; to change **the** culture of an institution. I think that we have come a long way in a **basic** culture; at this Institution, which is not to say that we have **gone as** far, as v neat, to go. As one of the early pilgrims said, it is not so much how far we have gone, but the fact that our wagons are definitely headed in the right direction **And** I want to underscore what the president has already said in that regard.

We **have** talked **slot** about a change of **culture** on the Columbia campus, and much of what we, on **trying** to achieve on this campus may already exist on the smaller campuses. A sense of involvement by the faculty with students, recognizing that the faculty are; the university. And you can't accomplish anything in a lasting sense **without** the full and active participation the enthusiastic participation of the faculty. On all the university campuses **we** have been through some really tough times with morale, and a sense of faith and trust with the lion, and the very concept of, higher education as you and I have known it - And I think that through some of the things we have been **able to** accomplish we now **seeing** a change in that feeling towards *the institution*. That gives me hope that we will be able to accomplish even more, because as we gain trust between the administration and the faculty, and between various academic **components** of the university, between the c on this campus, you wouldn't believe the sense of and paranoia that existed from college to college, or even department or department within colleges on this campus. Or between the campuses of this diversity. We are working towards a common good, **towards** a common goal. As those walls of distrust and **cynicism** come begin to come down the ability to accomplish much more is before us. So I think there is the potential for even more to occur, **so** we can be optimistic.

As the president has already referenced, the change that is taking place across the street at the **mission** on Higher Education, that's a dramatic change- it's a dramatic.

change, that has occurred within in e m of a few weeks, or months. So of you were ;

present when we managed to get the full acceptance of the two year report. Which frankly some of us were a little bit shocked that we got it across, but we did. Yesterday, I must tell you, there was a meeting of the business and finance committee to hear step twelve proposals, and I heard something from the commission that I thought I would never hear. Yesterday Charlie Brooks, who is the new chief financial officer at Lander got up and made a request for a special appropriation for Lander University because, he compared Lander to USC-Aiken, he said that because Lander is a free-standing university, and it's own board of trustees and 2500 students they need a special appropriation to operate this administrative infrastructure. To which some member of the commission said maybe you would be better off as USC-Lander! Now that represents a C change! Unthinkable a few weeks ago. I want to actually come back to the two year study- because I want to say something very important. We have real opportunity here. We have been given a year by the commission to show what we can do as a university working in cooperation with the technical school system state-wide to improve the delivery of higher education to the people of this state. I believe that this is an opportunity that we absolutely must not allow to pass. You all must be aware of the fact, and I think everybody in this room ought to take out that two year report read it, ought to read the whole thing. Not everything in there is complimentary about the USC campuses, by any means. No, we are taken to task, and I think appropriately so. I think it is a fairly constructive study. I think we ought to listen carefully to the criticism that is there, because I think it is constructive criticism. The criticism is fairly balanced on both sides. We need to work closely and carefully where it is appropriate to do so, with the technical college system across the state and in a variety of locations. I think we need to take that seriously. We have been given an unusual state of grace in my opinion from the commission to operate for a year to show what we can do constructively by working cooperatively with that system. Campus to campus, location to location, and in the broad context, university to the whole tech system. I think again that it will be the faculty on these campuses, as well as the administration, that will make these things happen. Clearly there are important differences between us and them, and we would never suggest that we are the same. One of the important things that comes out of this study is, not only is the university saying we have a separate mission, but the Tech system is also saying they have a separate mission. And they don't want to have their mission confused with ours. In some cases the message needs to be transmitted to the local citizens in the communities who in some cases don't understand those differences of missions. Notwithstanding those differences, and those very clear differences in direction and orientation, there are a lot of things we can do together. There are ways we can reduce costs, especially with regard to infrastructure, support staff, facilities, and the like. And I think in all those areas where we can do things we will do both ourselves and the people of this state a tremendous service by working closely with them, and by demonstrating to the commission what we can do without coercion, without regimentation, without bureaucratic overlay from the CHE. It's a tremendous opportunity, and if we miff it, we will deserve what we get at the end. So we mustn't miss this opportunity I think.

We have placed under John Duffy the responsibility from our side for coordinating the implementation of all of the recommendations of the two year study committee. And John will be working with the deans of the campuses and the faculty leadership. We will be preparing periodic reports, which are actually over and above what the commission asked us to do, because we want to keep them informed along the way. And we will

prepare at the end of the year a comprehensive report of what we have done already, and what we have accomplished by that time. But I just lay this before you as a very serious issue, because it's such a tremendous opportunity, I think to show not only what we already done, but what is in the works, and is being done, but what is not yet being realized, but is capable of being realized. I think that is just an opportunity we must not miss. You have some serious business to do this morning and I don't want to take any more of your time. I want to thank you again for being here, for the constructive role that you play in the governance of this institution. Thank you for your part in creating the culture change that makes this such a happier meeting than anyone I've seen to date. Thank you very much.

Ellen Chamberlain (Beaufort): I would like to thank both Dr. Palms and Dr. Moeser for the strong support that we felt you gave the regional campuses in the two year study committee and going before the commission, and it was wonderful to be there to read Dr. Palm's letter that he sent and also to, I wish that everyone could have been there to see the strong presentation that Dr. Moeser and the new director of the technical ..Mike McCall - he was wonderful. The two of you really ham-and-egged it very well, and it took on the spirit of kind of a revival, and where they together presented a very strong cooperative face to the commission and then reached out to the commission and said you can join us, let's hold hands, let's do this together, and the commission members responded. It was probably the most unusual commission meeting that I have ever attended, and one that I felt was very positive. We walked out of there with a feeling that the university was strongly behind us, and that we were a part of, and that we had great feelings that continue today. I want to just thank you both for that.

Jerry Dockery (Lifelong Learning): Provost Moeser, I have heard alot about cooperation with the tech schools and I have some positive results of it, but my question is are there any frameworks set-up to stop the university from offering programs that infringe in the tech area, and conversely to stop the tech system from offering courses and/or programs that infringe in the university area.

Moeser: Can you give just give me a ... I'm not sure I....

Dockery: I'll give you a specific example. Is it in our best interest to have tech school to develop what amounts to an upper level history course that in fact directly mirrors one of our course descriptions?

Moeser: I would say that it is not. Let me just say that this desire to cooperate on both sides means that conflict is a thing of the past. We are going to continue to have some disputes.

Dockery: So how do we address those conflicts when we see specific instances of this... should we just write you a letter and let you know where it is happening and how it is happening and let you handle it?

Moeser: I think so. Either to me or to John Duffy. I think we do want to deal with these kinds of issues. Let's also be aware, I think that you all probably know this better than I do, that within the tech system - the tech system is not a monolith- by any means. There is a great deal of tension between the technical board, the leadership of the tech

system, and some of the presidents of the individual campuses who have different missions in mind than what their oversight board or their president have in mind for them. And that is one of the things we contend with is. Is which tech are we dealing with? Are we dealing with leadership at the state level, or are we dealing with local campus leaders? In some cases we can actually play to that and go to the state leadership and say look, you really aren't serious about this are you? Or do you know that this is happening over at campus X and does this really fit with your mission ..I really think this is on our turf. At the same time I don't think we want to get into the delivery of vocational programs that echo what they really should be doing. We are talking with them on the other hand about offering at Salkahatchie or Union, for example, letting them come in and offer programs on our campus site things that are really specific to their mission- that are truly vocational in nature. That's one of the areas where I think there can be an appropriate two-way street. But to say that all conflict is in the past is clearly naive, it's not, but I think we deal it in a new environment of frank, but cordial discourse.

Steve Bishoff (Sumter): I'm wondering, perhaps it's a little premature, but on the same question, after we establish increased cooperation in the regional campuses, can we anticipate support or some sort of following to that on the Columbia and four year campuses? Because they too have geographical relationships with the technical institutions.

Moeser: Can you be a little more specific with what you mean?

Bishoff: If we have academic cooperation that affects the student that may move around in the system, will we see support?

Moeser: Absolutely. We clearly have internal university issues that we need to address that so that we can facilitate the easy movement of students within the university. One of the things we have just done, by the way, we have now placed at Beaufort, a full EFT faculty member on the College of Education budget. And we are moving towards the offering of the MT and MAT degrees in Beaufort through Columbia, with a faculty member we have put down there really on our budget. I think I see a lot more of this bilateral relationship between Columbia and one of the regional campuses being able to take place.

Gordon Haist (Beaufort): I enjoyed both of your presentations, it's very good to hear both of you. When you mentioned liberal that reminded me of a phrase you used in your discussion before the faculty, and I wondered if you could tell me what you mean by it, the expression is academic capitalism. And what I wondered about was what kind of human face you could possibly give to that.

Moeser: What was the last the part of the question? Haist: What

human face you could possibly put to that?

Moeser: I would put the face of Dean Fred Roper directly on it. The College of Library Science is the best example of what I call academic capitalism. They are exporting their master of library science degree to now to three different states- Georgia, West Virginia,

Catalano: I would also like to recognize Dr. Don Greiner, the acting Associate Provost for undergraduate education, I'm sure that he would be happy to handle those questions too. Thank you all for coming.

and Maine. It is literally, it revenue positive, the College of Library Science is making money on these programs, and it is accomplishing something else as well, it is really making a national university out of that graduate program. Another example of academic capitalism is what this college is doing, the College of Business Administration with contracts to offer the BA in business or the MBA degree by distance education to Sunoco and to Blue Cross Blue Shield - two new contracts we just signed with those two corporations. In fact, we may be doing this on a national level. After we beam the Sunoco to Hartsville, we don't really care whether somebody is in Hartsville, or Atlantic City, New Jersey working on an MBA. It's just like the president was saying, education.. state barriers, regional barriers are coming down in the era of distance education. Those are examples of what I mean by academic capitalism.

John Catalano (Lancaster): Since you mentioned our great strides and the excellence that takes place on these campuses, I was wondering if it wasn't time for a salary equity study among the regional campuses and the Columbia campus.

Moeser: You mean the regional campuses to the Columbia campus?

Catalano: That's right.

Moeser: Frankly no. I think just as I would oppose an equity study between the College of Business Administration and the College of Humanities and Social Sciences. I think you have to be, I think salaries have to be fairly pegged to markets and to disciplines. And with regard to campuses, you have to take into regard mission and scope, and focus of the individual campus. Just as I don't think you all ought to be held accountable to the same,... the Columbia tenure and promotion criteria, because of the different mission of your campus - the different emphasis on teaching, versus the time spent for research, creativity. I think those parameters need to be different. I think the other market parameters need to be in as well.

