

## 12.4

### Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

The University of South Carolina Columbia and regional Palmetto College campuses have several policies pertaining to student complaints that are widely distributed to students. The procedures outlined in the policies are followed to resolve student complaints. In addition, the Student Ombudsman takes an active role in reviewing and revising student policies, and is available to student to resolve complaints. Student Ombudsmen are also available to help student resolve grievances and maintain policy compliance:

- [Ombudsperson for graduate students](#)
- [Ombudsperson for undergraduate student](#)

### Annual Ombuds Reports (Graduate)

- [2019-2020](#)
- [2018-2019](#)
- [2017-2018](#)

All student complaint policies are available online at the [Policies and Procedures website](#). The Complaints and Appeals policy for students with disabilities is available from a link on the [Students with Disabilities homepage](#). The [Graduate Student Ombudsman website](#) provides information about the office, the ombudsman, annual reports, the IOA Standards of Practice and the IOA Code of Ethics as well as links to other ombuds-related resources. Finally, contact information for the Student Ombudsman is available on the [Student Affairs and Academic support website](#).

### Policies Defined

#### *EOP 1.00 Equal Opportunity and Affirmative Action*

This policy sets forth the University of South Carolina policy for equal opportunity and affirmative action for academic and non-academic personnel matters and the education of students, pursuant to the South Carolina Human Affairs law and applicable Federal laws and regulations pertaining to affirmative action and equal employment opportunity in educational opportunities and access.

#### *EOP 1.01 Equal Opportunity Compliant Processing Procedures*

The Equal Opportunity Complaint Processing Procedures Policy sets forth the procedures for investigating complaints of unlawful discrimination and harassment at the University of South Carolina.

#### *EOP 1.02 Sexual Harassment*

On the Columbia campus, to the extent the provisions of this policy are inconsistent with the provisions of policy EOP 1.05 Sexual Misconduct, Intimate Partner Violence and Stalking or policy STAF 6.24 *Student Non-Discrimination and Non-Harassment Policy*, the applicable provisions of those policies shall control in cases which the complainant and the respondent are students.

#### *EOP 1.03 Discriminatory Harassment*

The University of South Carolina prohibits unlawful discrimination and harassment.

#### *EOP 1.04 Non-Discrimination Policy*

The University of South Carolina does not discriminate in educational or employment opportunities or decisions on the basis of personal characteristics that are not relevant to an individual's abilities, qualifications, or job performance. Under federal and state law, these characteristics include age, race, color, sex, gender, religion, national origin, genetics, veterans' status, and disability status. It is the policy of the University that an individual's sexual orientation be treated in the same manner.

#### *STAF 1.08 Sexual Assault Policies and Services*

The University of South Carolina as an institution recognizes that sexual assault and acts of interpersonal violence (including harassment and stalking) are serious issues and as an institution we are committed to providing advocacy, intervention, and prevention education to our campus community. The university will not tolerate acts of sexual assault and interpersonal violence. All reported instances will be investigated and appropriate disciplinary, criminal, and/or legal action will be taken. Appropriate support services will be made available to students, faculty, and staff. This policy applies to all members of the university community regardless of sexual orientation or gender identity.

#### *STAF 1.09 Relationship Violence and Stalking Policy*

The University of South Carolina as an institution recognizes that acts of interpersonal violence (including relationship violence, stalking and harassment) are serious issues and as an institution we are committed to providing advocacy, intervention, and prevention education to our campus community. The university will not tolerate acts of interpersonal violence. All reported instances will be investigated and appropriate disciplinary, criminal, and/or legal action will be taken. Appropriate support services will be made available to students, faculty, and staff. This policy applies to all members of the university community regardless of sexual orientation or gender identity.

#### *STAF 3.05 Hazing*

No organization or its initiated or uninitiated members registered or otherwise, officially or in fact, may participate in the activity of hazing.

#### *STAF 6.24 Student Non-Discrimination and Non-Harassment Policy*

It is the policy of the University of South Carolina that all students should be able to learn and live in an educational and campus environment that is free from discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, age, disability, sexual orientation, genetics, veteran status, or any other category protected by law, in all programs, activities, and services of the university. This policy recognizes federally protected categories of student characteristics as well as those characteristics protected as a matter of university policy.

#### *STAF 6.26 Student Code of Conduct*

The purpose of the Code of Conduct is to articulate the university's authority to initiate disciplinary action against a student in accordance with procedure and due process protections. The Code of Conduct also identifies prohibited conduct and sanctions for violations of prohibited conduct.

#### *STAF 6.30 Academic Grievance Policy*

This policy outlines the steps to be taken to resolve complaints about a final grade in a course. The policy does not extend to matters of grading student work where the substance of a complaint is simply the student's disagreement with the mark or grade placed on his work. Such matters shall be discussed by a student and his/her teacher; final authority shall remain with the teacher

### **Academic Student Complaints**

#### *Undergraduate Academic Examples*

Situation A: Student took and failed math course in spring 2018. Over the summer, she took a comparable course at an institution in her hometown but did not have the course approved by her college prior to enrolling and completing the course with a passing grade. Student is planning to graduate in December 2018 and this math course is a requirement for her degree.

Outcome A: Student was referred to associate dean's office for further assistance. Student provided a copy of the syllabus for the course taken over the summer and the dean's office confirmed with the math department that the course could be substituted for her major requirement.

Situation B: A student completed 8-week course but did not receive a passing grade in the course. There is a difference in opinion over her final paper and last log being submitted on Blackboard. Photos of the submission show the two assignments being submitted minutes before the deadline; however, the professor didn't receive them. Professor told student "Please refrain from sending anything" and student took it to mean no more communication.

Outcome B: Student provided copies of email correspondence and Blackboard photos. Interim-dean was asked to look into situation. Professor inadvertently left out final exam grade. Student's grade was recalculated to B+. Outcome communicated to the student.

