

6.2.b

Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Definitions of Faculty

The definition of full-time faculty as defined by the [Integrated Postsecondary Education Data System \(IPEDS\) glossary](#) as "persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities)."

Full-time faculty

The responsibilities of the tenure-track and tenured faculty are provided in the Faculty Manuals of both the [Columbia Campus](#) and the [regional Palmetto College campuses](#). As stated in the [Columbia Faculty Manual](#):

The Board of Trustees is the governing body of the university, and it delegates to the president and the faculty their powers. The faculties of the Aiken, Beaufort, Columbia, and Upstate campuses, subject to the review of the president and the Board, have legislative powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, student discipline, educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of their own members.

The [Palmetto College Faculty Manual](#) similarly states:

Within the limits established by the Board of Trustees, the combined accreditation with the University of South Carolina Columbia, and the policies and rules of the Palmetto College Campuses Faculty Senate, the Faculty of a Palmetto College Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.

The [Faculty Senate](#) is charged with carrying out the legislative responsibilities of the faculty, and through the processes and committees stated in the faculty manuals, with ensuring that the faculty meet the qualifications for each faculty rank and annual performance expectations as defined in the Faculty Manual. At the University of South Carolina Columbia and regional Palmetto Campuses, the workloads of faculty members are based on their college/school and appointment type. Each college/school is expected to have written and approved policies for its faculty that addresses the following:

1. Considerations governing teaching load assignment by faculty appointment type, including:
 - The number of courses taught per academic year;
 - The criteria for determining a faculty member's teaching load; and
 - Acceptable reason for teaching loads at variance with the norm.
2. Considerations governing research load expectations by faculty appointment type; and
3. Considerations related to service workload assignment by appointment type.

Colleges and Schools with tenuring units have written and approved policies in accordance with the [Faculty Manual](#) and University Policy [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#). The [Faculty Manuals \(Columbia | Palmetto Colleges\)](#) define the normal work schedule of full-time faculty as twelve hours or its equivalent; teaching assignments will be affected by the number of students in the class, the level of the course, research, and other factors.

Part-time faculty and graduate assistants

University policy [ACAF 1.16 Non-Tenure Track Faculty](#), defines the roles of non-tenure track faculty.

The roles of non-tenure track faculty vary by college, school and academic unit; for that reason each college, school, and academic unit develops policies to address its particular academic environment. Policies created by colleges, schools, and academic units regarding non-tenure track faculty must be approved by the dean, and then forwarded to the office of the provost for final approval. The dean of the college or school may authorize separate policies and procedures for the different academic units within the college or school or may have one policy for all academic units within the college or school. The dean is responsible for ensuring that all approved policies regarding non-tenure track faculty are implemented within the college/school.

The principal component of the university's mission in which part-time faculty play a substantial role is teaching. To assist full-time faculty with the instructional mission, the university employs a number of qualified part-time instructional faculty and graduate teaching assistants. In addition, a small number of qualified staff members whose work involves student support teach sections of the one-credit hour University 101 course.

Duties of Faculty

Full-time faculty

The responsibilities of the tenure-track and tenured faculty are provided in the Faculty Manuals. [As stated in the Faculty Manual](#),

The [Board of Trustees](#) is the governing body of the university, and it delegates to the president and the faculty their powers. The faculties of the Aiken, Beaufort, Columbia, and Upstate campuses, subject to the review of the president and the Board, have legislative powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, student discipline, educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of their own members.

Instruction

The faculty manuals ([Columbia | Palmetto Colleges](#)) define the normal work schedule of full-time faculty as twelve hours or its equivalent; teaching assignments will be affected by the number of students in the class, the level of the course, research, and other factors. Specific responsibilities associated with teaching are also outlined in the faculty manuals ([Columbia | Palmetto College](#)).

Curriculum Design and Development

The [Faculty Senate](#) is charged with carrying out the legislative responsibilities of the faculty, and through the processes and committees stated in the Faculty Manual, with ensuring that the faculty meet the qualifications for each faculty rank and annual performance expectations as defined in the Faculty Manual. The Faculty Manual also outlines the responsibilities of faculty in regards to curricula via the [Committee on Curricula and Courses](#). Regarding the committee the [Faculty Manual](#) states:

The committee on curricula and courses shall consider, and recommend to the faculty, action on all requests for new or revised curricula leading to any formal recognition other than graduate degrees or first professional degrees in law, medicine and pharmacy. The committee shall also consider, and recommend to the faculty, action on all requests for the institution, modification, or deletion of courses and of any prescribed programs of study that do not fall within the purview of the graduate faculty. The committee shall review the various university curricula with special attention to duplication or obsolescence of courses. The committee shall consist of eight faculty members, elected for terms of three years. In addition to the members elected by the faculty, there shall be one member appointed by the provost to serve ex officio, one representative from the regional campuses elected by the Palmetto College Campuses Faculty Senate, a representative of the Office of the University Registrar and two student members.

As stated in [ACAF 2.00 Creation and Revision of Academic Programs](#), faculty of the University has legislative authority over matters pertaining to the curriculum on the campus where they serve. Within units, program leadership is responsible for ensuring that programs meet the academic expectations of the university and are assessed annually, including monitoring program offerings using specific delivery methods and/or locations. An [Academic Program Liaison \(APL\)](#) is designated for each college/school on the Columbia campus, for each comprehensive campus, and for the regional Palmetto College campuses. The APLs will serve as the main information resource on academic program actions and as the academic program liaison to the Provost's Office for their respective units.

[Academic program development](#) consists of the creation and revision of degrees, majors, minors, undergraduate research tracks, academic certificates and concentrations. University of South Carolina programs that lead to formal recognition including the awarding of all degrees and certificates must be reviewed and approved at appropriate levels of curriculum responsibility within the university. The [Academic Program Proposal System](#) is used to propose new, modified, or terminated degree programs.

Assessment

[ACAF 2.00 Creation and Revision of Academic Programs](#) outlines the need for all academic programs should be developed with program objectives using measurable learning outcomes and expectations. Achievement of these outcomes must be assessed on an annual basis by the individual academic unit as well as by the campus, college or school dean, or chief academic affairs officer. A program assessment project, based on program objectives and learning outcomes housed in the APPS system, is conducted each year by the Office of Institutional Research, Assessment and Analytics for the Columbia campus and regional Palmetto College campuses. Academic programs using distributed learning must also regularly assess the extent to which the program has maintained the same level of quality in both the portions of the program delivered traditionally and those employing distributed

learning. Faculty and staff may serve on the [Assessment Advisory Committee](#), a committee that provides the foundation for developing an institutional climate that assures and improves the quality of education each academic program promises and offers; promotes assessment; serves as a channel for communication among faculty and administration; makes recommendations regarding assessment; and assists and advises faculty regarding assessment initiatives.

As described by the Office of Institutional Research, Assessment, and Analytics, the [primary responsibility](#) for the assessment of academic programs within the degree program is with the faculty of each academic unit. Every degree program at the University of South Carolina is required to draft student learning outcomes and establish ways to evaluate students' performance on those outcomes; these responsibilities are primarily borne by program faculty. Program administrators also meet with program faculty to discuss assessment results and determine what impact(s) the assessment results have on student learning outcomes and to recommend needed changes to course or curriculum or assessment.