Dockery: Just one more thing Provost Moeser. I'd like to encourage you to make John Duffy an example to all of you other administrators and put them back into the classroom.

Moeser: I agree with you. By the way, you can start calling him double Dean Duffy.

Dockery: We call him Dean Dean Associate Provost Supreme Emperor and Almighty Conqueror Duffy.

Chamberlain: I feel like I'm just full of all sorts of compliments, but I think they are well deserved. I would like to just commend Dr. Palms again for some of the statements that you made last Wednesday in your address to the Columbia faculty particularly in regards to George Terry, the library program, the importance of the libraries within the university system, and especially the direction that we're taking that we could not take without the support of the university. In the Info-share and the loading of the periodical databases onto the notice USCAN network. It will just be wonderful. You have our gratitude and our appreciation for that.

Moeser: This is getting embarrassing - we aren't used to getting compliments.

VICE PROVOST AND EXECUTIVE DEAN  
FOR REGIONAL CAMPUSES AND CONTINUING EDUCATION

REPORT TO THE REGIONAL CAMPUSES FACULTY SENATE  
SEPTEMBER 23, 1994

APPOINTMENT AS INTERIM DEAN FOR APPLIED PROFESSIONAL SCIENCES

As most of you are aware I have been appointed Interim Dean for the College of Applied Professional Sciences. This *appointment* is in addition to my responsibilities as Vice Provost and Executive Dean for Regional Campuses and *Continuing* Education. I believe that this *appointment* makes sense because of the close working relationships our campuses have enjoyed with APS in the past, particularly with regard to the BAIS. I am confident that this dual role will be successful because of the outstanding support of the faculty and staff in both APS and the Regional Campuses and Continuing Education units. A *national* search will be conducted for a permanent replacement.

Currently my office is working with the Provost office, APS, and the CHE to have approved a Systemwide BAIS degree. Getting this degree approved is major objective for my office for the current year.

INTERIM VICE PRESIDENT FOR BUSINESS AND FINANCE

Earle Holley has been appointed Interim Vice President for Business and Finance. Mr. Holley has a 20 year history with the University and in addition to being a very capable *finance* officer has been a long time supporter of the campuses.

OTHER APPOINTMENTS OF INTEREST

- Dr. Carol Garrison, Associate Provost and Dean of the Graduate School
- Dr. Blease Graham, Interim Dean, College of Criminal Justice
- Dr. Lester Lefton, Dean, College of Humanities and Social Sciences  
Dr. Jerry Odom, Dean, College of Science and Mathematics
- Dr. Joe Pappin, Dean of the University, USC Lancaster Dr. Dorothy Payne, Dean, School of Music Dr. Peter Sederberg, Dean, Honors College
- Dr. David Shrock, Dean, College of Business Administration
- Dr. John Stockwell, Chancellor, USC Spartanburg

VICE PROVOST AND EXECUTIVE DEAN  
FOR REGIONAL CAMPUSES AND CONTINUING EDUCATION REPORT  
TO THE REGIONAL CAMPUSES FACULTY SENATE  
SEPTEMBER 23, 1994  
Page 2

STATUS OF CHE'S STUDY OF TWO YEAR EDUCATION,

The Commission on Higher Education has accepted the report of the Committee to Study Two-Year Education in South Carolina which was chaired by University Board Member, William Hubbard. The Commission accepted all recommendations in the report and added some requests for reporting progress from both the University and the State Technical System. We are working on these progress reports cooperatively with Tech. The sense of the Commission is that the University and the State Technical System are working cooperatively and they would like to see further efforts along these lines. I found the Commission's spirit to be very positive and supportive though there is still work to be done with the Commissioner and his staff in this area.

FACULTY SALARIES

Each of you should have received information concerning your salary increases for this fiscal year by now. Faculty Rank promotion increases were effective August 16, 1994. Other faculty increases are split with one-half of the increase effective August 16, 1994 and the other one-half effective January 1, 1995.

Last spring I asked the Faculty Welfare Committee to review the salary study data we generate annually for equity issues regarding race and gender. In response to this request I received multiple letters from individuals making a case for individual salary adjustments. Of these requests, I found two situations that I felt were equity issues and these have been addressed. The remainder of the cases appeared to be related to salary compression or some combination of evaluations and salary compression. The University is in the process of studying salary issues related to compression and I will report to you on this when I have additional information. It is not my intention to respond in writing to those individuals who have raised questions with me about their individual salaries.

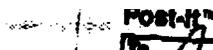
ENROLLMENT

Enrollments are down throughout the University. These decreases have a significant negative budgetary impact on all campuses not only in terms of the Formula but in terms of the revenue projections on which the budgets were developed. All campuses should be focused on Fall II and Spring registrations. Attached is enrollment data to date. I will provide updated number at the November meeting following Fall II registration.

**PRELTIYNARY**

**UNTYERSITY OF SOUTH CAROLINA  
ENROLLMENT COMPARISON  
IPRM: FALL 1994,**

	HEADCOUNT		E.T.E.		% CHANGE		
	AS OF 10/29/93	AS OF 3	AS OF = AS OF 10/29/93 9	AS OF = AS OF v	IM, CT,	F.T.E.	
Columbia U/O	16,255	14,830	<b>14,543</b>	13,644	-8.77	-6.18	
Law	762	763	834	<b>786</b>	0.13	-5.76	
D.Phanu	<b>24</b>	25	129	118	<b>4.17</b>	-8.53	
Masters		6,620	3,755	3,425		-8.79	
Doctoral		1,719	1,231	1,231		0.00	
<b>Total Grad</b>	9,332	8,339	<b>4,986</b>	<b>4,656</b>	-10.64	.6.62	
<b>sub - Total</b>	26.373	<b>X3,957</b>	20.492		<b>:24H</b>	<b>&amp;Z</b>	
<b>Aiken</b>	3,297	3,205	2,376	2,245	-2.79	-5.51	
<b>Graduate</b>	0	5	0	6			
<b>Spartanburg</b>	3,281	3,268	2,552	2,543	-0.40	-0.35	
<b>Graduate</b>	0	99	0	31			
<b>Beaufort</b>	1,161	1,011	585	\$111494	-12.92	-15.56	
Lancaster	1,241	1,089	691	W1588	-12.25	-14.91	
<b>Salkehatchic</b>	872	<b>795</b>	505	14q 1466	-8.83	-7.72	
Sumter	<b>1,614</b>	<b>1,459</b>	1,025	g5b896	-9.60	-12.59	
Union	<b>459</b>	<b>394</b>	237	.135191	-14.16	-19.41	
<b>Sub - Total</b>	<b>1.925</b>	M <sub>L</sub> W	<b>7.971</b>	<b>7. " 0</b>	<b>-5.03</b>		
<b>Total</b>	<b>38,298</b>	<b>35,282</b>	<b>28,463</b>	<b>26,664</b>	<b>-7.88</b>	<b>-6.32</b>	
<b>Mcd. School:</b>	<b>M.D.</b>	285	299	285	299	4.91	<b>4.91</b>
	Grad	52	123	<b>64</b>	80	<b>136.54</b>	25.00

 brand fax transmittal memo 767,

REPORTS OF UNIVERSITY OFFICERS  
REPORT OF THE ASSOCIATE VICE PROVOST  
REGIONAL CAMPUSES AND CONTINUING EDUCATION  
John N. Gardner  
TO THE REGIONAL CAMPUSES FACULTY SENATE  
September 23, 1994

Due to the fact that both the President and the Provost will have been with us in person at this meeting, the written report of this University officer will be brief.

**FACULTY EXCHANGE PROGRAM**

I am pleased to be able to report you that the Faculty Exchange Program will be operating again this year. You should be receiving the proposal guidelines shortly. Proposals will be due December 1. I shall look forward to working with Associate Provost Olsgaard to review these proposals and I sincerely encourage you to take advantage of this continuing marvelous opportunity.

**FAMILY FUND**

I wanted to share one comment with you, from my prospective as the Chair of last year's Family Fund Campaign. Specifically, you should know that again the Regional Campuses employees of the University had a higher participation rate than did Columbia employees. Thank you for your tremendous support of the Family Fund. This year, in addition to the Family Fund on your campus, there are many worthy funds to which you may want to contribute but I would like to mention several that might be of particular interest to The Senate: the Ada B. Thomas Scholarship fund which was established by the Regional Campuses Faculty Senate a few years ago to provide funds to students transferring from a Regional Campus to Columbia (no specific major); the Faculty and Staff Dependents' Scholarship Program; and the USC Insurance Plans which help keep down the cost of premiums. I hope each of you realize how beneficial all contributions to the Family Fund are to the betterment of our University.

## Attachment 6

Report of Rights and Responsibilities Committee  
Regional Campuses Faculty Senate September 23,  
1994  
Professor Danny Faulkner

The proposed grievance procedure and revisions to the Regional Campuses tenure and promotion guide were discussed. John Catalano and Provost Moeser were present to answer questions. The following four motions were passed for consideration by the Senate:

- 1) We move that the Senate adopt the proposed procedures for grievance "as is".
- 2) We move that the Senate adopt three editorial changes to the guide to tenure and promotion: a) page 4, paragraph 6 - change "10" to "11 "; b) page 4, paragraph 8, line 5 - delete "be recorded and"; c) page 6, line 2 - delete "this" and "member".
- 3) Noting that the guide to tenure and promotion has no provision for notification to the candidate of the vote of the RCTP committee as it does for the local committees, we move that on Page 9, under section IV B, the following item 7 be added: "The chair of the RCTP shall write a letter informing the candidate of the committee's recommendation".
- 4) On today's agenda the Senate will consider revisions to the guide on T&P proposed this summer. We offer a friendly amendment that the Senate strike VII and replace it with the following: "The recommendations and written justifications of each level of review will be available to each candidate after the candidate has been notified of the decision of the Board of Trustees".

### In Attendance

John Blair, Gordon Haist, Bruce Nims, Danny Faulkner, Jerry Dockery, Jeff Strong, Paul Stone, John Logue, Joanne Klein, MAitland Rose, Allan Charles (for Stephen Buchanan). Also present: John Catalano, Provost James Moeser.