#### *Graduate Academic Examples*

### Situation C: Academic Suspension

Outcome C: A student decided to pursue career in teaching after completing an undergraduate degree in another field. Instead of pursuing initial certification through a master's program, he decided to pursue a second bachelor's degree in education. Halfway through the program he learned about our MAT program leading to initial certification at the master's level. His undergraduate record was unimpressive, but his record pursuant a second bachelor's was much improved. He was advised to take coursework under a non-degree privilege to demonstrate his ability to succeed at the graduate level. After completing several graduate courses with a 3.6 GPA, he was recommended for admission to the MAT program. However, the Graduate School imposed a condition requiring a 3.0 during his first term as a degree candidate. During his first term, a relationship crisis made it difficult for him to focus on his studies and he made a C grade in violation of this condition of admission. He was suspended from the program even though his cumulative GPA was well above 3.0. He appealed the decision based on extenuating circumstances, but the appeal was denied. He was referred to me. I reviewed his record and questioned both the non-degree strategy and condition of his MAT admission. I discussed options, including another round of appeals. The irregularity of the admission—at the college and Graduate School levels—was reviewed informally and he was given a second chance to complete his program. Upon completion of his student teaching he was awarded the MAT degree and realized his dream of becoming a teacher.

### Situation D: Failure to make satisfactory degree progress

Outcome D: A student was admitted to a doctoral program and made excellent academic progress during the coursework phase of her studies. She was admitted to candidacy and began the research phase of her program. Although her academic progress was exemplary, she struggled to meet her major professor's research expectations. She was referred to me. We discussed reasons for her lack of acceptable progress and she seemed convinced that it was directly related to her major professor's lack of engagement. She decided to seek out a new major professor. The following semester, she returned to my office to complain that her new major professor was insisting that she change her research topic. She was determined to find a professor that shared her research vision and would support her efforts. Ultimately, she found yet another major professor who seemed more flexible. One term later she was back in my office desperate for guidance on how to find a major professor who would allow her to pursue her own research agenda. I urged her to consider many options, including transferring to another institution. She insisted on staying her course confident that she would be successful with the right mentor. She found another major professor, but quickly dismissed him as uncooperative. When she returned my office, I cautioned her that she could soon run out of options if she could not find another mentor. She seemed confident that she had a vested right to an acceptable advisor. I clarified that she had no such right and could be terminated from the program for failure to make satisfactory research progress. I urged her to consider try to work out her differences and stay the course. I tried to impress upon her that in competitive doctoral programs she was obliged to follow the advice of her major professor. Again, we discussed transfer options. Ultimately, she transferred to another program.

### Situation E: Grade Dispute

Outcome E: Typically, students have very few options if they wish to challenge or dispute a grade. However, the Graduate Ombudsmen discuss those (informal and formal) options with students who bring to him complaints about a grade. One such student claimed his grade was unfair because the instructor in the course failed to follow the syllabus. With the student's written permission, the Ombudsmen reached out to the professor for clarification. The professor provided feedback that included documents that revealed the student had filed a formal petition to have the grade changed. That petition was denied. I explained to the student that once a formal process for resolution was attempted, there was very little I could do beyond guiding them through various appeal processed (beyond the department). In this case, he could file a similar petition with the college. If that petition was denied, he could file yet another similar petition with the Graduate Council. We discussed other options external to the university depending upon the nature of the complaint. Since there was no claim of discrimination, there were few options to discuss. The initial appeal's audit trail suggested the student simply misunderstood the syllabus or miscalculated the numerical grade. After several discussions about the limited options through which a student could successfully challenge a grade, there was no further appeal.

### Situation E: GPA below 3.0 minimum required for graduation

Outcome E: An international student went to the Ombudsmen for assistance in challenging the 3.0 minimum GPA required for graduation. The student got off to a shaky start and never fully recovered. After completing 60 hours in a 30-hour program, his GPA was still just below 3.0. In the transition from Graduate School to departmental responsibility for monitoring and enforcing academic probation and suspension, he slipped through the cracks and was allowed to continue to enroll. His department expressed a willingness to support a formal petition to allow him to graduate with a GPA just below the 3.0 minimum. The Ombudsmen suggested that such an exception was unprecedented, but agreed that filing such a petition was an option. The department filed the petition which was denied. The Ombudsmen was involved in the discussion about the wisdom of establishing such a precedent. The Ombudsmen suggested an alternative to encourage the department to file a similar petition requesting academic forgiveness for the student's first term of enrollment (the primary source of the sub-par GPA) with an exception to the rule requiring two years of non-enrollment. This rule had an established precedent for exception and seemed a more viable option. The department agreed and filed a petition which was approved by the Graduate School allowing the student to graduate with a GPA just above 3.0. While a formal petition was required for both actions, the solution to the student's problem was the result of an informal process and suggestion.

## Non-Academic Student Complaints

Student Affairs Policy [STAF 6.27 Student Grievance Policy- Non-Academic](#) describes the steps to be taken to resolve student complaints other than grading issues.

### *Undergraduate Non-Academic Examples*

Situation G: On January 30, 2019, a student was studying in a conference room where that was vacant and the door had been propped open. After approximately one hour the student was approached by a faculty member who informed the student that this was not a place for students to study and that he must leave. The student began packing his things when he received a phone call from his mother. The faculty member reappeared again and told the student again that he must leave the room. The student ended the call and asked the faculty member why he was so insistent that he end the call with his mother and leave the room. The faculty member, according to the student, began to raise his voice and reiterated that the room was not for students. The faculty member waited at the door while the student packed his belongings and continued to speak to the student in what the student perceived to be an aggressive and condescending tone. The student felt it important for someone to be made aware of the faculty member's aggressive and condescending tone when speaking to students.

Outcome G: The ombudsman for undergraduate students reached out to the faculty member's chair and relayed the information provided by the student. The chair spoke with the faculty member and indicated that the student's behavior apparently wasn't appropriate either. But the situation could have been handled much better and much less confrontational. The faculty member assured a better approach moving forward.

Situation H: Student is disputing final grade. The student received 0/75 participation points. Points are calculated on attendance, group project, completing class survey, and participation in class. The Professor clearly explained that student's group gave her 0 points for participation and student missed 4 classes, which according to syllabus will lower her grade.

Outcome H: Professor's rationale was relayed to student. She still feels like she deserves a B- in the course and will pursue complaint with EOP for discrimination.

Situation I: Professor gave test April 22, 2016 in violation of faculty manual on examinations prior to exam week.

Outcome I: The test on the last day was a teacher assisted test in order to help students learn and improve their grades. Professor's syllabus states he will use best 6 out of 7 test grades but in light of student's complaint has agreed to use best 5 out of 7 for final grade. Professor will follow the policy strictly in the future.