[Advising](#)

Advising duties of faculty vary by college and school. The Office of Academic Advising maintains a website that describes [faculty participation in undergraduate advising on the college-level](#). Students enrolled in graduate and professional programs are always advised by a tenure-track member of the faculty.

Research and Creative Activity

The duties of faculty related to research and creative activity are outlined in the [unit criteria for tenure and promotion](#).

Institutional and Professional Service

The duties of faculty related to institutional and professional service are outlined in the [unit criteria for tenure and promotion](#).

Part-time faculty and graduate assistants

The responsibilities of non-tenure-track faculty are defined by academic policy, [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#). The responsibilities are as follows:

- The primary responsibility of an individual appointed as an Instructor or Lecturer is teaching; however, other duties may be assigned.
- Clinical Faculty appointments are regular, full-time or part-time appointments of individuals of substantial professional caliber to supervise and instruct students in clinical, field, classroom, or laboratory settings, and/or to engage in practice and outreach, and/or have substantial professional caliber to administer academic programs and other administrative activities.
- Research faculty appointments are regular, full-time or part-time appointments of individuals who have research expertise and experience and evidence of scholarly accomplishment. Research faculty will be engaged primarily in independent research such as serving as principal investigator or co-principal investigator on externally funded research and having significant refereed publications.

According to [ACAF 1.16 Non-Tenure Track Faculty](#), the roles of non-tenure track faculty vary by college, school and academic unit. For that reason each college, school, and academic unit develops policies to address its particular academic environment. Policies created by colleges, schools, and academic units regarding non-tenure track faculty must be approved by the dean, and then forwarded to the Office of the Provost for final approval. The dean of the college or school may authorize separate policies and procedures for the different academic units within the college or school or may have one policy for all academic units within the college or school. The dean is responsible for ensuring that all approved policies regarding non-tenure track faculty are implemented within the college/school.

Part-time faculty and graduate assistant involvement in teaching and curriculum is strengthened via a variety of courses and programs offered by the [Center for Teaching Excellence \(CTE\)](#). Resources for faculty, including part-time faculty, are described in detail in standard 6.5 [Faculty Development](#). Newly appointed Graduate Teaching or Instructional Assistants (GTA/GIAs) must participate in a two-part training program that includes two three-hour orientation workshops that introduce graduate students to teaching at USC and GRAD 701, UofSC's Teaching Assistant Development course. Throughout the year, CTE also offers a [variety of TA workshops](#). Graduate students and post-docs can also participate in the [Preparing Future Faculty \(PFF\) program](#), a professional development opportunity that provides assistance to graduate students and post-docs who want to become faculty members at the college level. PFF is a national program established by the Council of Graduate Schools, the Association of American Colleges and Universities, the Pew Charitable Trust and the National Science Foundation.

Ensuring an Adequate Number of Full-time Faculty in Each Program

Academic programs are defined in [ACAF 2.00 Creation and Revision of Academic Programs](#) as a "major-degree combination." As part of the University strategic plan, a "[Blueprint for Academic Excellence](#)" with Academic Dashboard targets is developed each year. Each college/school must submit an annual Blueprint, which provides information on its strategies and performance in meeting the University's Academic Dashboard targets during the current academic year along with the unit's plans for meeting the next year's Dashboard targets. Each college/school must discuss the four key performance parameters required for the success of that unit and institution as a whole and how the unit contributes to these key performance measures. These key performance parameters are: 1) teaching excellence; 2) research/scholarship reputation and productivity; 3) service to state, community, profession and university; and 4) sustainability of the University

mission fiscally and through effective decision-making and actions. In order to address those key performance parameters, Academic Dashboard targets are established by each college/school for faculty hiring and retention. Each college/school has the goal to maintain an number of full-time faculty in each program to fulfill the University's mission and status as a world-class research institution.

Each college/school has one or more administrators responsible for allocation and management of all resources pertaining to graduate assistants, non-tenure-track instructional staffing, adjunct staffing and summer instructional staffing. This entails close analysis of enrollment trends and staffing patterns to provide efficient and responsive allocation of annual budgetary authority for full-time equivalent positions and additional funding for adjunct positions. This person works closely with the department chairs/directors to review the unit curricular plans and faculty workload. In order to maintain an adequate number of full-time faculty in support of each academic program, academic program coordinators in each college or school review the workloads of full-time and part-time faculty to determine the percentage of student semester hours taught by full-time faculty and make recommendations to the Executive Vice President for Academic Affairs and Provost regarding the need for full-time faculty positions in specific areas of study. The goal of this process is to ensure that full-time faculty in any academic year teach sufficient numbers of student semester hours, while providing resources to all faculty to ensure the integrity of academic programs.

The University of South Carolina has a faculty comprised of qualified and dedicated educators and scholars. As of fall 2019, there were 1,689 full-time faculty, 665 part-time faculty, and 2,407 graduate students employed by the University of South Carolina Columbia and the regional Palmetto College campuses. The Office of Institutional Research, Assessment, and Analytics (OIRAA) produces several reports that assists academic program coordinators with making recommendations with faculty hiring. These reports provide a granular multi-semester look at faculty trends at the program level. Included in these reports is comparison information between traditional, face-to-face programs with distanced education/distributed learning program.

Fall 2018 and Spring 2019

[Report 1: Percentage of courses taught by full-time vs. part-time faculty by program \(Undergraduate, Graduate, Professional\)](#)

[Report 2: Percentage of student credit hours taught by full-time vs. part-time faculty by program \(Undergraduate, Graduate, Professional\)](#)

Fall 2019 and Spring 2020

[Report 3: Percentage of courses taught by full-time vs. part-time faculty by program \(Undergraduate, Graduate, Professional\)](#)

[Report 4: Percentage of student credit hours taught by full-time vs. part-time faculty by program \(Undergraduate, Graduate, Professional\)](#)

In the reports above all temporary faculty positions are classified as part-time, regardless of the number of hours worked. Individuals hired to teach via contracted services are also considered part-time.

The university understands that faculty hiring, retention, and course scheduling can be fluid from one semester to another. Academic program coordinators and University administrators use the [Faculty Distribution Report \(Below 50% Consecutive Semesters\)](#) to monitor faculty numbers (by program and degree level) as an early alert to identify programs that are starting to fall below 50% for two most recent consecutive semesters. The threshold of at least 50% was met for 314 of the 319 programs that the University offered in Fall 2019 and Spring 2020.

Columbia

At the Columbia campus the following three programs were identified by the [Faculty Distribution Report](#) as those that fell below the 50% threshold for two consecutive semesters:

College/School	Department	Program	Explanation
College of Education	Instruction & Teacher Education	ED Early Childhood Educ BA	The reason each of these programs fall under 50% is due to supervision of clinical experiences. ECE and ELED each have a high number of supervised clinical experiences in which we rely on expert clinicians to provide feedback within the experiences. These experiences are based in schools, day care facilities, and other agencies. For these programs there are very few non-full time faculty that serve as instructors. This is a common practice within education fields and is consistent with our accreditation body CAEP.
College of Education	Instruction & Teacher Education	ED Elem Educ BA	The School of Medicine Greenville offers just one degree program, the M.D. degree. Several features of the organization of the curriculum and faculty are distinctive compared with other programs of the University. First, there are fewer total classes, and most classes include all students enrolled in the MD Program for each year (~104). We have organized our classes into integrated modules which are interdisciplinary and team-taught. The 22 UofSC-employed basic science faculty average 30-40 contact hours per year; all are full time with 30-50% of their time assigned to teaching. The core teaching faculty on the physician side consists of 568 individuals employed by the health system who hold significant teaching responsibility, primarily in years 3-4 of the MD Program. There is roughly an equal number of peripheral physician faculty with less involvement in teaching as they attend primarily to clinical responsibilities. Nearly all physicians are considered to be full time in our reporting to the American Association of Medical Colleges Faculty
School of Medicine Greenville	Medicine-Greenville	GM Medicine MD	

Regional Palmetto College Campuses

As noted in below, the “all campuses” credit hour production by full-time faculty met the established 50% standard. However, two of the campuses were below this mark. Additional information regarding overall Palmetto College priorities and initiatives and campus-specific circumstances, priorities and initiatives is provided below, followed by specific information regarding the two campuses whose programs fall below the standard.