**REVISION SHEET (Fall 94),**p. 5 (under D) Item 1

- amend first sentence to read "only faculty of equal or higher rank may vote on those applying for that rank"
- add statements defining a quorum and authorizing the formation of a select committee when necessary: *cam:-- i*  
 "The minimum number of \_\_\_\_\_ necessary for voting on a candidate for \_\_\_\_\_ is five. Local tenure and promotion committees will request the participation of \_\_\_\_\_ members from other regional campuses in order to form a quorum."

p. 6 (Item 41

- Item numbers 4 and 5, with revisions, will become Item 4.
- Retain the original wording of the first four sentences. Change the sentence beginning "The result of all votes..." down through Item 5 to now read:  
 "Original ballots with justification must be provided by each voting faculty member. The justification may either be recorded on the ballot itself or on a separate form. Justifications need not be signed but must be clearly identified as justifications and must state how the author voted. Any ballot without justification will be voided."

p. 6 (new Item 51

- The original Item 6 will now be Item 5.
- Change the wording of Item 5 to  
 "After the votes have been recorded and reported to the committee, the ballots and justifications will be included in the file."

top of p. 7 (continued from the bottom of p. 6)

- Delete second sentence only ("Copies of all materials added....").

p. 7 (Item 1) under B

- change "interprets" to "applies"
- delete the second part of the first sentence ("and in conjunction...")
- add a second sentence which reads "The RCTP in conjunction with the R&R committee of the Regional Campuses Faculty Senate shares T&P issues and concerns with the faculty."

p. 10. VI

- add a second-to-last sentence which reads: "The report will be as complete as possible while protecting the confidentiality of each candidate."

p. 10 (add new sections

- add Roman numeral VII which will read: "Each candidate will be notified of the recommendation made at each prescribed level of review in a timely fashion."

p. 11 flowchart

- Retain left side of flow chart only
- include an asterick in the flow chart boxes which refer to departmental recommendation and academic dean recommendation. At the botttom of the page, note that "These steps may not apply on all campuses."

## A GUIDE TO REGIONAL *CAMPUSES* TENURE AND PROMOTION PROCEDURES

1993

### INTRODUCTION

The Rights and Responsibilities Committee of The Regional Campuses Faculty Senate prepared this guide (patterned after A Guide, TO USC Columbia Tenure, and Promotion Procedures) to provide a description of the tenure and promotion process for the Regional Campuses. Special attention is given to the organization and operation of the Regional Campuses Tenure and Promotion Committee (RCTP) because most faculty members know little about it. Since this guide is a description of procedures for the operation of the tenure and promotion process for the Regional Campuses, it should not be considered a source of authority. In the event of any inconsistency between this document and the tenure and promotion procedures published in The Regional Camouses Faculty Manual and/or duly established criteria as amended from time to time by the Regional Campuses -Faculty Senate, the latter authorities represent the official procedures. The Guide uses a simple and direct approach and should be easily understandable. The flow chart (Table 1) provides a convenient over-view of the tenure and promotion process.

The Guide does not deal with the university's grievance procedure. Interested faculty will find that procedure described at length in The\* Regional Campuses ,Faculty Manual.

### 1. ELIGIBILITY FOR TENURE OR PROMOTION

Each year all non-tenured tenure-track faculty and professional librarians may be considered for tenure, and all tenure-track faculty members below the rank of professor may be considered for promotion. (Application, however, should be guided by the time constraints suggested in the Regional Camouses Faculty, Manual.)

The Dean, or the Dean's designated academic administrator will write to each eligible faculty member asking if the individual wishes to be considered for tenure or promotion. Each campus will consider and vote on all eligible faculty members except those who, in writing, waive consideration until the following year. Each campus must consider for tenure any faculty member in the penultimate year of a probationary appointment (sixth year for assistant professor and third year for

those appointed at the associate professor level or above).

## II. PROCEDURES AT THE LOCAL LEVEL

### A. Notification

The dean or the dean's designated academic administrator shall notify each faculty member eligible for promotion or tenure that he or she should file written intent of application for promotion and/or tenure. The notice must be in writing and must be sent at least one month before the candidate's file is to be considered by the campus tenure and promotion committee. This provision is to allow time for the compilation of information for the Tenure and Promotion Process.

### B. Files

Each faculty member who wishes to be considered for tenure and/or promotion and all faculty members who have served the maximum probationary period must complete the Tenure and Promotion File Form. Subject to the conditions below, the completed Tenure and Promotion File Form, information requested by the Tenure and Promotion Process and information selected by the applicant to support her or his application shall constitute a Tenure and Promotion File.

1. A promotion and tenure file will be started at the time a faculty member is hired. This file will include hiring dates, rank, penultimate dates for tenure consideration and such review forms as dictated by campus and system policy. The file will be maintained in the office of the campus academic dean.
2. The candidate bears primary responsibility for further additions to the file on which decisions will be based. Documents mandated by campus policy, such as peer review forms, administrative reviews, etc., will be delivered to the academic dean (by the originating authority) for placement in the candidate's file.
3. Files normally should not exceed 25 typed pages excluding documents mandated by campus policy and materials added by the various levels of review. The candidate also may prepare a reference collection of documents (books, other publications, copies of grant proposals, student evaluations, etc.) which will not be duplicated but will accompany the T&P file through the various levels of review. The reference collection of materials will be returned to the candidate at the end of the review process.

4. Each file and/or reference collection should contain the following items when relevant to the criteria and to the candidate under consideration:
  - a) Evaluations and/or evidence of effective teaching performance and/or service as a librarian;
  - b) Evidence *of* research and/or scholarship in the candidate's academic field which may include a list of publications, papers presented, grant proposals, and the like;
  - c) .As appropriate, evidence of creativity or performance in the arts;
  - d) Evidence of professional growth and experience which may include workshops, seminars, consulting, additional coursework, participation in professional societies, participation in interdisciplinary education and research activities and the like;
  - e) Evidence of campus and system activities such as work on department, division, campus and university committees;
  - f) Evidence of community service especially if it relates to the candidate's discipline and reflects well on the university;
  - g) Experience at the University *of* South Carolina;
  - h) Relevant experience elsewhere;
  - i) External evaluations of a candidate's scholarly or creative achievements and other professional activities received by the candidate, department, division or campus.
  
5. The file should be arranged in the following order:  
(Each section may refer to materials in the reference collection)
  - a) TEMP File Form
  - b) Candidate's Personal Statement
  - c) Evidence of Effective Teaching
  - d) Campus and System Activities
  - e) Community Service

- f) Professional Growth and Experience
  - g) Research and/or Scholarship
  - h) Other items noted above (4.)
6. Apart from material added by the candidate, only materials from division chairs, associate dean for academic affairs, local tenure and promotion committee, the campus dean, the vice provost, and the RCTP may be added to the file. Except for those items specified in paragraph 10 of this section, the file must be complete by Nov. 1 and before the campus tenure and promotion committee begins to review it.
  7. Neither the candidate nor any other person may bar or remove any document or other evidence (duly filed and permitted by the T&P process) from a file.
  8. No faculty member other than the candidate, unit chair, or dean may require that any document or other evidence be included in the file, but faculty members may cite or quote from any evidence not in the file in their vote justifications or in separate letters to their dean or unit chair. Justifications which accompany individual votes will become a part of the file. Letters to deans or unit chairs may also be added or cited by these reviewers.
  9. Letters written by outside reviewers or faculty members in previous years are not automatically included in the file. The candidate or a reviewer may include such a letter in the file but is encouraged to seek the authors permission.
  10. Instruments or mechanisms authorized by the local campus for evaluating a candidate's teaching will be included in the file, such as peer and student evaluations. All such evidence shall be organized in reverse chronological order. The candidate, or a reviewer may include other evidence of teaching effectiveness.
  11. After the campus review process begins, only the following items may be added to the file:
    - a) Campus tenure and promotion vote justifications, and statements from the dean, and other academic administrators which accompany the file to the next steps of the procedure.

- b) The votes and vote justifications of the members of the RCTP.
- c) If referred to in the file, material information arising as a consequence of actions taken prior to the campus vote, for example (i) letters from outside evaluators solicited before but received after the campus review process is initiated; (ii) notification of acceptance of a manuscript referred to in the file; (iii) publication of books or articles which had been accepted prior to initiation of the review process; and (iv) published reviews of a candidate's work which appear after initiation of the review process.
- d) Information received by the RCTP which may not be added to the file Under the provisions of paragraph 10 will not be considered by the RCTP in its deliberations.

#### C. Access to Files

1. The university's policy is to provide candidates with the fullest possible access to their files.
2. All materials in the file will be accessible to the candidate unless collected by the candidate with a waiver granting confidentiality.
3. At or prior to the time that the file is forwarded to the RCTP, the campus committee will notify the candidate of its vote and vote justifications, and administrative officials at the local level will inform the candidate of their recommendations.
4. The candidate (unless for tenure consideration in the-penultimate year) has the right to remove the file from further consideration at any point in the process. Removal will be accomplished through a written request for non-consideration by the candidate. The request should be forwarded to the level where the file is being actively considered.

#### D. Voting at the Local Level

1. Only tenured members of a campus above the rank of assistant professor may vote on an application for promotion. All tenured faculty may vote on applications for tenure. Faculty in administrative positions (such as chair, dean, provost or president) which require them to make separate recommendations on a candidate may not vote on those candidates. Emeritus professors may not vote. A faculty member on leave may vote only upon

notification to the unit chair or dean of a desire to do so before beginning the leave. Faculty member must attend the meetings of the committee to cast a vote.

2. Meetings at which candidates are considered for promotion and tenure are closed to everyone except those eligible to vote on the candidate. A local tenure and promotion meeting may, however, by rule or by motion, be opened to anyone the body wishes to be present at the meeting and/or be heard.
3. Tenured faculty of a campus may review a candidate as a committee of the whole or operate through an elected local committee. No local committee will have fewer than five members.
4. Each member of the local tenure and promotion committee shall vote "yes," "no," or "abstain." Absent a special unit rule to the contrary, abstentions shall be recorded but not used in the determination of majority for a favorable recommendation. Each campus may decide what percentage of the vote constitutes a favorable recommendation. Where campus rules do not specify majority, a majority of yes votes among those voting "yes" and "no" shall constitute a favorable recommendation.