### *Graduate Non-Academic Examples*

Situation J: Stipend Disparity

Outcome J: One of our doctoral students made an appointment to discuss her graduate assistantship stipend. She complained that her teaching duties changed and her stipend was reduced. She sought guidance on how she could leverage her teaching experience and advanced progress toward her to degree to secure a lighter teaching load and a more competitive stipend. She seemed confident that her department was in violation of hiring policy or employment law by making these changes without discussing them with her in advance of the start of the new term, giving her an opportunity to seek other employment, or making a case for her due process rights. Unfortunately, I explained, graduate assistants, including Teaching Assistants, don't have such rights. While she can advocate for herself and other graduate students, she has no basis for challenging the legality of this decision. Essentially, she has no option of appeal beyond shopping for a better assistantship or appealing to her professor's or department's goodwill or sense of fairness.

Situation K: Discrimination

Outcome K: A graduate student made an appointment to discuss her concerns about discrimination based on her nationality. She explained that her concerns about discrimination surfaced when she applied to the program. Even though she is a US citizen, having moved her when she was a child, she was asked (based on her country of birth) to provide a TOEFL test to demonstrate her fluency in English. She questioned the requirement, but the person who responded to her call insisted her application would not be reviewed without it. She complied and was admitted. She cited other indications that she was treated "differently" based upon her appearance, "accent", dress, and opinions. She felt this treatment, however, subtle, was demeaning and insulting and impacting her ability to perform at her optimum academic level. We discussed options that included discussing her concerns with the department's leadership, exploratory conversations with our EOP office, including the Title IX officer, the Office of Faculty Civility, our Counseling Services, and the dean of her college. We discussed also external options, including legal advice and filing a complaint with the OCR division of the DOE. After weighing her options, she decided to discuss her concerns with her departmental leadership and, perhaps, the office of the dean of her college. In spite of my encouragement for her to do so, she has not provided any follow-up since her office visit.

Situation L: Racial Discrimination Complaint

Outcome L: An African-American student's name was inadvertently left out of the Doctoral Commencement Program. The omission was perceived as a malicious attempt to embarrass and humiliate him based on his race. The allegation was portrayed as a part of a pattern of unfair scrutiny and discriminatory behavior triggered by an earlier grievance. He further claimed the discrimination was covered up by a widespread conspiracy involving high level administrators. His allegations came to me in an attempt to resolve the issue and reconcile differences informally. The Ombudsmen found no evidence of discrimination, conspiracy, or malicious intent. Everything seemed to suggest the omission, however unfortunate, was the result of an honest mistake—nothing more. The student was unhappy with the outcome of this finding and filed formal complaints with EOP and the DOE's OCR division. After thorough investigations at both levels, no evidence of discrimination was discovered and the case was dropped. In addition to formal options of filing complaints with EOP and OCR, the student also was informed he had the option of pursuing legal remedy through civil action against the university and/or those responsible for his alleged mistreatment. To date, we have received no notice of further legal action on this matter.

Situation M: Financial crisis

Outcome M: An international student reached out to the Ombudsmen for help in addressing a financial crisis that threatened to force her to leave her master's program only one term shy of graduation. She came to the US as a political refugee with permission to work and study. However, her work permit was limited and subject to external forces controlling renewal options. She had a GA that provided enough financial support to allow her to complete three of the four terms required for her master's degree. However, during the third term of enrollment, her work permit expired forcing her to forfeit her GA, and more importantly, the tuition reduction valued at about \$6000. She came to the Ombudsmen when this outstanding balance blocked her spring registration preventing her from completing her degree. The work permit was renewed, but too late to provide an opportunity to pick up a GA with a tuition benefit. The Ombudsmen reached out to her department and asked if they would consider awarding a modest fellowship for the fall term remove the non-resident differential and make it possible for her to establish a payment plan and complete her degree during the spring term. Through the department's generosity (they provided a \$250 fellowship eligible for the tuition benefit), the University was able to reduce the student's tuition balance and enable her to complete her degree.

## **Students with Disabilities Policy**

Student Affairs Policy [STAF 6.27 Student Grievance Policy- Non-Academic](#) specifically addresses complaints by students with disabilities. Also policies and procedures are listed on the [Student Disability Services website](#), which includes a general complaints and appeals policy ([SDRC 9.00 Complaints and Appeals](#)). This policy states that the Director of Student Disability Services will assist disabled students with the university grievance procedures.

## **Regional Palmetto College Campuses**

The four regional campuses of the University of South Carolina (Lancaster, Salkehatchie, Sumter, and Union) fall under the authority of the Columbia campus and reside in a central administrative unit known as Palmetto College, headed by a Chancellor and Associate Provost. These campuses are referred to as regional Palmetto College campuses. The campuses exist as part of the University of South Carolina system as denoted in [Board of Trustees Bylaws](#) (p.2). The administrative unit also houses the academic unit Palmetto College Columbia, which offers courses on the Columbia campus and in the metropolitan Columbia area as well as AA/AS programs and courses at Fort Jackson. This unit also provides instruction, guidance and support for the delivery of the university's undergraduate online degree completion programs.

Students at all regional Palmetto College campuses are provided equal opportunity protections via the same university policies enforced on the Columbia campus. Those policies are described above and include the following:

[STAF 6.26 Student Code of Conduct](#)

[EOP 1.00 Equal Opportunity and Affirmative Action](#)

[EOP 1.01 Equal Opportunity Compliant Processing Procedures](#)

[EOP 1.02 Sexual Harassment](#)

[EOP 1.03 Discriminatory Harassment](#)

[EOP 1.04 Non-Discrimination Policy](#)

[STAF 1.08 Sexual Assault Policies and Services](#)

[STAF 1.09 Relationship Violence and Stalking Policy](#)

[STAF 3.05 Hazing](#)

[STAF 6.24 Student Non-Discrimination and Non-Harassment Policy](#)

Local campus policies as stated below for each campus reinforce these policies as well as campus academic and student life issues. Local campus policies are subject to guidelines of the university-wide [UNIV 1.00 Policy on Policies: Development and Oversight of University Policies](#). All regional Palmetto College campuses have adopted the Columbia-initiated [Carolinian Creed](#) as a foundation guiding personal and academic behavior as a student. Further, Columbia staff serve, when requested, as subject matter experts to regional Palmetto College campuses on student complaint matters.

## Lancaster

### Policies, Review, and Dissemination

Clear and appropriate policies describing how written student complaints are addressed are published in the [Lancaster Code of Student / Faculty Academic Integrity and Responsibility](#) and the [Code of Student Conduct](#), both of which are included in the [Lancaster Student Handbook](#). In addition, the campus follows the University of South Carolina Columbia [Carolinian Creed](#). These policies are consistent for all students at Lancaster, including dual enrollment and distance education students. Students enrolled on the Lancaster campus in regional Palmetto College campus courses are subject to the procedures outlined by the [Office of Student Conduct and Academic Integrity](#), which adjudicates those cases. The University of South Carolina Lancaster's policies reference several other related university policies including the [Code of Student / Faculty Academic Integrity and Responsibility](#) and the [Code of Student Conduct](#).