The Palmetto College central office, designated and organized as such in 2013 after previously being known as System Affairs, has directed the regional Palmetto College campuses’ respective efforts toward five goals: increased enrollments, student retention/success, faculty (attraction and development), campus service and organizational/fiscal efficiency. These goals apply to all the students (degree, non-degree and dual enrollment) and programs (AA/AS and degree-completion) enrolled at and supported by the campuses.

While all these goals are priorities, the enrollment and fiscal goals have had to take precedence due to decreasing state funding for higher education. Specifically, the regional Palmetto College campuses have experienced a combined decrease in state appropriations from prior to the Great Recession (2007-2008) from \$10,625,783 to \$9,186,558 (2018-2019 - latest official data available; source: CHE 2019 Statistical Abstract) – a significant decrease. Tuition increases have been implemented but to assure affordability, they have been modest in comparison to the appropriation losses. Therefore, generating tuition revenue from increased enrollment has become a priority. Adding to this challenge when considering enrollments is the available potential pool of students. Specifically, a recent study commissioned by the SC Commission on Higher Education (CHE) projects growth for the regional Palmetto College campuses to be essentially flat - less than 1% (Von Nesson, 2015). The primary assumption applied was conservative as future growth was predicted on past growth. We have “broken through” this assumption and experienced solid growth, - through increased emphasis on traditional student recruitment, providing courses for degree completion students and dual enrollment offerings. That said, the COVID-19 pandemic has presented additional challenges due to the uncertainty it presents for all campus stakeholders.

Assuring operational efficiencies have become a corresponding goal as well. Reduction in force, reorganization, non-filling of vacancies, consultancies and new hires to address enrollment management (including marketing and enterprise (CRM) solutions), and campus leadership changes have taken place since the Palmetto College Chancellor (Dr. Susan Elkins) assumed this position in 2013. In fall 2019, enrollment management services were strengthened with the hiring of the Assistant Dean for Enrollment Management – a central office position tasked with enhancing enrollment at all campuses, one result of which will be increased resources devoted to faculty. To assure this, an extensive salary study was initiated by Palmetto College with the result being more dedicated resources to faculty salary enhancements. The salary study utilized an outside consultant (a retired business professor from Aiken, who led that campus’s faculty and staff salary compression study a few years earlier). The results of this effort are now in the beginning phase of implementation with salary adjustments being made to those experiencing the most salary compression.

With the 2017-2018 academic year representing the beginning of the fifth year as Palmetto College, the Chancellor added a sixth goal for 2018-2019 - planning- generating an effort to review all campuses and operations in order to evaluate all goals and priorities and align, per the scope and missions of the regional Palmetto College campuses, with

the Focus Carolina 2023 plan. This effort yielded the [Palmetto College Focus 2023](#) Plan a component of which addresses evaluation of full-time faculty hiring, compensation and support, including the campuses with full time faculty challenges. Their respective circumstances, priorities, and initiatives to address follow.

Lancaster

As the largest regional Palmetto College campus, University of South Carolina Lancaster supports a wide array of academic programs, including two general associate degrees, the Associate in Arts (A.A.) and the Associate in Science (A.S.), whose curriculum is shared in common with our sister regional Palmetto College campuses. Lancaster also offers three specific associate degrees in Business, Criminal Justice, and Nursing, only available on the Lancaster Palmetto College campus per South Carolina Commission on Higher Education (SC CHE) mandates. Our campus mission is to “encourage higher education in the counties of Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents” ([Lancaster Mission Statement](#)). Lancaster also supports the transfer of students from associate degree programs to baccalaureate programs in Palmetto College and at other universities, as well as offering dual enrollment courses to answer the needs of local families as they transition their high school students into higher education. This wide range of program offerings is a key component of the campus vision of making education accessible, affordable, and convenient to the residents of our six-county area.

In addition to formal program offerings, the campus also strives to offer diverse educational experiences in foreign language, African-American Studies, and Native American Studies. Responding to the needs of the diverse populations that make up our community is a high priority and one that requires interdisciplinary and collaborative partnerships between faculty across the campus. Lancaster offers three foreign languages, including Italian, French, and Spanish, a specific request from our northern service area. The campus has invested heavily in the last several years in our new Indian Land site, providing general education offerings to a rapidly growing community in our service area just south of Charlotte. Our SACSOC substantive change notifications are all complete, and the campus looks forward to welcoming SACSOC visitors to the site next year. And perhaps most important, our eight-year old Native American Studies Center works closely with citizens from the Catawba reservation to provide an outstanding educational experience about Native American life, culture, art, and history to the more than 55,000 visitors the Center has hosted thus far; the NASC offers community programming and school tours, supports interdisciplinary scholarship, and hosts visiting artists, in addition to hosting an artist-in-residence program. Lancaster faculty across disciplines such as history, art, sociology, and English are engaged in preliminary development of a bachelor’s degree program, which would be unique in South Carolina. In other words, Lancaster faculty ably cover a wide range of academic programs and educational experiences by working in partnership across divisions, across the campus, and across the University of South Carolina system and the state of South Carolina. As we grow programs and new areas, at times this can briefly stretch faculty capacity, though campus administration works directly and carefully with faculty to limit these occurrences while supporting faculty growing academic program areas.

The campus monitors faculty coverage for program integrity and for the overall good health of the faculty by regular reviews of scheduling and faculty population to determine hiring needs. Hiring full-time faculty is a high priority, as demonstrated by the fact that the campus has the largest full-time faculty body of the regional Palmetto College campuses. According to the [Faculty Population by Track and Title Report](#) (see page 6), in 2019-2020, the campus employed 34 full-time faculty in the tenure track, 52 full-time instructors, and 39 adjuncts. Nine of the campus full-time instructors at that time held the rank of senior instructor. (Please note that the campus is currently in the process of attempting to reconcile this system report of faculty numbers with our local campus records; one known discrepancy, for example, is that this report does not include Lancaster’s two full-time tenured faculty librarians).