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### III. PROCEDURES ABOVE THE LOCAL LEVEL

#### A. Notification of Vote

The chair of the campus committee shall write a letter informing the candidate of

the committee's recommendation. C- 1 \_\_\_\_ a ~°  
The file, including- the ballots 4-t e f  
s **ea ions**, and administrative letters (if any), will be forwarded to the dean of the  
campus. i Fe dean will review the file, add an assessment and recommendation, and  
forward the file to the vice provost. The dean will notify the candidate, in writing, of his  
or her recommendation. The vice provost will forward the file to the RCTP.

B. Appeals

Unless governed by local policy, appeals of campus recommendations will be handled  
in accordance with the "Grievance Procedure for Denial of Tenure or  
Promotion" located in Appendix III of the Regional, Campuses Faculty, Manual.

**IV. THE REGIONAL CAMPUSES COMMITTEE ON TENURE AND PROMOTIONS**

Membership

A.

1. The RCTP is composed of twelve tenured associate or full professors. All are elected; two from each campus and two from Lifelong Learning.
2. If a member must vacate a seat, the tenured members of the local campus other than the person to be replaced elect a qualified faculty member to fill the vacancy.
3. No member shall serve for more than three consecutive years.

Responsibilities of the RCTP

B.

tenure and promotion guidelines as a part of its  
applies

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2. The tenured members of each campus formulate and revise their own guidelines and internal procedures for tenure and promotion. Each campus then submits its guidelines and procedures to the Rights and Responsibilities Committee of the Regional Campuses Faculty Senate where they are reviewed for clarity and consistency with The Reoional Campuses Faculty Manual. If inconsistencies are

noted by RCTP during their deliberations, the chair will communicate the nature of such inconsistencies to the chair of the Rights and Responsibilities Committee.

3. The RCTP receives from the vice provost all files of faculty and professional librarians being considered for promotion or tenure. The RCTP reviews each file and determines whether it supports the conclusions and recommendations of the campus T&P committees and campus deans. This review includes an examination of decisions to determine consistency with the criteria published in the Manual. In reviewing files the responsibility of the RCTP is two fold:
  - a) To verify that criteria used by campus are consistent with the Manual; and
  - b) To review individual tenure and promotion cases and to recommend to the vice provost for or against tenure and/or promotion.
4. The basis for voting by individual RCTP members is the material in the file presented to the RCTP and the recommendation and justifications of the campus T&P committee and the recommendations and rationale of administrators that accompany it. Members of the RCTP consider only the criteria applicable to the case and are guided by reasonable deference to the votes and rationale of the members of the campus T&P committee, the quality of the material in the file, the quality of the justifications that accompany the votes and administrative recommendations, and the strength of support on the local campus and within the USC system.
5. No person who serves on a campus T&P committee or who is in a supervisory role relative to the candidate, may serve on the RCTP.
6. A Typical RCTP Meeting:
  - a) Before the meeting, the Vice Provost for Regional Campuses and Continuing Education sends the members of the RCTP the files of all candidates who are seeking tenure and/or promotion. Committee members are expected to have read all files thoroughly before the meeting. The vice provost will appoint a temporary chair to call the meeting to order and proceed to the first order of business; electing a chair and secretary for the meeting. After the chair and secretary have been elected, an agenda will be agreed upon. by the

committee which usually consists of agreeing on how to review the files. (Though there is no mandatory procedure, the usual order is that files for tenure will be considered first followed by files for assistant professor, associate professor, and professor.)

- b) After review and discussion of each file the chair calls for a vote on the candidate by secret ballot. Each member votes and writes a justification on the ballot which should focus on the six areas of evaluation as outlined in the Regional, Campuses Faculty Manual; however, there shall be no limit on the candid expressions of support or non support by a committee member. A majority of those voting "yes" and "no" constitutes the recommendation of the RCTP. Voided ballots and abstentions will be recorded but not used to mathematically compute a majority.
- c) Ballots and justifications will be collected and the ballots counted by the chair. Justifications will be tabulated by the secretary and included on a summary which will be forwarded with the committee's recommendation and vote to the Vice Provost. The tabulation of justifications will be approved by the committee as an accurate record of the thoughts and actions of the committee. The summary also will contain the local tenure and promotion committee's vote, the academic dean's (or other supervisor's) expression of support or non support, and the campus dean's recommendations.
- d) After the summary has been completed and reviewed, the RCTP recommendation/s for each candidate will be placed in the candidate's file. The chair will then send the summary and all the files, to the Office of the Vice Provost for Regional Campuses and Continuing Education.
- e) The procedures, rules, and actions of the committee not related to individual files are a matter of record. AU other matters, including file contents, and committee discussion of candidate files, are strictly confidential.

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## V. PROCEDURES AFTER THE UNIVERSITY COMMITTEE ON TENURE AND PROMOTIONS

The file will be reviewed by the Vice Provost for Regional Campuses and Continuing Education and the Provost. Files will then be forwarded with comments to the President. If, after reviewing a file, the President favors promotion and/or tenure, a recommendation to that effect will be forwarded to the Board of Trustees for final action. The appropriate administrative officer will inform the candidate of the President's decision.

**VI. REPORT TO REGIONAL CAMPUSES FACULTY SENATE**

After candidates are notified by the Board of Trustees, a report shall be generated by the office of the Vice Provost for Regional Campuses and Continuing Education which is to include the recommendations of each level of review from unit to unit (campus) reviewers up through the Board of Trustees. The report should be presented at the first fall meeting of the Regional Campuses Faculty Senate.

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## Attachment 7

Report of the Welfare Committee  
Regional Campuses Faculty Senate  
September 23, 1994 Professor Nora  
Schukei

### 1) Outside activities

The Welfare Committee recommends that an ad hoc committee be appointed by (the chair) John Catalano to investigate and develop the conflict of interest policy and reporting format. This committee will report to the Welfare Committee. The recommendation is that this be done at the next meeting.

### 2) Sexual harrassment

The Welfare Committee recommends that the sexual harrassment policy as published in the minutes be approved.

### 3) Faculty salaries

Our committee will continue to get salary information.

### 4) Faculty development

The Welfare Committee will continue to investigate faculty development opportunities.. Susan Pauly handed out information about the publication "The Professor as Teacher". Information should be available on each campus.

### 5) Administrative/faculty ratios

The Welfare Committee will continue to study and report on administrative/faculty ratios to the Senate.

### In Attendance

Sal Macias, Noni Bohonak, Buddy Dunlap, Kwame Dawes, Susan Moskow, Carolyn West, Sally LaPoint, Nora Schukei, Mary Barton, Susan Pauly. Also present: Tandy Willis, Mike Schoen.

## About The Publication

***TO Prof\*s's'or as' Vrarftr*** is a new publication dedicated to promoting the regional campuses of USC as sites of teaching excellence.

CONTENT: Individual faculty members from the regional campuses will be featured in each biannual issue, with all articles focusing specifically on an idea, strategy, or course design that has proven successful with students. Any teaching strategy is welcome as a topic--contributors might choose to share a highly specific tactic that has worked well for them, or they may prefer to describe an entire course design. Examples of appropriate titles/subjects are listed below:

*"Creative Pairing of Students in Biology Lab: One Professor's Solution to an Age-Old Dilemma"*

*"Ice Breaking Exercises for Large Sections: How to Make the Most of the First Day of Class"*

*"A Calculated Risk in Calculus: Integrating Pair Work in the Traditional Math Setting"*

*"Introducing Group Projects in the Tradional History Survey Course"*

If an outside text or participation in a workshop was influential, it would be helpful if it were mentioned within the article. However, outside sources are not required. Many innovative ideas are solely the product of experience/experiment, and these are also welcome.

Two lengths are appropriate to the publication's format: very short essays of approximately 500 words (2 typed pages), and longer articles of approximately 1,200 words (4-5 typed pages).

AUDIENCE: Copies of each issue will be mailed to each member of the CHE, the President and Provost of USC, and other selected state/university personnel. Bulk mailings will also be delivered to all campuses of USC.

***Please help us foster community awareness of the wonderful work we do on the regional campuses!! Your contributions are needed! Direct any questions or comments to the Office of Academic Affairs and Planning, USC-Lancaster (285-7471)***

A biannual newsletter of the USC regional campuses  
dedicated to the promotion of teaching excellence  
on the postsecondary level.

### Contributor Information

Name \_\_\_\_\_

Title/Rank \_\_\_\_\_

Department \_\_\_\_\_

Institution \_\_\_\_\_

Title of Article

\_\_\_\_\_

Current Projects (research, teaching, etc.) \_\_\_\_\_

\_\_\_\_\_

Checklist for submissions:

- computer diskette with article (identify program used)
- hard copy of article
- photo of yourself
- contributor information worksheet

**Mail to: Professor as Teacher, Office of Academic Affairs and Planning, USC  
Lancaster, PO Box 889, Lancaster, SC 29721 (803) 285-7471**

THE UNIVERSITY OF SOUTH CAROLINA

John M. Palms, Presijent

C0111mbia, SC 29203  
803.777-2001  
FAX 803-777.3264

May 12, 1994

The Honorable C. Edward Floyd, M.D.  
Floyd Medical Associates Florence  
Doctor's Building  
511 South Dargan Street, Suite 2200  
Florence, SC 29501

Re: Sexual Harassment Policy

Dear Mr. Chairman:

For several months the University's Affirmative Action Advisory Committee has worked to produce a systemwide sexual harassment policy. Last week they completed their work and presented me with a final draft of their proposed policy. A copy is enclosed.

I am very pleased with the product of their deliberations as I believe it will well serve the University as a systemwide policy. Therefore, I recommend it to the Board for the Board's consideration and approval. By copy of this letter, I also am asking that the chancellors and campus deans share the proposed policy with their respective faculty senates.

Thank you.

Sinc ely,



 **John M. Palms**

Enclosure

c: Dr. James C. Moeser  
Mr. Thomas L. Stepp  
Dr. Marcia Welsh John  
Dr. Duffy James **G. Burns**  
Dr. Robert E. **Alexander**  
Dr. William J. Whitener  
Dr. John C. Stockwell  
Dr. John R. Arnold  
Mr. Leslie C. Carpenter  
Dr. Carl A. Clayton  
Dr. James W. Edwards  
Mr. Chris P. Plyler  
Dr.  
Adm Council  
ini  
Council of Deans

UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE PRESIDENT

May 13, 1994

Enclosed is a copy of the systemwide sexual harassment policy that you should have received with your copy of Dr. Palms' May 12 letter to Chairman Floyd.

not because we are required to do so, but because conscience dictates it.