The [Code of Student / Faculty Academic Integrity and Responsibility](#) and the [Code of Student Conduct](#) are reviewed annually by the Associate Dean of Academic and Student Affairs with the Director of Student Engagement and Success as part of the review of the Student Handbook. Faculty have input in this review process through several faculty-elected committees, including the Academic Advisory Council, the Academic Honor Code Council, the Disciplinary Committee, and the Student Affairs Committee. The University of South Carolina Lancaster Code of Student/Faculty Academic Integrity & Responsibility was presented in [February 2011](#) by the faculty Academic Advisory Council to the Faculty Organization for review and approval, which was granted. The Code of Student Conduct policy was last revised in August 2015 by the faculty Student Affairs Committee. The Committee was charged by the Associate Dean of Academic and Student Affairs to update the policy to make it easier for students to understand.

These policies are published on the Lancaster webpage, and students are introduced to them through a variety of means, first through New Student Orientation, which students must attend to be registered for courses. During Orientation, students are provided an overview of the policies and procedures in an academic integrity talk and in discussions on safety and security. During summer 2020, New Student Orientation will be conducted virtually, and these policies will be provided to students in an orientation portal in a section titled "Be Responsible." Students are also oriented to these policies in UNIV 101, and they receive information on academic integrity violations in academic syllabi for courses. Faculty are instructed to reference these policies in their syllabi (examples are provided [here](#)) in annual August meetings of the academic divisions, in reports by the Associate Dean of Academic and Student Affairs, and in [model syllabi](#) provided by the Center for Teaching Excellence.

### Procedures and Maintenance of Records

Student grievances against faculty and staff are addressed initially by the department chair, office supervisor, or the Associate Dean for Academic and Student Affairs according to the policies established in the [Lancaster Code of Student / Faculty Academic Integrity and Responsibility](#) and the [Code of Student Conduct](#). These policies, all included in Lancaster's [Student Handbook](#), describe the procedures for filing grievances and appeals, including (but not limited to) mistreatment by a university employee, wrongful assessment and processing of fees, records and registration errors, and discrimination on the basis of race, color, sex, age, religion, national origin, disability, sexual orientation, or veteran status.

Students submit complaints in writing to the Associate Dean of Academic and Student Affairs, usually after preliminary discussions in meetings with the Associate Dean. Any written complaint ranging from an email to an informal letter is considered a written student complaint, at which time the Associate Dean engages with the student to determine how to move the complaint forward. The Associate Dean in all cases requests a written record of the incident from the student, as well as from the faculty or staff member in question, even before formal complaints are filed. The Associate Dean assists the student in completing formal complaints using the [Lancaster Discrimination / Harassment Complaint Form](#). A student who has been charged with a violation of the [Lancaster Code of Student / Faculty Academic Integrity and Responsibility](#) is required to sign a [Notice of Charges and Plea Response](#), either requesting a hearing or pleading guilty. These internal forms are maintained in the Office of the Associate Dean of Academic and Student Affairs and are distributed by the Associate Dean. Should a meeting of the Lancaster Student Disciplinary Committee or Honor Code Council be convened, a member of that committee is charged with providing a written record of the meeting as a supplement to an audio recording. These policies are consistent for all students, although in some cases for students enrolled in online courses, preliminary conversations may occur by email or phone before in-person formal hearings.

All written records of student complaints, whether informal or formal, are confidentially retained by the Associate Dean of Academic and Student Affairs; they are organized alphabetically by student last name. Formal complaints and hearing records are maintained confidentially within an internal file storage area in the Office of Academic and Student Affairs; three years of paper copies are retained, with electronic copies retained indefinitely. Audio recordings are retained in the same storage area for 90 days and then destroyed. These records are available on request for review.

## Example/Representative Student Complaints with Redacted Documentation

### *Academic Student Complaint (Redacted Documentation)*

In the Fall 2018 semester, after speaking with the Associate Dean for Academic and Student Affairs regarding a grade dispute, a student submitted a [Request for Formal Academic Hearing](#). The Associate Dean for Academic and Student Affairs spoke with both student and professor on separate occasions, prior to the student filing the request for a hearing. The Honor Code Council held a formal hearing at the student's request on 10 January 2019. The student outlined the nature of the grievance about the grade, and the professor stated the justification for the grade as recorded. On 14 January 2019, the Honor Code Council met to deliberate the merits of the grievance, and on 20 January 2019 issued a ruling in support of the professor's grade as recorded.

### *Non-Academic Student Complaint (Redacted Documentation)*

On 23 April 2019, a student made inappropriate physical contact with another student. The complainant contacted the campus Director of Law Enforcement and Security, who first ensured the safety of the student and then contacted the Associate Dean of Academic and Student Affairs. Both the complainant and alleged perpetrator were called in for a meeting with the Associate Dean, the Director of Student Life, and the Director of Law Enforcement and Security. The complainant filed a formal [Discrimination / Harassment Complaint Form](#), indicating the student's desire that the alleged perpetrator understand the action was wrong and that the alleged perpetrator have no further contact with the complainant. The complainant was advised that legal action was also an option but did not wish to pursue this route. The alleged perpetrator waived the right to a formal hearing before the University of South Carolina Lancaster Disciplinary Committee and pled guilty to the charges.

As a result, the following administrative sanctions were imposed:

- The student was instructed to have no further contact with the complainant, and that any violations would result in immediate suspension from the University of South Carolina.
- An administrative hold was placed on the student's record preventing further enrollment/registration at the University of South Carolina, which would be removed on successful completion of the university's [Think About It](#) anti-harassment course. The student was provided information on how to access this online training.
- The student will remain on conduct probation for the remainder of registration at the University of South Carolina Lancaster campus. Any subsequent violations would result in more severe sanctions, up to and including expulsion from the university.
- The complainant was provided information about personal counseling, and following the resolution, was notified of the sanctions against the perpetrator, which closed the case.

### *Disability Services Complaint*

The Office of Disability Services at the University of South Carolina Lancaster has not received a recent student complaint.