Each year, both faculty and campus administration review instructional needs across the campus broadly and specifically in the divisions by academic disciplines to ensure sufficient faculty coverage for academic programs. Lancaster’s faculty-elected Hiring Priorities Committee conducts a formal survey of the faculty each year; that committee includes members from the three academic divisions (Business, Behavioral Sciences, Criminal Justice, and Education; Humanities; Math, Science, Nursing, and Public Health), as well as representation by library faculty, Human Resources, and up to two administrative appointments. The Committee also meets with the division chairs, Associate Dean for Academic and Student Affairs, and the campus Dean. The Committee submits the resulting report annually to campus administration for consideration in determining campus hiring priorities (2018 and 2019 Hiring Priorities Committee Reports). The Dean reports at Fall faculty meetings on the final determination of faculty hiring priorities after a comprehensive review of faculty-to-student ratios, program needs, and budgetary considerations. Reporting on faculty is also an important component of the campus’s annual [Blueprint for Academic Excellence](#) (an internal report) and the [State Accountability Report](#) (an external report based on the campus’s role as a state agency).

Additionally, faculty responsibilities for program support include other areas beyond direct classroom instruction, and full-time Lancaster faculty work actively in support of the many areas Standard 6.2.b outlines, including “curriculum design, development, and evaluation; identification and assessment of appropriate student learning outcomes, student advising; research and creative activity; and institutional and professional service.” At times, faculty loads may be adjusted to allow individual faculty to pursue a major research project or to serve in an academic administrative role. Scholarship and service are required elements for tenure-track faculty, and

research-active faculty are supported with a one-course teaching load reduction per academic year, which is automatic for tenure-track faculty and for which all tenured faculty may also apply. These applications have consistently been approved, and Lancaster faculty accordingly have a robust record of scholarly accomplishment. The campus's 2019 [Faculty Research and Scholarly Activity Report](#), for example, tallies Lancaster faculty scholarly productivity as follows: 34 publications, 75 presentations, 19 creative works, 19 grants (sought or received), and 45 consultations/editorships/reviews. Adjustments to teaching load for normal scholarly productivity or for special project are part of the routine careful monitoring of faculty distribution for program integrity.

In preparing these reaccreditation documents, the campus has noted two instances of a brief dip below 50% full-time faculty coverage, both of which are being actively addressed as follows.

Lancaster General AA/AS (Fine Arts Courses)

Typically students who take fine arts courses at Lancaster fall into one of three categories: 1) students completing their general education Carolina Core Aesthetic and Interpretative Understanding (AIU) requirement, 2) students taking foundational arts courses for baccalaureate degrees, most typically theatre, art studio, and art education, and 3) those students with a deep interest in the disciplines, who often take elective hours in the fine arts. These courses are also popular with dual enrollment students. Lancaster accordingly has a number of full-time faculty in these disciplines to support this steady enrollment demand. To meet the interests of students across disciplines, the campus also offers a selection of courses taught by adjuncts in disciplines in which the campus cannot yet support a full-time instructor; these course offerings include topics such as Film and Media Analysis; Introduction to Visual Arts Computing; and Jazz and American Popular Music. Because the two full-time art professors on campus both have significant scholarship and administrative responsibilities in the Native American Studies program that can affect teaching load, and because the demand for music courses has increased recently, campus administration will be working with the faculty Hiring Priorities Committee in the upcoming year to determine the best path forward for additional full-time hires in fine arts.

Lancaster General AA/AS (Professional Related Courses)

Professional related courses at Lancaster include a wide range of courses in business such as accounting, marketing, management; health sciences courses in nursing, exercise science, and health promotion, education, and behavior; and computing courses, including computer science and integrated information technology. In 2019-2020, two retired computer science faculty members, Dr. Jerry Currence and Dr. Noni Bohonak, returned to full-time instruction. In addition, Lancaster has been actively engaged in a search for a new computer science professor; this search has been challenging because private industry and larger universities are able to offer more competitive salaries for an entry-level position than Lancaster's budget affords. Campus administration, including the Math, Science, Nursing, and Public Health Division Chair, is regrouping with the Hiring Priorities Committee to reconsider how to conceptualize and advertise this position to attract a qualified full-time faculty member.

Per the discussion above, Lancaster, through its continual attention to faculty staffing, is adequately staffed with full-time instructors to fulfill its mission to its service area constituents.

Salkehatchie

The University of South Carolina Salkehatchie [Mission Statement](#) places a clear emphasis on providing educational opportunities to its geographic service areas. The institution is authorized to offer AA and AS degrees. The Salkehatchie service area consists of some of the poorest counties in the state. With the state average percentage of all county residents living in poverty resting at 18.1% (this and following data US Census, 2010), the Salkehatchie service area counties are over ten percentage points higher (28.8%) than the state average. The Allendale county (where the central of location of Salkehatchie is located) percentage is 40.4 % making it, by a wide margin, the poorest county in the state. Corresponding figures concerning median income reveal that, contrasted with a state figure of \$42,117, the service areas average \$30,083 with Allendale averaging \$24,615. Attracting and retaining full-time faculty to these areas is a considerable challenge due to perceived and real quality of life issues for a potential faculty member and his/her family.

Pay for faculty is also an issue. As discussed in the overall narrative for the regional Palmetto College campuses above, state appropriation issues represent considerable challenges. At Salkehatchie, this is magnified as the state FTE appropriation which is institution, not sector, based will, for 2020-2021, fund the campus at less than the combined regional Palmetto College campuses average (2.5M versus 2.9M; University of South Carolina Budget Office report). Having this lower rate "locked in" makes finding consistent recurring funds for salaries a perpetual challenge, as more enrollments actually reduces the state appropriation per FTE. To address this, an extensive salary study was initiated by Palmetto College with the result being more dedicated resources to faculty salary enhancements. The salary study utilized an outside consultant (a retired business professor from University of South Carolina Aiken, who led that campus's faculty and staff salary compression study a few years earlier). As a result, a recurring amount was dedicated toward addressing staff and faculty salary inequities based on an agreed-upon formula, the first year in early spring 2020. Each campus has agreed to continue this practice each year, until such salary inequities are addressed for both staff and faculty.

Providing instruction at two vital locations is a challenge unique to the Salkehatchie and Union campuses and presents concerns for full-time faculty as considerable "opportunity cost" that could be spent on teaching preparation, scholarship and service is spent in travel between the two locations.

Other challenges resulting from considering or being a faculty member on a small campus include: less impressive facilities than larger institutions with greater budgets; a heavier teaching load and fewer opportunities to teach upper-level/highly-specialized courses; for faculty in most disciplines, there are fewer scholarly resources available locally than would be the case at Research 1 schools or in larger/affluent cities; and less opportunities to interact personally with colleagues within discipline or those with similar niche research/teaching interests. With the occasional exception of the "high demand/ low supply" disciplines, the campus has, as described below, experienced positive hiring activity with budgetary constraints presenting the most challenges, not perceived quality- of- life issues.

Despite these challenges, Salkehatchie has maintained solid hiring and productivity by its full-time faculty. Fourteen full-time faculty members have been hired beginning in 2013 in the disciplines of computer science, engineering, nursing, communications/speech, business/economics, management/statistics, chemistry, psychology, history, English, and Spanish, almost all of whom remain on the faculty. Goals for addressing faculty staffing are articulated in both the campus [Blueprint for Academic Excellence](#) and the [State Accountability Report](#). Faculty productivity has also been strong, with the 2018-19 academic year yielding 27 scholarly publications, 23 conference presentations, 12 funded grants, 44 discipline-specific reviews or consultations, and 3 artistic performances. Ten different faculty members have earned promotion and/or tenure since the last SACSCOC reaffirmation in 2011.