Inappropriate consensual sexual relationships among members of the University community, even those not expressly forbidden, are generally deemed unwise. If a charge of sexual harassment is lodged regarding a onceconsenting relationship, the burden may be on the alleged offender to prove that the Sexual arassment Policy was not violated.

## II. SEXUAL HARASSMENT

### A. Coverage

This policy covers sexual harassment by and among all members of the University community -- including faculty, staff, and students. The prohibited harassment may arise between employment supervisors and subordinates, between instructors and students, between peers, or between any of the foregoing persons and persons who do business with the University.

### B. Definitions

1. "Members of the University community" includes all faculty, adjuncts, visiting faculty, teaching assistants, administrators, staff, students, and persons engaged in research.
2. "The University EOP" is the Executive Assistant to the President for Equal Opportunity Programs (hereafter referred to as University EOP) or his or her designee with special responsibilities to carry out the provisions of this Sexual Harassment Policy.

- d. Unwelcome and 'unnecessary touching or other sexually suggestive physical contact, or threats to engage in such conduct.
- e. Indecent exposure.
- f. Invasion of sexual privacy.

Sexual advances,. requests for sexual favors, sexual comments and questions, and other sexually-oriented conduct that is directed against a specific individual and persists despite its rejection.

- h. Conduct, even that not specifically directed at the complainant, which is sufficiently pervasive, severe, or persistent to alter the conditions of the complainant's employment or status as a student and create a hostile working or learning environment, *when* viewed from the perspective of a reasonable person of the complainant's gender.

C. Education and Prevention

- 1. Education is an essential component in the prevention and elimination of sexual harassment. A claim of ignorance is not a defense.
- 2. To accomplish an adequate educational program the President shall:
  - a. Inform members of the University Community of the Sexual Harassment Policy and programs to assure their implementation.

- c. Providing educational programs for special audiences within the University Community, such as orientation seminars on sexual harassment for new faculty and students.
  - d. Providing education directed to the special needs of identified groups and individuals, such as foreign students, or in response to specific requests.
  - e. Providing educational programs for the community at large.
2. The subcommittee shall monitor compliance with all aspects of the Sexual Harassment Policy.

E. Prohibited Conduct

- 1. A member of the University shall not engage in the sexual harassment of another member of the University community.
- 2. A member of the University community shall not encourage, condone, or fail to take reasonable steps within this person's power to stop the sexual harassment of another member of the University community, regardless of whether the harassment is by another member of the University community or by persons doing business with the University.
  - a. A member of the University community shall not retaliate, threaten to retaliate, or attempt to cause retaliation against any person (1) who reasonably protests against sexual harassment practices within the University or (2) who becomes involved in any

G. Enforcement Procedures1. Sexual Harassment Resources within the University.

- a. Sources of advice and assistance with the procedures of the Sexual Harassment Policy are available to all members of the University community. They include the Unit Liaison; the Vice President for Student Affairs; the Vice President for Human Resources; Unit Chairs, Directors, or such other persons, as designated by the campus; Chair of the Subcommittee of the Affirmative Action Advisory Committee; Chair of the Equity Oversight Subcommittee of the Faculty Welfare Committee; and the University EOP.
- b. The University shall provide the above named with training in prevention, education, the law of sexual harassment, the investigation of sexual harassment complaints, and the methods of resolving sexual harassment complaints through settlement between the parties.

2. Informal Resolution Procedures (Optional)

- a. A person who believes that he or she has been the victim of sexual harassment should initially attempt to discuss the matter with the person who is thought to have engaged in the harassment.
- b. At his or her option, the person can meet with the above named. This procedure may be the quickest and least burdensome manner of resolving the problem.

(4) The effect this has had on the complainant's employment or academic **pursuits;**

(5) The names of any witnesses to the harassment;

(6) The names of other members of the University community who might have been subjected to the same or similar harassment;

(7) What steps the complainant has already

(3 ) Any other information the complainant believes relative to the harassment complained of.

taken to stop the harassment; and

f. The Sexual Harassment Complaint form shall contain a provision informing the complainant that the information contained in the complaint will **be** kept as confidential as possible, but that the identity of the complainant will be revealed to the alleged harasser, potential witnesses, and other persons within the University with a need to **know**.

g. The University EOP shall provide the complainant a written acknowledgment of the

complaint.

retaliation will be taken  
against the complainant;

(iv) contain a provision in which the party who makes the complaint gives assurances that no further complaints will be made, providing the offensive behavior is stopped and does not reoccur;

(v) contain any other provision the University EOP deems necessary to insure full compliance with this Policy.

(2) The University EOP shall provide a copy of the settlement agreement to both parties, and shall file the original in the Equal Opportunity Programs Office.

(3) The University EOP shall recommend to the appropriate vice President, Chancellor, or Campus Dean restoration of any academic or employment benefits lost by the complainant as a result of the alleged sexual harassment.

d. In the event the parties do not reach a settlement agreement, the University EOP shall conduct a full investigation which may include obtaining oral and/or written statements from any person either the complainant or the charged party has listed as a witness, as well as from any other

2 A summary of the response by the party against whom the complaint was made;

(3)' A summary of the statements and evidence obtained during the investigation;

(4) A finding whether a violation of this Policy, including the prohibition against reckless false accusation, has occurred. The findings shall include a statement "about the severity of the violation; if any, and an explanation that supports the finding.

(5) A summary of prior settlements or substantiated complaint against the charged party;

(6) A recommendation of a sanction, if appropriate, made in consultation with the System Legal Office and the Division of Human Resources;

(7) A recommendation as to the restoration of any academic or employment benefits lost as a result of the alleged sexual harassment; and

(8) An appendix containing the complaint, written statements, and other tangible evidence obtained during the investigation.

c. The Report and Recommendation shall be sent to the complainant, to the charged party, and

to the appropriate University officer for

with the System Legal office and the  
Division of Human Resources.

- b. If the charged party has alleged that the conduct is constitutionally protected, the Deciding officer must obtain the written opinion of University counsel concerning this issue. University counsel shall provide that opinion within five working days after being requested to do so.
- c. The Deciding Officer shall render a final written decision within ten working days from the expiration of the time the parties have for filing responses to the University EOP's original or Supplementary Report and Recommendation, as the case may be, and shall serve a copy of that decision on both the complainant and the charged party.
- d. The Deciding Officer shall inform the charged party's unit head of the decision. If the violation is found to have occurred, the unit *head* shall be advised of the sanction being imposed. The Deciding Officer shall send a copy of all decisions to the University EOP.
  - (1) If the charged party is a faculty or staff member *and* the Deciding Officer concludes that a violation has occurred, the Deciding officer shall also include a copy of the decision in the employee's system personnel file.
  - (2) If the charged party is a student and the Deciding officer concludes that a

Affirmative Action Advisory Committee, shall be posted on appropriate..bulletin boards.

In addition, the University shall adhere to the policy through educational activities. The University EOP shall from time to time distribute brochures and post notices summarizing the University's Sexual Harassment Policy and procedures that are available to those who believe they are being sexually harassed.

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## SYSTEM AFFAIRS COMMITTEE

Regional' Campuses' Faculty Senate:

Dr. Stephen T'. Bishoff, Chair ,

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Minutes of Meeting 23 SEP 94

Professors: **Sumter:** Stephen T. Bishoff, Robert B. Castleberry, Susan Hendley; **Beaufort:** Roy Darby, Ellen Chamberlain; Union: Susan Smith for Steve Buchanan; **Salkehatchie:** Marvin Light, Jennifer Viereck; **Lifelong Learning:** David Bowden; **Lancaster:** Dianne Evans, Carolyn Starnes, Nancy Hogan for Wayne Thurman

### I. **Charges for the System Affairs Committee from the Executive Committee for 1994-1995:**

- A. The following charges were presented to the committee.
1. Assess and recommend improvements in the Regional Campuses use of communications technology now available.
    - a. Are computer links being exploited to their maximum to reduce the quantity of paper and supplies consumed while improving the efficiency of information sharing?
    - b. Can phone links be used more effectively to improve campus-to-campus communication and reduce unneeded travel time and costs?
    - c. Can the new satellite access be used for live or recorded transmission of portions of the Regional Campuses Senate meetings? for committee meetings?
  2. Examine the suggested grading policy (the addition of minus grades).
  3. Examine mechanisms to improve our relationship with the Columbia Faculty Senate.
  4. Examine the status of articulations between the campuses of the USC System and with schools outside the system.
 

Are transfers destined to lose courses at a new campus?  
 Are course numbers and descriptions consistent within the system?  
 Is course content a perceived or real problem in mobility of the students within the system? outside the system? Is degree content consistent within the system?

    - a. Specifically respond to the remarks of Prof. Robert Castleberry, Sumter. (See 15 APR 94 minutes; attachment 8.)
    - b.
    - c.
- B. Suggestions and modifications
- e.
    1. (Charge 1) The addition of LISTSERV topics was suggested to increase intercampus communications. Existence of such a system might have avoided problems on the sexual harassment policy.
    2. (Charge 3)
  - a. If a more formal, cooperative structure needs to exist between our campuses and possibly some external campuses, evidence of that need should be gathered.
  - b. A survey of the organizational relationship of other educational systems would be helpful.
  - c. Clearer definition is needed for who we are, where we fit into the organization, and how we differ from technical institutions.

- II. Division of responsibilities
  - A. Professors Bowden, Bishoff, and Light will address charge 1; Professor Light will coordinate.
  - B. Professors Starnes and Evans will address charge 2.
  - C. Professors Darby, Chamberlain, and Castleberry will address charge 3.
  - D. Professors Thurmon, Hendley, and Viereck will address charge 4.

The meeting adjourned to allow the subcommittees to organize.