## Salkehatchie

The University of South Carolina Salkehatchie has established official policies concerning student rights that are published in the [Salkehatchie 2019-2020 Student Handbook](#) (see section V, pp. 44-77). Students are introduced to the information in the Handbook during freshman orientation and in University 101 classes. To assure further dissemination, Salkehatchie has a link on its website to the [Regional Palmetto College Campuses Student Right to Know and Campuses Security Act Policies & Additional Information Document](#), which includes clear statements on student rights and freedoms and [STAF 6.27 Student Grievance Policy](#). Further, the campus provides, on its [web page](#) ready access to student feedback tools, several of which are referenced below. Dual-enrollment students are treated under the same policies as on-campus students and have access to the same information and resources; the only difference in practice is that the guidance counselor at their school is often the first point of contact, relaying concerns and complaints to the campus administration.

Many policies are either mandated by Columbia or Salkehatchie voluntarily follows the flagship campus' lead. Nevertheless, each year institutional policies are reviewed as part of the summer Executive Council planning retreat, and student policies are also reviewed annually in the context of the revision/update process for the Student Handbook as led by the Assistant Dean of Student Services, the Director of Enrollment Management Services, and staff.

## Policies, Review, and Dissemination

Official policies on grievances and appeals from the Student Handbook are as follows:

### *Preface*

The University of South Carolina is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. In order to ensure that students know what to do when they need to resolve a problem, this procedure is provided. The primary objective of the student grievance procedure is to ensure that concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential that each student be given an adequate opportunity to bring complaints and problems to the attention of the university administration with the assurance that each will be given fair treatment.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust, inequitable, or creates unnecessary hardship. Such grievances include but are not limited to the following: mistreatment by any university employee; wrongful assessment of processing of fees, records, and registration errors; racial discrimination in student employment.

#### *Procedure Initiating a Grievance*

The initial phase of the student grievance generally requires an oral discussion between the student and the person(s) alleged to have caused the grievance. If the student considers the response to that discussion to be unsatisfactory and feels the grievance still exists, written notification of the grievance shall be delivered to the chair of the Academic Affairs Committee. The Academic Affairs Committee facilitates better student-faculty communications on the Salkehatchie campus by listening to student and faculty grievances. Hearing may be requested by students and faculty. A written report is submitted to the dean recommending what action, if any, should be taken.

#### *Policy for Non-Academic Grievances*

A non-academic grievance is defined as a dissatisfaction occurring when a student thinks that any condition affecting him/her is unjust, inequitable, or creates an unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any university employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, handicapped discrimination as they relate to non-academic areas of the university. The grievance procedures should not be used for appeals of disciplinary decisions, residency classification decision, traffic appeals decisions or any other type decision where a clearly defined appeals process has already been established. The procedure is as follows: (a) the initial phase of the student grievance generally requires an oral discussion between the student and the person (s) alleged to have caused the grievance. (b) If the student considers the response to that discussion unsatisfactory and feels the grievance still exists, written notification of the grievance shall be delivered to the chairman of the Academic Affairs Committee. The Academic Affairs Committee facilitates better student-faculty communications on the Salkehatchie Campus by listening to student and faculty grievances. Hearings may be requested by students and faculty. A written report is submitted to the dean recommending what action, if any, should be taken.

#### *Student Complaint Procedures and Form Disclaimer Information*

The South Carolina Commission on Higher Education responds to formal complaints from students against public, independent non-profit and proprietary institutions of higher education in South Carolina. However, the Commission has limited authority over public and non-profit independent colleges and universities and cannot offer legal advice or initiate court proceedings. The Commission may not review student complaints in the following situations:

- Where the complainant has retained legal counsel or legal action.
- Where the complaint is related to course grades, academic sanctions, or discipline/conduct matters unless the student can prove that the institution did not comply with its policies and procedures for appeal.
- Where another governmental agency has a process or jurisdiction to mediate the complaint.
- If the complaint was submitted to the Commission anonymously.

The Student Handbook goes on to describe the procedure for filing complaints with the South Carolina Commission on Higher Education, lists related resources, and provides appropriate contact information.

The Salkehatchie policy regarding Academic Complaints is for students to initially discuss any problems with the faculty member. If there is no resolution, the student is directed to the Associate Dean for Academic and Student Affairs (indicated as the contact for academic concerns in the Student Handbook). The Associate Dean's first step is to serve as a mediator/investigator to try to find an acceptable solution to the problem. The student's initial complaint may be received in writing (letter or e-mail) or during an office visit. The procedure is for the Associate Dean to interview the student (or students) lodging the complaint and to follow up by interviewing the instructor of the course in which the complaint originated. Once the interviews are concluded the Associate Dean reports his/her findings to the respective parties. If the student remains dissatisfied, the Associate Dean apprises the student of his or her options and consults with the campus dean. The student may choose to lodge a formal written complaint (via letter or e-mail) and a full Academic Affairs Committee hearing is triggered. At this stage of the process, the Associate Dean may seek guidance from the legal/student services experts on the University of South Carolina Columbia campus on how best to proceed to resolve the complaint. The Academic Affairs Committee hears the case following campus policies and makes a final recommendation on the matter to the campus dean.

Non-academic complaints about administrators, faculty, or staff are filed with or directed to the appropriate supervisor, often the campus dean, Associate Dean for Academic and Student Affairs, Assistant Dean of Student Services, or Athletic Director, in accordance with Salkehatchie policy. Such complaints are documented in personnel files in coordination with the Human Resources Manager. The process includes appropriate intervention. In cases in which a student remains concerned or is otherwise unsatisfied, a hearing by the Academic Affairs Committee as described above can be launched through a formal, written complaint (by letter or e-mail).

For minor, informal complaints, the institution has a web site "[Make a Suggestion](#)" which is available at all times for students, faculty and staff. All comments and suggestions submitted go directly to the campus dean. The campus dean then forwards the suggestion or complaint to the appropriate member of the Executive Council over the area in concern and the executive council member reports back to the dean on a resolution. If it is a campus-wide issue, the suggestion is added to the Executive Council agenda. Also, for minor, informal complaints, the administration meets with the Student Government Association yearly to hear students' concerns from their representatives. All suggestions are addressed and resolved by Executive Council.

As one more avenue for communication, a [Student Satisfaction Survey](#) is online at all times, and students can respond to questions about specific offices and services at any time. These results are compiled and sent to Executive Council twice a year so that they can be addressed.