In addition to the part-time faculty, a considerable and impressive cadre of individuals supported the instructional efforts of the full-time faculty. Specific discussion of discipline-based efforts appears below in the campus "subject groupings." Two administrators with discipline-based teaching qualifications/responsibilities provided instruction in 2019-2020. Additionally, two retired administrators taught part-time, and two retired professors continue to teach in retirement (one of whom teaches a full-time load in multiple disciplines). Three classified staff who occupy administrative positions, as well as five unclassified staff, taught at least one course.

General AA/AS Program specifics

Salkehatchie offers two general associate degrees, the Associate in Arts (A.A.) and the Associate in Science (A.S.), both designed for transfer to a wide variety of four-year degree programs within the University of South Carolina system. These associate degrees also serve students who choose to transfer to other four-year programs. As such, there are no major concentrations within the curricula. Instead, students, with the aid of their advisor, not only complete the degree requirements of the associate degree, but also choose courses that will satisfy degree requirements for their intended major once they transfer. The associate degree requirements, which are common across all of the regional Palmetto College campuses, are based on the general education requirements of the Carolina Core, the common academic foundation for all degree requirements at Columbia. The subject groupings below, therefore, do not represent concentrations or any program track, but are rather methods by which the relative strengths or weaknesses of any particular area may be better tracked and assessed.

Salkehatchie General A.A./A.S. (Humanities Courses)

Courses that fall into the larger sub-grouping of "humanities" include a wide variety of liberal arts courses, many of which meet the Carolina Core (general education) requirements for both the general A.A. and the A.S. as well as for various four-year degree programs into which students intend to transfer. Recognizing the important contributions that full-time faculty make to the campus, Salkehatchie has hired, in recent years, four faculty members who teach high-demand humanities courses, especially English and history. The Carolina Core requires Communication through Writing (CMW) and Information Literacy (INF), both of which are met through English 101 and 102, and history fulfills the requirement for Historical Thinking and Global Understanding (GHS). (Salkehatchie's history offerings are augmented by a retired faculty member who teaches a full-time load comprised of history, political science, and speech courses.)

Additionally, some humanities courses can also fulfill the Values, Ethics and Social Responsibility (VSR) as well as the Aesthetic and Interpretive Understanding (AIU) course requirements for the Carolina Core. To fulfill the AIU requirement, in addition to certain courses taught by the English faculty, fine arts classes are offered by one full-time Salkehatchie faculty member. Finally, the Carolina Core includes a Global Citizenship and Multicultural Understanding Foreign Language (GFL) requirement that is met at Salkehatchie primarily through popular Spanish 109 and Spanish 110 courses. Salkehatchie currently has one full-time Spanish professor. Overall, through a combination of full-time faculty and adjuncts, Salkehatchie is able to offer students a variety of ways to meet their humanities requirements. Moreover, Salkehatchie's recent hiring pattern demonstrates a strong commitment to ensuring quality courses in these essential areas.

Salkehatchie faculty hires (Humanities Courses)

Dr. David Dangerfield (History), hired on tenure-track 2017

Dr. Melissa Rack (English), hired on tenure-track 2017

Dr. Kirsten Iden (English), hired on tenure-track 2019

Dr. Yasmina Vallejos-Moreno (Spanish), hired on tenure-track 2019

Salkehatchie General AA/AS (Sciences Courses)

Salkehatchie has four full-time faculty members in the sciences, two in biology and two in chemistry, as well as full-time faculty in the Division of Math & Sciences covering other science-oriented disciplines such as computer science. The biology and chemistry courses taught by the full-time faculty provide ample opportunities for students to earn the science requirement for the associate degree—as well as for most four-year degree requirements— and supports program needs such as those for our Nursing Program. Additionally, computer science fills the Analytical Reasoning and Problem Solving (ARP) Carolina Core requirement. Supplementing these efforts include two adjunct instructors of biology whose primary occupations are as physicians in our communities. Additionally, in recent years a loaned executive from Savannah River Site, and later a project engineer at General Electric and community DIG STEM advocate, served as part-time engineering instructors.

Salkehatchie faculty hires (Sciences Courses)

Dr. Francis Burns (chemistry), hired on tenure-track 2017

Dr. Marquita Watkins (chemistry) hired on tenure-track 2017

Dr. Pal Molian (engineering), hired as a full-time instructor in 2018; Dr. Molian was hired to lead our engineering program, which he did for 2018–19, after which he became ill and resigned. Engineering courses have since been taught by a combination of loaned executives from industry and other adjuncts.

Mr. Allen Kanapala (computer science), hired as a full-time computer science instructor in 2018. Mr. Kanapala had initially served as our first full-time engineering instructor (2017-18) but wanted to return to his passion in computer science.

Per the discussion above, Salkehatchie is therefore adequately staffed with full-time instructors to fulfill its mission to its service area constituents.

Sumter

As a regional Palmetto College campus, University of South Carolina Sumter supports a wide array of academic programs, including two general associate degrees, the Associate in Arts (A.A.) and the Associate in Science (A.S.), as well as partnering with Aiken to provide coursework leading to Bachelor's degrees in Business Management, Nursing, Elementary and Early Childhood Education. Our campus mission is to "encourage higher education in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents" ([Sumter Mission Statement](#)). Sumter county is also the home of Shaw Air Force Base which is the headquarters for both the Ninth Air Force and the United States Army Central (formerly Third United States Army). Sumter serves the educational needs of both active-duty and veteran members, as well as their dependents, of these armed forces. Sumter also supports the transfer of students from associate degree programs to baccalaureate programs in Palmetto College and at other universities, as well as offering dual enrollment courses to answer the needs of local families as they transition their high school students into higher education. This wide range of program offerings is a key component of the campus vision of making education accessible, affordable, and convenient to the residents of our six-county area.

Sumter makes the hiring and retention of full-time faculty a high priority, and the campus has the second largest full-time faculty body of the regional Palmetto College campuses. According to Office of Institutional Research, Assessment, and Analytics' University of South Carolina Public Data View, in 2019-2020, the campus employed 31 full-time faculty in the tenure track, 16 full-time instructors, and 39 adjuncts. Twelve of the campus' tenure track faculty hold the rank of Professor with Tenure. The campus holds its instructor classification in high regard, using the designation of Ranked Instructor. Sumter is proud of the diversity of its faculty with over 50% being female and 24% being minority.

Goals for addressing faculty staffing are articulated in both the campus [Blueprint for Academic Excellence](#) and the [State Accountability Report](#). Faculty productivity has also been strong with the 2018- 2019 year yielding 27 publications, 39 conference presentations/posters, 15 creative works, 9 grant submissions (6 awarded), 6 awards, and 16 other scholarly activities.

Sumter's academic leadership, specifically the Executive Associate Dean for Academic and Student Affairs, and the Chairs of its four academic Divisions (Humanities, Social Sciences, and Education; Science, Mathematics and Engineering; Arts and Letters; and Business and Economics), reviews the instructional needs of the campus annually to ensure sufficient faculty coverage for academic programs. Recommendations for new full-time positions are forwarded to the Dean for review and approval prior to commencement of the hiring process. The Dean reports at Fall faculty meetings on the final determination of faculty hiring priorities.