**Report of the Executive Committee**  
**September 23, 1994**  
**Submitted by Mike Schoen, Secretary**

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The Executive Committee held its' annual summer retreat August 14-16th in Myrtle Beach, SC. Joining the Executive Committee members from the Regional Campuses were Vice Provost John Duffy, Associate Vice Provost John Gardner, and Mary McDonald from Dr. Duffy's staff. The following agenda items were discussed:

1. the resignation of a librarian from the Lifelong Learning faculty
2. need for a new archivist to document RCFS history
3. proposed changes to the grievance policy
4. proposed changes to the tenure & promotion guidelines
5. "Effective teaching"
6. suggested review of grading procedures
7. sexual harassment policy
8. proposed "outside activities policy"
9. USC policy towards Tech Prep courses
10. representation on the Columbia campus senate
11. RCFS meeting times, places, and guests
12. charges and goals for the RCFS secretary, Vice-chair, executive committee, and standing committees

The following RCFS meeting times and locations were decided upon: September 23rd (Columbia), November 18th (Lancaster), February 17th (Union), and April 21st (Beaufort).

## Regional Campuses Faculty Senate 94-95

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USC-Beaufort	John Blair	Rights & Resp
	Nora Schukei	Welfare
	Sally LaPoint	Welfare
	Gordon Haist	Rights & Resp
	Roy Darby	System Affairs
	Ellen Chamberlain	System Affairs
	Jane Upshaw	Executive Committee
	Billy Cordray	System Grievance
USC-Lancaster	Susan Pauly	Welfare (Chair)
	Noni Bohonak	Welfare
	Bruce Nims	Rights & Resp
	Danny Faulkner	Rights & Resp (Chair)
	Wayne Thurmond	System Affairs
	Dianne Evans	System Affairs
	Carolyn Statues	System Affairs
	John Catalano	Executive Committee (Chair)
	John Catalano	System Grievance
	Lifelong Learning	Buddy Dunlap
Jerry Dockery		Rights & Resp
David Bowden		System Affairs
Mike Schoen		Executive Committee (Secretary)
Jerry Dockery		System Grievance
USC-Salkahatchie		Susan Moskow
	Jeff Strong	Rights & Resp
	Paul Stone	Rights & Resp
	Jennifer Vierick	System Affairs
	Marvin Light	System Affairs
	Wayne Chilcote	Executive Committee (Vice chair)
	Larry Strong	System Grievance
	USC-Sumter	John Logue
Joanne Klein		Rights & Resp
Maitland Rose		Rights & Resp
Steve Bishoff		System Affairs (Chair)
Robert Castleberry		System Affairs
Kwame Dawes		Welfare
Susan Hendley		System Affairs
Sal Macias		Welfare
Robert Costello		Executive Committee
Carolyn West		Welfare
J.T. Myers		System Grievance
USC-Union		Mary Barton
	Stephen Buchanan	System Affairs
	Susan Smith	Rights & Resp
	Tandy Willis	Executive Committee (Past chair)
	Greg Labyak	System Grievance

**MEMORANDUM**

**To:** Regional Campuses Faculty Senate

From: Bruce Nims, USC-Lancaster

**Subject:** Faculty Senate Committee on Libraries

Date: September 23, 1994

The USC Faculty Senate Committee on Libraries met on Friday, September 16, 1994, at 2:30 p.m. in the Thomas Cooper Library mezzanine conference room. Professor Robert Weir of the History Department was elected chair for 1994-1995 and presided.

The library's budget report would normally have been given at this meeting, but George Terry was attending the Board of Trustees meeting. The budget report will instead be given at next month's meeting.

The committee discussed proposed agenda items for the year. Among them were a possible information literacy component as part of general education requirements, a review of the library's salary structure, setting priorities for materials to be moved to the library's new storage facility, the possibility of information technology as an alternative delivery system for serials, and the always thorny problem of serials review.

Of particular interest to the regional campuses is the prospect of a new system called InfoShare, whereby commonly used citation data bases that our libraries must subscribe to individually on CD-ROM would be made generally available through USCAN. This resource may be available as soon as next semester.

## PROPOSED

The Department of English offers four different tracks within the major. The General Major assures a broad knowledge of literature and composition. The Intensive Major is tailored for those students planning to pursue graduate study in English and/or American literature. The Writing Concentration is a version of the major placing special emphasis on advanced composition. The General Major leading to *Secondary Education Certification* guides students toward State Certification to teach *English in the public schools*.

### Basic Degree Requirements In English Language and Literature

#### 1. General Education Requirements 53-62

For a general outline of other General Education Requirements see College of Humanities and Social Sciences [certification].

#### 2. Major Requirements

##### *General Major*

I.	Prerequisites ENGL 280, 287, 288, 289,	12
II.	Major Courses	
	A. General Major	
	Four courses chosen from <i>among English 380-389</i> , ..... <b>including either 380 or 381</b>	12
	<b>Four courses numbered 390 or above</b> .....	12
	B. Intensive Major	
	Five courses chosen from <b>among English 380-389</b> , <b>including either 380 or 381 and 388</b>	15
	<b>Five literature/theory courses numbered 390 or above</b> .....	15
	Senior Thesis .....	3
	C. Writing Concentration	
	Four courses chosen from among English 380-389, ..... <b>including either 380 or 381 and 387</b>	12
	<b>English 460, three other writing courses,*</b> ..... :..... and one literature course numbered 390 or above	<b>15</b>
	D. Secondary Education Certification Concentration	

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**Other Special Sections**

"Special Topic" Courses. The Department of English frequently offers one or more "special topic" courses under the following numbers: •419 (Topics in English Literature), 429 (Topics in American Literature), 438 (Studies in Regional Literature), 439 (Selected Topics), 449 (Special Topics in Theory), and 566 (Topics in Film). The subjects studied vary from term to term. Depending on the nature of the topic, students may substitute one of these courses for a major distribution requirement, with the approval of the Director of Undergraduate Studies of the Department of English.

**Exemptions**

One or two semesters of freshman English may be exempted on the basis of sufficiently high scores on one of two placement examinations: (1) the Advanced Placement Test or (2) the College Level Subject Examination(s).

**Course Descriptions (ENGL) qq ~qS'**

With the approval of the student's advisor, earned credit may be granted through the Compaerv. Undergraduate program may be taken for English major credit.

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## NEW COURSES

**ENGL 280: Introduction to Literary and Language Studio**

introduction to techniques of close-reading, to the analysis of literary texts, and to the theoretical approaches that give rise to these methods.

**ENGL 2831 Themes In British Writing**

Reading a variety of British texts that exemplify persistent themes of British culture.

**ENGL 285: Themes in American Writing**

Reading a variety of American texts that exemplify persistent themes of American culture.

**ENGL 380: Epic to Romance**

Comprehensive exploration of pre-Renaissance literary culture using texts representative of the evolution of dominant literary forms.

**ENGL 381: The Renaissance**

Cultural and historical aspects of the Renaissance, explored through representative texts.

**ENGL 382: The Enlightenment**

Cultural and historical aspects of the Enlightenment, explored through representative texts.

**ENGL 383: Romanticism**

*Cultural* and historical aspects of Romanticism, explored through representative texts.

**ENGL 381: Realism**

Cultural and historical aspects of Realism, explored through representative texts.

**ENGL 385; Modernism**

Cultural and historical aspects of Modernism, explored through representative texts.

**ENGL 386; Postmodernism**

Cultural and historical aspects of Postmodernism, explored through representative texts.

**ENCL 387: Introduction to Rhetoric**

Theories of human communication useful for understanding and informing the everyday work of speakers and writer. Emphasis on intensive analysis and writing.

**ENGL 388: History of Literary Criticism and Theory**

Representative *theories* of literature from Plato through the 20th century.

**ENCL 389: The English Language (wLING 3011)**

Introduction to the field of Linguistics with an emphasis on English. Covers the English sound system, word structure, and grammar. Explores history of English, American dialects, social registers, and style.

**Report to the Regional Campuses Faculty Senate  
on**

USC Faculty Welfare Committee  
September 15, 1994

The committee was convened by the Chair at 3:00 PM. There was discussion as to who should chair the Faculty Wellness/PE Center Operations subcommittee and who wanted to serve on that committee. The decision was made to ask Professor Harriet Williams to serve as subcommittee chair as she had the most knowledge regarding the operation of these two programs.

Professor Wedlock discussed the state of negotiations regarding summer stipends for faculty. The proposal has been made to increase them from 15% to 22%, which seems to be the norm for other major universities throughout the southeast. The obstacle to this proposal seems to be that over 400 faculty have contractual rights to summer employment by virtue of their pre-1974 contracts. Some members of the committee question whether this figure is current in light of the early retirement of some faculty members since the data were gathered. Other questions were raised regarding the accuracy of these figures and whether it would be realistic to assume that all these faculty would then want to teach during the summer, thus overburdening the financial resources. The subcommittee chair will attempt to get specific information from personnel and administration.

Professor Strobel reported on the status of the study on salary compression and inequities undertaken by a separate task force. A formal report is to come out in late October. The subcommittee will look at possible procedural and systemic issues which might help to avoid these situations in the future rather than just fixing the problem.

A general discussion regarding faculty parking was undertaken. There were no clear charges derived for this subcommittee from the discussion.

The Sexual Harassment Guidelines have been disseminated to the Regional Campuses for consideration less the clause regarding consensual relations. Their vote will take place on September 23rd. This clause passed by **the Faculty Senate is being reviewed somewhere in the university system, perhaps, in Legal.** The subcommittee will attempt to track it down. This clause will also be submitted to the campuses at some future date.

The Sexual Orientation subcommittee reports that the sexual orientation amendment to the non-discrimination clause of the policies and procedures manual approved by the Faculty Senate has not come up for approval by **the Board of Trustees and is not on the agenda** for September.

The Committee will meet at 3:00 PM, October 6, 1994, at the Faculty House.

TO: REGIONAL CAMPUSES FACULTY SENATE  
FROM: DEBORAH B. CURETON  
RE: THE ACADEMIC AFFAIRS AND FACULTY LIAISON COMMITTEE USC  
BOARD OF TRUSTEES  
DATE: SEPT. 23, 1994

The Academic Affairs and Faculty Liaison Committee of the USC Board of Trustees met June 14, and August 12, 1994. On June 14, the committee began in open session. Members heard views on the possible reorganization of the College of Criminal Justice from faculty, student, and public representatives. Provost Moeser recommended that the board conduct internal and external studies on the future of the college. Dr. George Reeves was asked to chair the self-evaluation of the college, and three outside experts would be obtained to conduct the external evaluation.

The August 12th meeting went into executive session immediately after opening and dealt with personnel matters. In open session, the members received information on the status of the Board of Trustees Carolina Professorship and a comprehensive report on the array of degrees and services offered by the College of Education, including enrollments on regional campuses. No action was taken on that report.