### **Procedures and Maintenance of Records**

All student complaints and related documents are placed in a paper file in the office of the Associate Dean for Academic and Student Affairs as well as filed electronically among the Academic Affairs documents on the Salkehatchie network. Any patterns of complaints about individual faculty members are handled appropriately through intervention by the Associate Dean for Academic and Student Affairs, the campus dean, and the Human Resources Manager and documented in personnel files. Any concerning pattern of complaints is addressed in the faculty member's annual evaluation.

### **Example/Representative Student Complaints with Redacted Documentation**

#### *Academic Student Complaint ([Redacted Documentation](#))*

In Spring 2018, a student contacted the Associated Dean for Academic Affairs via email regarding a course grade. The student was given a grade of 0 after missing a quiz, was not allowed to make the quiz up, and was concerned that this grade affected her final course grade. The Associated Dean encouraged the student to work with the course instructor, but moved forward meeting the student in person to discuss the grievance. The Associate Dean worked with the instructor to obtain a copy of the syllabus and to confirm that the student also performed poorly on the end-of-course exam. The student was informed via email that her low grade was due to the final exam score, not the missed quiz.

#### *Non-Academic Student Complaint ([Redacted Documentation](#))*

In Fall 2018, several students complained about a member of Salkehatchie staff. The staff member was texting students; the contents of the text messages were non-sexual and non-threatening, but did not pertain to their school or participation in school-related activities. Through consultation of the Human Resources Departments at University of South Carolina Salkehathic and Palmetto College Columbia, the staff member in question was advised not to text students in the future.

## **Sumter**

### **Policies, Review, and Dissemination**

The policies described below can be found by students online in University Policy Section of the [Sumter Online Student Handbook](#). Student complaint and grievances policies can also be found in a printable PDF version of the [Sumter Student Handbook](#) where in the online PDF version of the Student Handbook, The Student Code of Conduct can be found (pp. 29-36) and the University Policies can be (pp. 37-45). The Student Handbook, both the [website](#) and the [online PDF version](#) describes the procedures for filing grievances.

#### *Academic Grievance*

Sumter has developed its own policy for academic grievances. Academic grievances include, but are not limited to, grading, acceptance into programs, academic policies, and transfer credits. Any student having a grievance should start the process by first discussing the problem with the faculty member concerned. If the problem is not resolved, the student should speak with the Division Chairperson. An appeal to the Associate Dean for Academic Affairs is the next step if the problem is still unresolved.

#### *Non-Academic Grievance*

A non-academic grievance is defined as a dissatisfaction occurring when a student thinks that any condition affecting him/her is unjust, inequitable, or creates an unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any university employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, handicapped discrimination as they relate to non-

academic areas of the university. The grievance procedure shall not be used for appeals of disciplinary decisions, residency classification decisions, traffic appeals decisions, or any other type decision where a clearly defined appeals process has already been established. The procedure nonacademic complaints or grievances as outlined in the Student handbook are as follows:

- A. It is suggested that the student begin with an oral discussion with the person(s) alleged to have caused the grievance.
- B. In lieu of, or after speaking with the person(s) alleged to have caused the grievance, the student may choose an oral discussion with the person(s)' immediate supervisor.
2. If the student wishes to file an official grievance, a written grievance must be filed with the immediate supervisor of the person alleged to have caused the grievance. The written grievance must be filed within ten (10) working days of the incident which constituted the grievance.
3. The supervisor shall immediately investigate the incident. The investigation shall not exceed five (5) working days.
4. The supervisor shall render a decision within three (3) working days of the conclusion of the investigation.

If the student feels the grievance is resolved, the process is complete. If the grievance is unresolved, the student may bring the matter before the Discipline/Grievance Committee by presenting a written statement within five (5) working days of the supervisor's decision. This statement shall be forwarded to the Associate Dean for Student Affairs or the Office of Student Life in a sealed envelope and shall (a) state the grievance, (b) state why the response is unacceptable, and (c) request a hearing before a grievance panel.

Any related materials, including a written response from the supervisor, must accompany the letter. The Associate Dean for Student Affairs and the chairperson of the Discipline/Grievance Committee shall immediately be notified of the appeal.

Upon receipt of the appeal, the chairperson of the Discipline/Grievance Committee shall send a copy of the appeal to the members of the Committee and the major parties involved. The major parties include: the person(s) against whom the grievance was initiated, the supervisor of that individual(s), and the Associate Dean for Student Affairs. The chairperson of the Committee shall ask the major parties to respond in writing to the appeal within five (5) working days.

At the end of the five (5) working days period, the chairperson shall meet with the Discipline/Grievance Committee to examine the request for an appellate hearing and replies. A hearing shall be granted if a majority of the quorum finds that ground for the appeal have been substantiated. A tie vote shall result in a hearing being granted. The chairperson shall notify all major parties of the decision of the Committee to either hear or not hear the grievance. The hearing procedure is outlined in Section IV of the [Code of Student Conduct found in the Student Handbook](#) (pp. 29-36)

The [website](#) and [PDF](#) versions Student Handbook allow students adequate access to this information related to Academic Complaints, Non-Academic Complaints, and Student Rights and Freedoms. To ensure awareness of these resource and improve circulation the information, University of South Carolina Sumter provides students with information at [new student orientation](#), [University 101](#), and through direct emailing of URL/links. In particular, the Student Handbook is distributed in an electronic format to all incoming freshmen during orientation and in email during the first weeks of each semester. Actions relevant to all levels of appeals are detailed in the Handbook.

All student complaint and grievance process are identical for all students, whether on or off campus, to include all dual enrollment and distance education students.

For minor, informal student complaints, the institution has is in the process of establishing a "Suggestion box" on campus which will always be available for students. These suggestions will be fielded by the deans of Sumter, who will then forward them to the appropriate department for response. Further, suggestions and comments will be discussed with appropriate campus officials and/or administrative council to ensure that they are addressed and resolved. Students are also encouraged to voice their concerns with the [Director of Student Life](#) and/or the [Executive Associate Dean of Academic and Student Affairs](#). Policies are reviewed as needed and as appropriate by the Office of Academic and Student Affairs and changes are recommended when appropriate to the [campus dean](#).