Additionally, faculty responsibilities for program support include other areas beyond direct classroom instruction, and full-time Sumter faculty work actively in support of the many areas Standard 6.2.b outlines, including "curriculum design, development, and evaluation; identification and assessment of appropriate student learning outcomes, student advising; research and creative activity; and institutional and professional service." . As we grow programs and new areas, at times this can briefly stretch faculty capacity, though campus administration works directly and carefully with faculty to limit these occurrences while supporting faculty growing academic program areas. At times, faculty loads may be adjusted in ways that can mean a brief dip below 50% of full-time faculty distribution to student headcount; these circumstances are described below.

General AA/AS Program specifics

Sumter offers two general associate degrees, the Associate in Arts (A.A.) and the Associate in Science (A.S.), both designed for transfer to a wide variety of four-year degree programs within the University of South Carolina system, and that also serve students who choose to transfer to other four-year programs as well. As such, there are no major concentrations within the curricula. Instead, students, with the aid of their advisor, not only complete the degree requirements of the associate's degree, but also choose courses that will satisfy degree requirements for their intended major once they transfer. The associate's degree requirements, which are common across all the campuses of the regional Palmetto College campuses, are based on the general education requirements of the Carolina Core, the common academic foundation for all degree requirements at Columbia. The subject groupings below, therefore, do not represent concentrations or any program track, but are rather methods by which the relative strengths or weaknesses of any particular area may be better tracked and assessed.

Sumter General AA/AS (English Courses)

English 101 and 102 are two required courses for the degree and the Carolina Core, and are among the most frequently chosen courses by both on-campus and high school dual-enrollment students. While some members of the faculty teaching English at Sumter also teach dual-enrollment courses on campus, there is nevertheless sufficient demand for English 101 and 102 courses that requires hiring part-time faculty to meet that need. To address the need for more full-time faculty, Sumter has hired Britany Paige Wallace as a full-time faculty member starting in fall, 2019. This is an additional position, bringing the full-time English faculty cohort to seven—the largest of any single discipline on campus.

Sumter faculty hires/promotions (English Courses)

Ms. Britany Paige Wallace (English), 2019

Dr. Mary Ellen Bellanca (English), promoted to Professor, 2015

Dr. Park S. Bucker (English), promoted to Professor, 2013

Dr. Hayes Hampton (English), promoted to Professor, 2017

Dr. Ray McManus (English), promoted to Professor, 2018

Dr. Michele Reese (English), promoted to Professor, 2016

Sumter General AA/AS (Fine Arts Courses)

One of the Carolina Core requirements is one course in Aesthetic and Interpretative Understanding (AIU). Some of the types of courses that may be used to meet the requirement include art history, art education, and art studio courses, music or theater appreciation courses, and literature courses. Because both the associate's degrees offered on the regional Palmetto College campuses provide general preparation for a wide variety of four-degree programs, students may choose courses in disciplines where they may have an interest. Furthermore, a small number of students from the service areas may choose to pursue a degree in the fine arts or performing arts. The Sumter campus employs full-time faculty members in both music and art history, as well as a now-retired former full professor in art studio. A variety of literature courses are taught each semester exclusively by the campus' full-time English faculty. Furthermore, the campus' theater appreciation and acting courses are taught by the Executive Director of the Sumter Little Theatre who brings decades of academic and practical experience to the classroom.

Sumter faculty hires/promotions (Fine Arts Courses)

Ms. Margaret Laura Hughes (Art History), 2018

Ms. Jane Luther Smith (Music), promoted to Senior Instructor, 2016

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping is one retired full Professor in Art Studio.

Sumter General AA/AS (Professional Related Courses)

Because the associate's degrees at the campuses provide access and opportunity for students to begin their college careers in their own communities, saving money and making college more affordable and accessible, the entire first two-years of the curriculum must be available to them, regardless of their intended major. Many four-year degree programs require students to take particular courses within their first two years. Business, nursing, and education are three examples. While some colleges may provide a two-year degree program within the student's intended major (criminal justice, education and business, etc.) the regional Palmetto College campuses have been limited by the South Carolina Commission on Higher Education on developing new associate's degree programs. Therefore, the general associate degree is based on the Carolina Core, and is designed to meet the requirements of the core while allowing students to pursue a wide variety of intended majors. In order for students to be able to complete their first two years of study at one of the campuses and not fall behind in their curriculum, or be forced to transfer to a four-year campus to stay on track, the campuses offer various "professional" courses that allow students to stay on track. Courses in business, education, and nursing (including pre-requisite science and math courses, for example) allow students to complete their four-year degrees in a more timely manner once they transfer by taking courses in the first two years that prepares them to enroll in major coursework once they transfer. Again, however, as with fine arts, the number of students who choose or who need to take these particular courses because of their major is limited. By hiring and utilizing qualified part-time faculty, the campus is able to offer these foundational courses within the professional degree curricula that allow students who intend to transfer into these programs to stay on track in their respective degree programs.

Sumter faculty hires/promotions (Professional Related Courses)

Dr. Santosh Nandi (Management), 2018

Dr. Sher Chhetri (Statistics), 2020

Dr. Soumyadip Acharyya (Mathematics and Statistics), 2020

Dr. Hendrikus van Bulck (Management), promoted to Professor, 2017

Ms. Sherry Grosso (Economics), promoted to Senior Instructor, 2016

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping are two unclassified staff who provide essential campus services and are accessible to students outside of class.

Sumter General AA/AS (Social Sciences Courses)

A number of disciplines may be used by students to fulfill the associate's degree requirement in social sciences (GSS). Among these, criminal justice and psychology end up being two popular major choices for students transferring to a four-year campus. And in addition, criminal justice, political science, and sociology also are among the most popular major tracks within the Liberal Studies degree program, to which all regional Palmetto College campuses faculty contribute. Sumter has made significant progress in hiring full-time faculty in the social sciences in the past several years. The campus has hired two full-time faculty in political science and one full time faculty member in psychology in the last few years.

Sumter faculty hires/promotions (Social Sciences Courses)

Dr. Erin Baribeau (Political Science), 2017

Dr. Kathleen Klik (Psychology), 2019

Dr. Damien Picariello (Political Science), 2015, promoted to Associate Professor, 2020

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping are two retired full professors (one in anthropology and one in psychology), four current law-enforcement officers (one in sociology and three in criminal justice), and one unclassified staff. These instructors provide essential campus services and are accessible to students outside of class.

Per the discussion above, Sumter, through its continual attention to faculty staffing, is adequately staffed with full-time instructors to fulfill its mission to its service area constituents.

Union

Although experiencing significant growth, University of South Carolina Union is one of the smaller public higher education institutions in the state (SC CHE Statistical Abstract, 2018). Correspondingly, it also receives one of the smallest state appropriations. This appropriation has decreased from a peak of \$1,070,688 for 2007-2008 (when it enrolled, for fall, 398 students) to \$1,041,476 for 2019-2020 when enrollment, for fall was 1153. As the figures clearly reveal, the campus, in serving its geographic service areas, is doing more with less. Indeed, the campus is attempting to fulfill its mission with a state appropriation considerably below the average of its fellow regional Palmetto College Campuses (1.6M versus 2.9M sector average; University of South Carolina Budget Office report) while serving more students. The recently retired dean of the campus (a retired dean emeritus and full professor from the Lancaster campus) stated that the biggest challenge Union has in hiring and retaining full time faculty is in securing the recurring dollars to pay salaries. With solid growth of new freshmen since fall 2017 (Source: Palmetto College daily reports), the campus has experienced increased revenue to apply to full-time faculty instruction.