COLLEGE OF EDUCATION  
 University of South Carolina  
 Columbia

Enrollment Categories (1993-94)

1. **Professional Education Unit 6 CE%GS**  
 In collaboration with five other colleges, the COE serves 68 different programs in the preparation of professional educators. *for e.k.e.L., a-,C / ~*
2. **Undergraduate Degree Programs**  
 Although the COE collaborates with programs which prepare Art and Music teachers, the only undergraduate program housed in the COE is one in Physical Education.
3. **Extended Baccalaureate Programs**  
 The COE offers undergraduate coursework to enable students to become certified in approximately 4 1/2 years in:  
     Early Childhood Education */9/aG~.*  
     Elementary Education  
     Secondary Education
4. **Graduate - Certified Teachers.** Any certified teacher is eligible to enroll in 12 hours of study.
5. **Graduate - Masters Level**

Through the COE, the following are offered:

MAT - Master of Arts in Teaching - initial teacher

K-12: *a 5,t ccslde, tol.* preparation

MEd - Master of Education and MA - Master of Arts. Some programs are offered for previously certified teachers in the areas listed above. Others are designed for initial

preparation in: *w zde. lt''~'*

    Counseling

    Community and Occupational Programs in Education

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     Elementary  
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Higher Education

IMA - Interdisciplinary Master of Arts. For previously certified teachers who wish to complete a collaborative program designed by professors in education and a field of specialization (e.g., science)

6. Graduate - **Educational Specialist.** Designed for students who wish to pursue study beyond the masters level.
7. **Graduate - EdD and PhD.** - Both advanced degrees are offered in various areas in professional education.

**College of Education  
University of South Carolina**

**Enrollments By Program  
Columbia Campus, Regional Campuses and Distance Education**

**Department of Educational Policies and Leadership**

	1990-91	1993-94
Educational Policies and Leadership (EDLP)	2,849	3,117

**Department of Educational Psychology**

	1990-91	1993-94
Counselor Education (EDCE)	1,347	1,480
Special Education (EDEX)	734	886
Educational Foundations (EDFN)	417	285
Media Arts (EDMA)	37	67
Educational Psychology (EDPY)	755	813
Rehabilitation (EDRH)	165	204
Research and Measurement (EDRM)	837	690
	4,292	4,425

**Department of Instruction and Teacher Education**

	1990-91	1993-94
Community and Occupational Programs (EDCO)	222	456
Early Childhood (EDEC)	1,197	1,850
Elementary (EDEL)	2,096	2,749
Reading (EDRD)	680	929
Secondary (EDSE)	700	1,492
Teacher Education (EDTE)	1,720	1,331
	6,615	8,807

**Department of Physical Education**

	<u>1990-91</u>	<u>1993-94</u>
Physical Education (PEDU)	Not in college	2,248

**College-Wide Enrollments**

	<u>1990-91</u>	<u>1993-94</u>
Education (EDUC)	3,305	1,169

**COLLEGE GRAND TOTAL**

**17,061**

**19,766**

**College of Education  
University of South Carolina**

**Enrollments By Program  
Columbia Campus**

**Department of Educational Policies and Leadership**

	<u>1990-91</u>	<u>9193-94</u>
Educational Policies and Leadership (EDLP)	<b>1,774</b>	<b>1,697</b>

**Department of Educational Psychology**

	<u>1990-91</u>	<u>1993-94</u>
Counselor Education (EDCE)	815	651
Special Education (EDEX)	427	687
Educational Foundations (EDFN)- Media Arts (EDMA)	309	227
	20	16
Educational Psychology (EDPY)	483	444
Rehabilitation (EDRH)	165	204
Research and Measurement (EDRM)	569	573
	<b>2,788</b>	<b>2,802</b>

**Department of Instruction and Teacher Education**

	<u>1990-91</u>	<u>1993-94</u>
Community and Occupational Programs (EDCO)	<b>117</b>	185
Early Childhood (EDEC)	672	849
Elementary (EDEL)	1,191	<b>1,288</b>
Reading (EDRD)	544	666
Secondary (EDSE)	652	774
Teacher Education (EDTE)	39	195
	<b>3,215</b>	<b>3,957</b>

**Department of Physical Education**

	<u>1990-91</u>	<u>1993-94</u>
Physical Education (PEDU)	Not in college	<b>2,248</b>

**College-Wide Enrollments**

	<u>1990-91</u>	<u>1993-94</u>
Education (EDUC)	<b>1,409</b>	<b>1,169</b>
<b>COLLEGE GRAND TOTAL</b>	<b>9,186</b>	<b>11,873</b>

**College of Education  
University of South Carolina**

**Regional Campus Enrollments (1993-94)  
College of Education and Other USC Academic Units**

	Fall, 1993		Spring, 1994		Summer I and II, 1994		Total	<b>Total</b>
	<b>College of</b> Education	<b>Other</b> USC, self	<b>College of</b> Education	<b>Other</b> USC	<b>College of</b> Education	<b>Other</b> USC	<b>College of</b> Education,	
Aiken	186	25	236	151	226	80	648	256
Beaufort	157	69	161	11	102	0	420	80
Coastal	158	8	115	19	138	0	411	27
Lancaster	379	0	322	0	358	21	1,059	21
Metro	203	0	581	69	794	170	1,578	239
Salkehatchie	118	26	260	86	67	0	445	112
Spartanburg	639	65	496	130	692	80	1,827	275
Sumter	245	24	272	49	245	5	762	78
<b>Union</b>	54		67	0	71	0	192	0
<b>TOTAL</b>	<b>2,139</b>	<b>217</b>	<b>2,510</b>	<b>515</b>	<b>2,693</b>	<b>356</b>	<b>7,342</b>	<b>1,088</b>

**COLLEGE OF EDUCATION**  
**Admissions and Certifications by Categories**  
**1993-94**  
(Fall '93, Spring '94, Summer '94)

	93-94	<u>Four Year</u> <u>Total (est.)</u>
<b>1. UNDERGRADUATE DEGREE PROGRAMS</b>		
A. P.E. - Students Admitted	40	151
B. Recommended for Certification - P.E.	7	41
Music	10	71
Art	11	28
<b>2. UNDERGRADUATE - EXTENDED BACCAULAUREATE PROGRAMS</b>		
A. Admitted to Professional Program (60 hours)	260	1000
B. Recommended for Certification (includes Aug. '93 data)	173	532
<b>3. GRADUATE - MAT</b>		
A. Admitted to Professional Program	109	310
B. Recommended for Certification	105	288
<b>4. GRADUATE - ADVANCED PROGRAMS</b> (Includes Administration, Counseling, Reading, Speech, Library)		
Recommended for certification	125	512
<b>5. GRADUATE - CERTIFICATION ONLY - 7,783</b>		

6. NON-DEGREE, PROBATIONARY HOURS ASSIGNED - 2385

MA    MEd    EdS    EdD    PhD

ATTACHMENT 13A, p. 7

GRADUATES BY PROGRAM  
**Summer 1993, Fall 1993, Spring 1994**

Early Childhood Education		92			
Elementary Education		<b>44</b>			17
Instructional Media					
Reading		<b>11</b>			6
Elementary School Counseling		25			
Secondary School Counseling		26			
Student Personnel Services	1	57		1	
Rehabilitation <i>Counseling</i>		28	3		
Secondary Education	1	34			5
Community & Occupational Programs in Education		29			
Educational Research		3			3
Testing & Measurement		1			
Educational <i>Administration</i>	1	73	15	3	33
Special Education		12			
Counselor Education			31		4
Curriculum & Instruction				28	
Health Education <i>Administration</i>				3	

Special Education <i>Administration</i>				2	
Foundations of Education					3
TOTALS	4	435	49	37	71

**COLLEGE OF EDUCATION**  
**MASTERS GRADUATES FALL 1990-FALL 1993\***

	F 90	SP 91	SS 91	F 91	SP 92	SS 92	F 92	SP 93	SS 93	F 93	TOTAL
<b>SPS/HE</b>	10	30	7**	6	38	8	7	4	8	-	118
<b>ELEM</b>	20	8	54	21	11	48	15	10	26	-	213
SECOND	18	4	23	16	9	17	20	7	23	-	137
<b>COPE</b>	9	3	11	6	11	16	11	4	12	-	83
COUNS	25	24	16	25	25	11	27	25	17	-	195
<b>ECE</b>	13	15	34	17	32	40	17	20	60	-	248
<b>EDAD</b>	18	24	38	10	26	23	27	35	34	-	235
<b>INS MED</b>	2	2	0	0	0	0	0	0	0		4
<b>READING</b>	4	4	2	3	7	3	7	1	4	-	35
<b>REHAB</b>	3	6	3	2	6		4	5	11	-	48
RES/T&M	0		1		1	0	1	2	2	-	8
<b>SPEC ED</b>	0	1	5	4	1	3	3	1	4	-	22
<b>TOTAL</b>	<b>122</b>	<b>122</b>	<b>194</b>	110	167	177	139	114	201		1346

**1990-91**

**1991-92**

**1992-93**

**TOTAL  
FOR  
YEAR**

438

454

454

\* INCLUDES ED. S. GRADUATES

\*\* HIGHER ED WAS COMBINED WITH EDAD IN AUGUST 1991

COLLEGE OF EDUCATION  
DOCTORAL GRADUATES FALL 1990-FALL 1993,

	F 90	SP 91	SS 91	F 91	SP 92	SS 92	F 92	SP 93	SS 93	F 93	TOTAL
EDAD :	15	13	9	8	15	10	14	5	12	12	113
COUN ED	2	3	1	2	3	3	2	0	2	1	19
RESEARC	1	1	0	1	1	2	1	1	1	1	10
FOUNDA	2	0	0	1	3	0	2	1	0	1	10
ELEM	2	2	4	1	2	5	1	5	13	3	38
SP ED	1	0	0	0	0	1	1	1	1	1	6
C& 1	4	1	5	4	7	10	2	6	9	12	60
HEALTH	1	0	0	2	1	0	0	0	1	2	7
READING	0	1	0	0	1	1	0	0	5	1	9
SECOND	1	0	4	3	0	1	2	0	1	3	15
TOTAL	29	21	23	22	33	33	25	19	45	37	287

1990-91

1991-92

1992-93

TOTAL  
FOR  
YEAR

72

88

89

**College of Education  
University of South Carolina**

**Regional Campus Enrollments  
Comparative Analysis 1990-91 and 1993-94**

	F11		Spring		Summer I and II		Total <sub>i</sub>	
	1990	1993	1991	1994	1991	1994	1990-91	1993-94
Aiken	167	186	218	236	228	226	613	648
Beaufort	155	157	150	161	109	102	414	420
Coastal	328	158	372	115	479	138	1,179	411
Lancaster	224	379	315	322	249	358	788	1,059
Metro	190	203	524	581	1,120	794	1,834	1,578
Salkehatchie	255	118	340	260	130	67	725	445
Spartanburg	570	639	694	496	718	692	1,982	1,827
Sumter	401	245	394	272	217	245	1,012	762
<b>Union</b>	48	54	50	67	67	71	165	192
<b>TOTAL</b>	2,338	<b>2,139</b>	3,057	<b>2,510</b>	<b>3,317</b>	<b>2,693</b>	<b>8,712</b>	7,342

Report from the Ad Hoc Committee on Teaching Effectiveness  
RCFS Meeting - September 23, 1994 Professor Susan Pauly

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1) The Ad Hoc Committee on Teaching Effectiveness met with John Catalano, John Gardner, and the Rights and Responsibilities committee over the summer (1994) in order to expedite the revision of the T&P guidelines for Regional Campuses. The issues which had to be dealt with were again revisited with Provost Moeser in a meeting on August 16th. With the exception of a possible problem concerning levels of notification, consensus was reached. A vote will be called for, it is hoped, at the September RCFS meeting.