### **Procedures and Maintenance of Records**

Sumter retains records for all student related issues: grievances, complaints, discipline (academic and non-academic). They are housed in the Records department under "lock and key." Access to these records will be allowed exclusively only by written permission from the Executive Associate Dean for Student Affairs or designated representative (Director of Student

Life/ Records). These procedures and guidelines are established to govern the release, screening, retention, and destruction of the educational discipline records of Sumter campus students. Records subject to this policy include but are not restricted to:

1. Written information and documentation filed with the Student Life Office by a Sumter student, faculty, staff or university official.
2. Student Discipline/Grievance Committee records of proceedings and recommendations.
3. Student Academic Grievance reports and decision statements.
4. The Regional Campus Dean's sanctions and/or conclusion on cases referred from the Student Discipline and Grievance Committee.

Files will be screened annually by a designated representative for statistical purposes. Statistical files may not reflect the identity of an individual; non-paper artifacts will be disposed in a manner that will ensure the artifact cannot be traced to an individual or any discipline case.

### **Example/Representative Student Complaints with Redacted Documentation**

*Academic Student Complaint:* The Executive Associate Dean for Academic and Students Affairs reports that no academic complaints have been filed, having been resolved at the faculty or Division Chair level per the policy.

*Non-Academic Student Complaint:* The Executive Associate Dean for Academic and Students Affairs reports that no non-academic complaints have been filled; likewise, the campus EEO Officer reports no complaints have been filed.

## **Union**

### **Policies, Review, and Dissemination**

Information and policy concerning the University of South Carolina Union [Student Right and Freedoms](#), [Code of Student Conduct](#), and [Grievance procedures](#) are outlined in the [Union Bulletin \(Student Life section\)](#). These policies were created by the Faculty Organization of the Union campus, and are maintained by the body via the Associate Dean for Academic Affairs, most recently as part of the updating of the local Faculty Handbook in Summer 2019. These policies are available to all Union students to utilize, including distance and dual-enrollment students, as is evidenced in the examples provided below. Students are provided with this information in a variety of ways, including during orientations, as part of University 101 courses that most take during their first semester, and as referenced informally by campus staff and faculty. Additionally, due to the recent COVID-19 pandemic, all newly admitted students to the University of South Carolina Union (starting Summer 2020), are provided with an [Online Orientation Checklist](#) of activities to prepare for their first semester of classes as a Union student. This online checklist includes links specifically to these subsections of the Bulletin regarding issues of their rights, grievance policy, and disability information for them to view, as well as items regarding actions for them to take in order to finalize their admission, connect with an advisor, and register for classes. Newly admitted students are also sent digital and physical acceptance admissions packets, within which this same information and links are included. The Grievance procedures are extracted below followed by examples:

#### *Preface*

The University of South Carolina Union is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. In order to ensure that students know what to do when they need to resolve a problem, this procedure is provided.

#### *Purpose*

The primary objective of the grievance procedure is to ensure that concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential that each student be given an adequate opportunity to bring complaints and problems to the university administration with assurance that each will be given fair treatment.

#### *Definition*

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust, inequitable, or creates unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any University of South Carolina Union employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, and handicapped discrimination, as they relate to nonacademic areas in the university.

One exception to this definition of grievance is that the procedures herein shall not extend to matters of grading

student work where the substance of a complaint is simply the student's disagreement with the mark or grade placed on the work. Such matters shall be discussed by the student and the teacher; final authority shall remain with the teacher.

#### *Procedure*

Initiating a grievance: The initial phase of the student grievance procedure requires an oral discussion between the student and the person(s) alleged to have caused the grievance. This discussion must take place within 10 working days of the incident which constituted the grievance.

#### *First appeal*

If the student wishes to file a formal grievance, a written appeal must be prepared that includes the name, address, and phone number of the grievant; the name of the person against whom the grievance is being filed; the nature of the grievance; a description of the desired solution; a description of the actions taken by the grievant to date; and all pertinent written documentation. This file must be completed and presented to the immediate supervisor of the person alleged to have caused the grievance within five working days of the initial discussion referred to in the above paragraph.

The supervisor shall immediately acknowledge receipt of the grievance and shall begin an investigation of the incident at once. The supervisor shall respond in writing of the decision to the student (with a copy to the dean) within three working days of the conclusion of the investigation. If the student feels the grievance has been resolved, the process is complete. If not, an appeal may be brought before the Student Affairs Committee.

#### *Appeal to the Student Affairs Committee*

If the grievance is unresolved, the student may bring the grievance before the Student Affairs Committee by presenting a written statement within five working days of the date of the supervisor's decision. This statement shall be forwarded to the dean in a sealed envelope and shall a) state the grievance, b) state why the response is unacceptable, and c) request a hearing before a grievance panel.

Any related materials (including a copy of the grievance file and the written response from the supervisor) must accompany the letter. The dean shall immediately notify the chair of the Student Affairs Committee of the appeal.

Upon receipt of the appeal, the chair shall send a copy of the appeal to the members of the committee and the major parties involved. The major parties include the person(s) against whom the grievance was initiated, the supervisor of that individual(s), and the appropriate administrator. The chair of the committee shall ask the major parties to respond in writing to the appeal within five working days.

At the end of the five working day period, the chair shall meet with the Student Affairs Committee to examine the request for an appellate hearing and the replies. A hearing shall be granted if a majority of the quorum finds that grounds for the appeal have been substantiated. A tie vote shall result in a hearing being granted. The chair shall notify all involved parties of the decision of the committee to either hear or not hear the grievance.

The hearing shall be conducted no sooner than five working days after the decision to grant the request for the hearing and no later than 15 working days after the decision to grant the request for the hearing.

A postponement may be granted by the chair upon written request of either party. The request shall state why the postponement should be granted.

#### *Conduct of the Hearing*

The chair of the Student Affairs Committee shall open the hearing by reading the request for an appeal and informing the parties involved of the jurisdiction of the committee and its procedures. The chair shall ascertain that all the parties involved are aware of their rights, answer any questions they have in regard to these matters, and conduct the meeting.

All hearings shall be closed to the public, unless all parties agree that the hearing be opened to members of the University of South Carolina Union community.

A tape recording shall be made of the proceedings.

All parties involved in a hearing shall maintain in the strictest confidence the identity of the individuals appearing before the committee, as well as the information presented to the committee.

Hearings shall be conducted in an informal manner. The taking of statements from the parties to the grievance (and from witnesses, if any) may be done by discussion format, though each individual appearing before the committee may be subject to cross-examination. Witnesses shall be present only during the time they are testifying. The major parties involved in the grievance shall be required to attend all hearings of the committee.

At the conclusion of the hearing, each party shall submit a proposed solution of the grievance to the committee.