The [Union Mission Statement](#) places a clear emphasis on providing educational opportunities to its service area. The institution is authorized to offer AA and AS degrees. Union's service area, while not as economically stressed as Salkehatchie's, shares with its sister institution a rural county service area whose combined medium income (\$32,038) lags the state average (\$42,117) by a considerable margin (US Census, 2010). The demographics associated with the poorer nature of the campus service area in terms of attracting and retaining qualified students, combined with the financial challenges outlined above, has necessitated that the campus optimize its teaching resources to include a large part time pool of instructors.

As with Salkehatchie, providing instruction at two locations is a challenge and presents concerns for full-time faculty as considerable "opportunity cost" that could be spent on teaching preparation, scholarship and service, is spent in travel between the two locations. Despite these challenges, the Laurens site received a very positive review containing no recommendations when visited as part of the fifth year interim review.

Union also faces some of the same challenges discussed above for Salkehatchie in terms of attracting and retaining faculty members at a small campus including: less impressive facilities than larger institutions with greater budgets; a heavier teaching load and fewer opportunities to teach upper-level/highly-specialized courses; for faculty in most disciplines, there are fewer scholarly resources available locally than would be the case at Research 1 schools or in larger/affluent cities; and less opportunities to interact personally with colleagues within discipline or those with similar niche research/teaching interests. Union also experiences the same disadvantages inherent to attracting a faculty member and his/her family to the local communities: perceptions of quality of life issues such as public school quality, cultural/social opportunities, residential opportunities/value, and "small town" life in a rural setting. Like Salkehatchie, the campus has, as described below, experienced positive hiring activity with budgetary constraints presenting the most challenges, not perceived quality-of-life issues. To address this, an extensive salary study was initiated by Palmetto College with the result being more dedicated resources to salary enhancements for faculty and staff across Palmetto College. The salary study utilized an outside consultant (a retired business professor from Aiken, who led that campus's faculty and staff salary compression study a few years earlier). As a result, a recurring amount was dedicated toward addressing staff and faculty salary inequities based on an agreed-upon formula, the first year in early spring 2020. Each campus has agreed to continue this practice each year, until such salary inequities are addressed for both faculty and staff. In Union, the larger relative discrepancies were among staff who support the faculty of the program, so those inequities were addressed in the initial round. Strengthening the staff who support the faculty of the program is critical in ensuring that faculty have sufficient resources to execute their duties more easily and efficiently. Now that this issue has been addressed with those support staff, attention can be more directly turned to the relatively smaller salary inequities among faculty to support them financially as well and attract additional high caliber faculty in the future.

Despite these challenges, Union has maintained solid hiring and productivity by its full-time faculty, securing 16 new full-time faculty since the last SACSCOC reaffirmation in 2011. These faculty members have been hired in the disciplines of math, biology, chemistry, psychology, political science, sociology, English, history, world languages, fine art, and nursing. Goals for addressing faculty staffing are articulated in both the campus [Blueprint for Academic Excellence](#) and the [State Accountability Report](#). Faculty productivity has also been strong with the 2019-2020 year yielding publication of three books/chapters, four book reviews, seven peer-reviewed academic journal articles, eight international/national conference presentations, nine regional conference presentations, 13 local/invited talks, 10 pieces of creative writing or visual arts work, nine scholarly journal reviews, seven funded grants, and a substantial number of internal grant and article reviews. Positive outcomes of the recent hiring effort noted above are being realized as three of this group earned promotion to Full Professor, and a fourth earned tenure and promotion to Associate Professor, during 2019-2020.

In addition to the part-time faculty, a considerable and impressive cadre of individuals supported the instructional efforts of the full-time faculty. Specific discussion of discipline-based efforts is described below in the discussion of campus "subject groupings." Three supplemental faculty (administrators with discipline-based teaching qualifications/responsibilities or full-time instructor appointments for the academic year) provided instruction in 2019-2020 and included the dean of the campus (a retired dean emeritus and full professor from the Lancaster campus) and a retired former full professor who continues to teach full-time in retirement. Three classified staff

who occupy administrative positions also taught. Three part-time staff also provided instruction for the campus.

General AA/AS Program specifics

Union offers two general associate degrees, the Associate in Arts (A.A.) and the Associate in Science (A.S.), both designed for transfer to a wide variety of four-year degree programs within the University of South Carolina system, and that also serve students who choose to transfer to other four-year programs as well. As such, there are no major concentrations within the curricula, but rather students, with the aid of their advisor, not only complete the degree requirements of the associates degree, but also choose courses that will satisfy degree requirements for their intended major once they transfer. The associate's degree requirements, which are common across all the campuses of the regional Palmetto College campuses, are based on the general education requirements of the Carolina Core, the common academic foundation for all degree requirements at Columbia. The subject groupings below, therefore, do not represent concentrations or any program track, but are rather methods by which the relative strengths or weaknesses of any particular area may be better tracked and assessed.

Union General AA/AS (English Courses)

English 101 and 102 are two required courses for the degree and the Carolina Core, and are among the most frequently chosen courses by both on campus and high school dual-enrollment students, therefore there is sufficient demand for English 101 and 102 courses that require hiring part-time faculty to meet that need, multiple of whom hold terminal degrees. To address the need for more full-time faculty, Union hired Andrew Pisano as a full-time, tenure-track faculty member in 2016.

Union faculty hires (English Courses)

Dr. Andrew Pisano (English/American literature), 2016

Union General A.A./A.S. (Humanities Courses)

Courses that fall into the larger sub-grouping of "humanities" include a wide variety of liberal arts courses, many of which meet the Carolina Core (general education) requirements for both the general A.A. and the A.S. as well as for various four-year degree programs that students intend to transfer into. Recognizing the contributions that full-time faculty make to the campus, Union has hired, in recent years, six faculty members (5 listed below, English hire listed above) who teach courses within the Humanities that have been in great demand by students: namely, world languages, English, history, and speech communications. Beyond the Carolina Core requirement for Communication through Writing (CMW) and Information Literacy (INF), both of which are met through English 101 and 102, a course in +speech communication fulfills the requirement for Communication through speaking (CMS), and history fulfills the requirement for Historical Thinking and Global Understanding (GHS). Additionally, a number of humanities courses can also fulfill the Values, Ethics and Social Responsibility (VSR) as well as the Aesthetic and Interpretive Understanding (AIU) course requirements for the Carolina Core. With one full-time philosophy/religious studies faculty member, as well as one full-time administrator who also teaches philosophy, there are multiple opportunities for students to take a variety of courses to meet that requirement. Although the tenure-track instructor of speech left in 2019, a search to replace that position was subsequently launched. That search did not yield a viable candidate for the tenure-track that met the needs of the campus, therefore, a part-time instructor of speech and theatre took on a full-time load to ensure students' access to speech, while also bringing theatrical productions back to the campus. Further, some overlap also exists between these Carolina Core components with the component of Global Citizenship and Multicultural Understanding (GFL) that are met by various courses in area of world languages and their cultures. In hiring a full-time Instructor who teaches Spanish and French, and a tenure-track Assistant Professor who teaches Spanish and Portuguese, students have access to a wealth of language and culture oriented Humanities courses as well.