2) The committee has been charged with the following for the current year:

a) Developing a sample teaching portfolio (or sample elements) to be put on reserve in the libraries of the regional campuses. This can be used as a general guide for those assembling portfolios. Volunteer "segments" will be solicited from various regional campuses and various disciplines.

b) Reviewing the current research on student evaluations, that is, their appropriate use in a candidate's teaching effectiveness portfolio in a T&P application and the design of student evaluation forms themselves. Provost Moeser agreed at the August meeting to give our committee the coming year to research this issue further.

c) Sample support materials such as sample "peer review forms" that a candidate might use as he/she prepares a packet, copies of the packet guidelines, etc.

**Appendix A**  
**RCFS Meeting 9-23-94**  
**Afternoon session: Guidelines for Tenure & Promotion (New Business).**

John Logue (Sumter): I don't know if it is really new business, but I would like to have the T&P materials sent out to the campuses if possible.

Catalano: That motion that was passed has been taken into consideration. I'll have all of those materials updated. We'll have one copy of each sent to each faculty member in the regional campuses.

John Gardner: I wonder if I could respond to Professor Logue's question. You asked early that you felt your faculty needed to know what they were supposed to be doing this Fall and I guess in my opinion I think it would be constructive and helpful if we could just summarize what the practical mechanics are, what people are expected to do this Fall. Would that be helpful?

Logue: That would help alot.

Gardner: Last year what happened was in April of 1993 you adopted this set of guidelines and John Duffy and I took them to the Provost's office and some were approved and some weren't. We came back to your academic deans and to the chairs of your promotion and tenure committees and we said this is what has been accepted and this is what has not been accepted, and these are some things we would like you to do this Fall - to make some changes in the way we do this business. And we made a significant number of changes last year. I guess it might be appropriate for us to understand what the major differences are between what we are currently doing and the way we have done this many years in the past. One is that last year we agreed upon and our senate adopted a standardized format for the file. We are going to use the same form this year- does everybody understand what that means, okay. And critical to that is the portion in it where the faculty member is expected to write a personal statement in which he or she explains how he or she believes how they have addressed the criteria satisfactorily. So it's a self-advocacy operation. One of the things we did last year I think was we achieved considerably more sophistication with our faculty in terms of how they wrote those personal statements. So they use the form, it's the same one as last year, they write a personal statement as part of that. In addition, we had a discussion a year ago in this senate which the faculty took back and implimented very, very professionally, although there were some differences between the campuses, but it was still the basic theme of incorporating peer review. And you were going to define how you were going to do peer review, but you had peer review. And they want that again this year, and if you don't have it, the faculty member is going to be at a dramatic disadvantage. So that is something you will include.

The next major thing we wanted on all of the campuses, some of them have been doing it and some haven't, we wanted the two critical faculty committees- the campus-based committee and the university-level committee each one was to, each voting member of each committee was to write a written justification for the vote that they took, as an individual. Those ballots were to stay in the file and go forward. An all but one of the campuses did that, and we got to make sure that all five do that. It is very very important because the level of administrative review we want to be able to read why you voted the way you did. So that was a very significant element of this process last year. Another thing that was added we that last year for the first time, the deans were required, some of them had been doing this on an optional basis before, but they were required last year to join the faculty in the process of writing a written justification for their recommendation. So each of the deans had to write such a letter. That will be done again this year. In addition, John Duffy and I were required to write a letter. Previously, we had just sent forward a recommendation yes/no, we were not required to give a written justification, only on

appeals to the board, a grievance matter did we have to provide a written justification. So last year we did that and we will continue that process.

I think the one other major change was we did not continue the practice of having associate professors vote on other associate professors who were applying for the rank of full professor. And in at least two cases as I recall in Lancaster and in Lifelong Learning where we did not have a minimum quorum of five full professors to vote on those who were applying for the rank of full professor. So we worked to put together what is called a select committee where we drew faculty from other campuses and created this select committee. Professor Logue as I recall, those were the major changes in procedure that were made and that we will want to continue. This past year our performance we fared better through the review process than we did the previous year. All the recommendations that our office made to the next level were accepted, but one. It's better than where we were before. And that was not fatal to the candidate by any means. So anyway, those are the major changes that I recall that we would certainly be looking at a similar process this year. If there are any questions that the faculty have, or if there are T&P chairs who we can help in any way, we stand ready to help. Our job is to support you in this process and help you to design one that helps you to make your case, and we want you to be able to do that.

Logue: I think the primary thing is that the process has started. Since the dates were changed, and since people used so much of the written criteria last year, I just wanted everyone to know where to start.

Catalano: Thanks John.

Haist (Beaufort): Can I ask a question of Professor Gardner?

Catalano: Are you willing to answer a question over here?

Gardner: Certainly.

Haist: You talked about having to justify at all levels, the applications that are evaluated, and since we made some references to justifications earlier, the question to you is a little more general. I'd like to know whether, when it comes time to writing a justification on an individual, whether you can say that there are some reasons that are.. that we see greater priority or consideration than others as a general rule, for example, diversity of campus mission, would that be a high priority in considering. <sup>13</sup> case? Or would conformity to the perceived character of the campus faculty, would that be a ,high consideration? Or would these be more limited in scope?

Gardner: Gordon I don't know, I may be feeling overly taxed today, but I do not understand your question.

Haist: Are there certain standards for justification that can be generally expressed? If somebody comes to you that appears to fill in the unique mission of the campus, as opposed to the general requirements of faculty members throughout the system, is that a heavy priority that would count significantly?

Gardner: Let me explain to you our charge as I understand it, the charge of our office and how we are expected to respond in writing . Really two things; we are expected to see whether the previous levels of review (all of them), have fairly applied the criteria for the action sought. That is, the criteria for tenure and promotion. We are being asked to look at what all the previous levels have done and answer this fundamental question- have those preceding levels fairly applied the criteria to the faculty member under review? Then, in our judgment, based on our understanding of the criteria, is it our judgment that the individual being reviewed has demonstrated that he or she meets the criteria. That's what we are being asked to do.

Haist: So competence would be competence and demonstrated ability to have fulfilled the specific requirements that our stated.

Gardner: Yes, the criteria that have been stated in the faculty manual.

Haist: Character of the individual...

Gardner: Well, there are six criteria in the faculty manual. We are trying determine whether or not the file that the faculty has presented speaks to those criteria. Whether or not that has been satisfactorily addressed. That is our charge. I know the Provost told you a year ago and said the same thing when he met with Professors Catalano, Pauly, Duffy and myself. That they really want the files to speak for themselves. In essence, the faculty member has to persuasively document that he or she has addressed the criteria, and on our level we are trying to determine whether or not the faculty member has done that and whether the preceding levels of review have fairly applied the criteria. This is of course in the context of applications for tenure and/or promotion.

Haist: Correct. What I see developing out of our need to write justifications, although that is an advance over what we previously did, what I see coming out of that eventually is a need to develop certain formal patterns of justification based on certain assumptions about what it is to be a "promotionable" or "tenurable" individual. Themore we go down this road, the more fixed our conceptions might be.

Gardner: That's why the work of the committee last year that Professor Pauly chaired struggled with this definition of teaching effectiveness is so important. Because the criteria that are now stated in the manual it does you a disservice, because it is hard to measure whether or not you have addressed that. So we are evolving in the direction of greater specificity, on that criteria especially. And that's why it is a very important unfinished piece of business. I think that in the long run the requirement that the system we worked out last year will better protect the faculty member under review. Previously, with all due respect, as a reviewer of those files, it was a crap shoot. I didn't know why you voted the way you did. And if I hadn't know the faculty members under review, I would have been at a tremendous disadvantage. And that informal system would work fine as long as we all know each other, but you're not a small mom and pop operation any more. And you have people now actively involved in the review process who don't know you. That's a very critical change. John Duffy and I previously could previously truthfully say we know this person under review, and we have been learning about this person for a minimum of six years. Our Provost, of course, cannot say that. So this process I think is for your own protection, and you deserve it. One of your campuses, Sumter, has gone so far as to break down its individual ballot into categories for the criteria. Sound a faculty member who is voting yes, no, or abstaining has to vote by each of the criteria - that's the most thorough justification process I've seen in my professional life. You all may not want emulate that, but that's one way of doing it.

Willis (Union): Just a comment about the teaching effectiveness guidelines. Those have been approved by us and by the administration I understand.

Gardner: No the guidelines have not yet been approved. We talked about these with him in our meeting, we have been in effect been given a year's grace to come up with a procedure for numeric evaluation for instruction, somehow to define that process.

Willis: But the definition of teaching effectiveness was accepted, and the document, all except for how the effectiveness would be measured.

Gardner: That one point.

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Darby: Two points. The first one was peer review. The second was numeric use specifically on student evaluations, and that's what we have been given a year.

Gardner: Right. We are all together on the rest of it.

Darby: He liked the rest if it.

Gardner: But that still has not been adopted by the board.