After receiving the proposed solutions to the grievance, the chair shall dismiss all individuals who are not members of the Student Affairs Committee. The committee shall reach its decision based on the information presented during the hearing and according to the statement of student rights and responsibilities.

The committee shall decide by a majority vote the solution of the grievance. In the case of a tie, the chair shall vote and thus break the tie. The chair (or designee) shall forward a copy of the committee's decision to the major parties involved and to the dean within five working days of the conclusion of the hearing.

Decisions of the committee shall be final, subject to the student's right to appeal directly to the dean and to the vice provost for regional campuses.

#### *The Grievance Committee*

At the University of South Carolina Union, the Student Affairs Committee acts as the Grievance Committee and shall be composed of seven members as appointed by the faculty organization.

a) Composition:

- 1) Two students (SGA president and vice president)
- 2) Two administrators
- 3) Three faculty members.

b) Terms of office:

- 1) All members shall serve for one calendar year.
- 2) If vacancies occur, individuals appointed to fill the vacancies shall serve for the unexpired portions of the original appointees' terms.
- 3) If a member of the committee is involved in the grievance, the committee will elect a replacement for that particular grievance.
- 4) All individuals may be appointed to additional terms. Appointments shall become effective on the first day of the fall semester.

#### **Procedures and Maintenance of Records**

The decision of the committee shall be kept on file in the dean's office.

#### **Students with Disabilities Policy**

In the Academic Bulletin for University of South Carolina Union under Academic Regulations the following policy is presented relative to disabilities:

Learning-disabled students who wish to take advantage of university-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student's academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student's diagnosed disability. A copy of the student's academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student's academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student's college for action.

#### **Example/Representative Student Complaints with Redacted Documentation**

##### *Academic Student Complaint (Redacted Documentation)*

In Spring of 2019 the Associate Dean of Academic Affairs at University of South Carolina Union was contacted by a dual-enrollment concerned that a late assignment was not accepted. The student was not registered with Student Disability Resource Center at the time the assignment was due (January), but registered and received accommodations (extended time to complete assignments) at a later point in the semester (March). The student believed the accommodations should be retroactive and that the assignment should be accepted for full credit.

The Associated Dean at University of South Carolina Union communicated via phone and email with the student, the student's parent (student had signed a FERPA release for parent to be involved), the instructor, the high school administration and Disability Services in Union and in Columbia.

These discussions centered around the primary contention of the claim that the January assignment should be subject

to the March accommodation of extended time and be retroactively accepted.

The conclusion drawn from all of that discussion was that the Student Disability Resource Center does not generally retroactively apply accommodations to work that took place prior to the student applying for accommodations through their office, meaning that this student's new accommodations in March wouldn't be applicable to January work. A memorandum from Disability Services in Columbia was written to the Associate Dean and high school administration, and emailed to all parties involved on April 24. A redacted version of that memorandum has been provided as an attachment. Subsequently, no further action with the university was taken by the student/parent on this matter.

#### *Non-Academic Student Complaint* ([Redacted Documentation](#))

In January of 2017, University of South Carolina Union received notice from the Office of Equal Opportunity Programs, Columbia Campus, of receipt of a complaint. According to the information provided in the complaint, there had been interaction between her and her son (a student at Union) with campus bookstore staff that she claimed to have reflected discriminatory behavior towards her son based on his disability. This incident was then followed up on by campus administration, including contacting all parties involved to find a resolution. As part of that resolution, the campus subsequently arranged a sensitivity training for the campus faculty and staff focusing on disability ([Sensitivity Training Presentation](#)), which was held in March of that Spring semester. No further action was sought by the student or his mother.

## Sources

-  [Board of Trustees Bylaws](#)
-  [Carolinian Creed](#)
-  [Disability Services Sensitivity Training Presentation](#)
-  [EOP 1.00 Equal Opportunity and Affirmative Action](#)
-  [EOP 1.01 Equal Opportunity Compliant Processing Procedures](#)
-  [EOP 1.02 Sexual Harassment](#)
-  [EOP 1.03 Prohibition of Unlawful Discrimination and Harassment](#)
-  [EOP 1.04 Non-Discrimination Policy](#)
-  [Lancaster Faculty Meeting Minutes February 2011](#)
-  [Lancaster Handbook 19-20](#)
-  [Lancaster Handbook 19-20 \(Page 17\)](#)
-  [Lancaster Handbook 19-20 \(Page 48\)](#)
-  [Lancaster Handbook 19-20 \(Page 6\)](#)
-  [Lancaster Harassment Complaint Form](#)
-  [Lancaster Notice of Charges and Plea Response](#)
-  [Lancaster Request for Formal Academic Hearing](#)
-  [Lancaster Sample Syllabi](#)
-  [Ombuds Annual Report \(2017 - 2018\)](#)
-  [Ombuds Annual Report \(2018 - 2019\)](#)
-  [Ombuds Annual Report \(2019 - 2020\)](#)
-  [Ombuds Graduate School](#)
-  [Ombuds Undergraduate Students](#)
-  [Palmetto College Organizational Chart 2020](#)
-  [Palmetto College Student Right-To-Know](#)
-  [SDRC 9.00 Complaint and Appeals](#)
-  [STAF 1.08 Sexual Assault](#)
-  [STAF 1.09 Relationship Violence, Stalking and Harassment](#)
-  [STAF 3.05 Hazing](#)
-  [STAF 6.24 Student Non-Discrimination and Non-Harassment Policy](#)
-  [STAF 6.26 Student Code of Conduct](#)
-  [STAF 6.27 Student Grievance Policy - Non-Academic](#)

-  STAF 6.30 Academic Grievance Policy
-  Salkehatchie Handbook 19-20
-  Salkehatchie Handbook 19-20 (Page 47)
-  Salkehatchie Student Survey
-  Salkehatchie Suggestion
-  Student Affairs and Academic Support
-  Student Disability Center Policies
-  Sumter Campus Dean
-  Sumter Director of Student Life
-  Sumter Executive Associate Dean
-  Sumter New Student Orientation
-  Sumter Online Student Handbook
-  Sumter Student Handbook 19-20
-  Sumter Student Handbook 19-20 (Page 30)
-  Sumter University 101
-  Syllabus Templates
-  Think About It Course
-  UNIV 1.00 Policy on Policies Development and Oversight of University Policies
-  USC Salkehatchie home page
-  Union Bulletin - Student Life
-  Union New Student Orientation
-  Union Non-Academic Complaint
-  University Policies
-  lancaster-non\_academic\_complaint
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