Union faculty hires (Humanities Courses)

Dr. Stephen Lowe (history), 2011; tenured 2016; promoted to Full Professor in 2020

Dr. Jolie Fontenot (speech), 2010

Dr. Steven Lownes (Spanish/Portuguese), 2019

Kevin Torres (Spanish/French), 2018

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping are: two supplemental faculty (typically administrators with teaching duties. These individuals (Dean, retired full professor) have been discussed above.

Union General A.A./A.S. (Fine Arts Courses)

One of the Carolina Core requirements is one course in Aesthetic and Interpretative Understanding (AIU). Some of the types of courses that may be used to meet the requirement include art history and art studio courses, music, dance, or theater appreciation courses, and literature courses. Because both the associate's degrees offered on the regional Palmetto College campuses provide general preparation for a wide variety of four-degree programs, students may choose courses in disciplines where they have an interest. A small number of students from the service areas may choose to pursue a degree in the fine arts or performing arts, but the demand in any one area had not typically been sufficient to support a full-time faculty member until recently, when a previous part-time instructor was hired on as a full-time, tenure-track Assistant Professor of Fine Arts. Additionally, by using the strengths of various qualified part-time faculty to teach a variety of these courses, Union can provide opportunities to students to take courses in Art History, Art Studio, Music, and Theater.

Union faculty hires (Fine Arts Courses)

Jennifer Emswiler (fine arts), 2018

Union General AA/AS (Sciences Courses)

Union utilizes two full-time faculty members in the sciences, one in biology and one in chemistry (both tenure-track Assistant Professors), with a third to come on board for the 2020-2021 academic year (full-time instructor of biology). In addition to providing ample opportunities for students to earn the science requirement for the associate's degree, as well as for most four-year degree requirements, these two disciplines also provide the foundation for transfer to the upper division nursing program in Union through a recently established partnership with Aiken; or at both Columbia and Upstate, as well as other health-related majors. The full-time faculty are supplemented by a Ph.D. level part-time instructor of biology and chemistry, who retired from 30+ years in the University of Miami system.

Union faculty hires (Sciences Courses)

Dr. Helene Maire-Afeli (chemistry), hired on tenure-track 2015; hired as full-time Instructor prior to that.

Dr. Lee Morris (biology), hired on tenure-track 2018

Sandy Phillips-Long (biology), 2020

Union General AA/AS (Social Sciences Courses)

A number of disciplines may be used by students to fulfill the associate's degree requirement in social sciences (GSS). Among these, criminal justice and psychology end up being two popular major choices for students transferring to a four-year campus. And in addition, criminal justice, political science, and sociology also are among the most popular major tracks within the Liberal Studies degree program, to which all regional Palmetto College campuses faculty contribute. Union has made significant progress in hiring full-time faculty in political science, psychology, and sociology, in the past several years. Dr. Madjuline Aziz was hired to replace Dr. Anne Bubriski-McKenzie in sociology, who was hired on tenure-track in 2013, but left after one year. Further, Dr. Emily Schafer was hired on the tenure track in 2019 amidst the exit of retired Professor Emeritus of Psychology, Dr. Steve Buchanan.

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping are: one classified staff (who is the campus Enrollment Manager), and two part-time staff (one of whom is the campus' Disability Services Director). These instructors provide essential campus services and are accessible to students outside of class.

Union faculty hires (Social Sciences Courses)

Dr. Christine Sixta-Rinehart (political science), 2014; tenured 2017; promotion to Full Professor in 2020

Dr. Madjouline Aziz (sociology), 2014; tenured in 2020

Dr. Randy Lowell (psychology), 2012; tenured 2017; promotion to Full Professor in 2020

Dr. Emily Schafer (psychology), 2019

Union General AA/AS (Math Courses)

In 2014, Union hired a full-time, tenure-track math instructor. Although, recently this instructor opted to move off of the tenure track, to the full-time Instructor level, due to the desire to focus more fully on pedagogy than on scholarly activities. Like other foundational areas, there are many degrees that require certain foundational math courses to progress. A math instructor who has the right training in several areas can teach a wide variety of courses that allow students with a variety of intended majors to complete these

foundational pre-requisite courses to stay on track, including the sciences, health sciences, and engineering. Furthermore, after being hired in 2014, with a Ph.D. in mathematics, Dr. Joseph Anderson took additional graduate coursework from Columbia in statistics in order to be approved to teach statistics courses, which he now also teaches at Union.

Union faculty hires (Math Courses)

Dr. Joseph Anderson (math), 2014

Union General AA/AS (Professional Courses)

The sub-group of courses designated professional: include courses from a variety of disciplines that students would take during their first two years with an intention to major in a professional degree track, such as business, education, or nursing. Because the associate's degrees at the campuses provide access and opportunity for students to begin their college careers in their own communities, saving money and making college more affordable and accessible, the entire first two-years of the curriculum must be available to them, regardless of their intended major. Many four-year degree programs require students to take particular courses within their first two years. As mentioned, business, nursing, and education are three more popular choices. While some colleges may provide a two-year degree program within the student's intended major (criminal justice, education and business, etc.) the regional Palmetto College campuses have been limited by the South Carolina Commission on Higher Education in developing new associate's degree programs. Therefore, the general associate degree is based on the Carolina Core, and is designed to meet the requirements of the core while allowing students to pursue a wide variety of intended majors. In order for students to be able to complete their first two years of study at our campuses and not fall behind in their curriculum, or be forced to transfer to a four-year campus to stay on track, the campuses offer various "professional" courses that allow students to stay on track. Courses in business, education, and nursing (including pre-requisite science and math courses, for example) allow students to complete their four-year degrees in a more timely manner once they transfer by taking courses in the first two years that prepares them to enroll in major coursework once they transfer. Again, however, as with fine arts, the number of students who choose or who need to take these particular courses because of their major is limited. By hiring and utilizing qualified part-time faculty, the campus is able to offer these foundational courses within the professional degree curricula that allow students who intend to transfer into these programs to stay on track in their respective degree programs. A recent exception to this trend for faculty in this area of professional courses is the hiring of a full-time Instructor of Nursing going into the 2020-2021 academic year, in light of the recently established BSN degree through Aiken that students can pursue without leaving the Union campus. Locally, Union's Nursing Director is full-time staff who also provides instruction on the Union campus for these pre-nursing students. Further, in other areas of professional courses, a number of the part-time faculty are well established in their professional arenas and have a wealth of experience to incorporate into their teaching. One part-time instructor of note is retired from outside the University of South Carolina system, after having served in roles such as Associate Dean of Business/IT, Chair of an Accounting Department, Dean of Finance/Administration, Human Resources Management, and Systems Administrator. Dr. Deborah Hudson not only holds a Ph.D., but also an M.B.A. In addition to part-time faculty, several full-time staff who are academically qualified at Union also teach courses within the professional area: such as Introduction to Public Administration and Foundations of Leadership (an Organizational Leadership degree foundational course)

Supplementing the instructional efforts of the full-time and part-time faculty (from which FT/PT ratios presented were derived) in this subject grouping is one supplemental faculty (typically administers with teaching duties) and one classified staff member.

Per the discussion above, Union, through its continual and consistent hiring over the last nine years, is adequately staffed with full-time instructors to fulfill its mission to its service area constituents.

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-  [IPEDS Glossary](#)
-  [Lancaster 2019](#)
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