

UNIVERSITY CAMPUSES FACULTY SENATE

April 21, 1989

USC-BEAUFORT

Informal Session

Chair Greg Labyak opened the meeting by expressing the pleasure of the Senate to be at USC-Beaufort for the final Senate meeting of the year. The Chair welcomed several guests including Assistant Vice Chancellor David Hunter; Associate Chancellor James Edwards; Carol Bonnette, Benefits Manager for the System Personnel Division; Jim Morris, Director of Higher Education and Academic User Services at the Computer Services Division; and South Carolina Commissioner of Higher Education, Fred Sheheen.

Dean Ron Tuttle was recognized and extended a warm welcome to all Senators and visitors to the Beaufort Campus.

The Chair recognized Vice Chair Deborah Cureton who served as Chair of the Nominating Committee for the 1989/90 academic year. Professor Cureton announced the other members of the committee: Mary Barton, USC-Union; Robert Costello, USC-Sumter; Ali Pyarali, USC-Salkehatchie; John Stine, Lifelong Learning; and Jane Upshaw, USC-Beaufort. The committee offered the following slate of nominees:

SPECIAL COMMITTEES:

University Library Committee:

John Catalano, USC-Lancaster

Faculty-Board of Trustees Liaison Committee:

Rod Sproatt, USC-Beaufort

Research and Productive Scholarship Committee:

Tandy Willis, USC-Union

Savannah River Site Committee:

Bill Lamprecht, USC-Salkehatchie

EXECUTIVE COMMITTEE:

Chair: Deborah Cureton, USC-Lancaster

Vice Chair: Nancy Washington, Lifelong Learning

Secretary: Rick Boulware, USC-Beaufort

Members at Large: Carolyn West, USC-Sumter  
Ali Pyarali, USC-Salkehatchie

Immediate Past Chair:  
Greg Labyak, USC-Union

Chair Labyak offered some information about the newly constituted Savannah River Site Committee. This committee was established in response to concerns of faculty, primarily from the Columbia Campus, regarding the relationship between the University and the Savannah River Plant and whether or not pressure might be brought to bear on faculty to do certain kinds of research related to the activities being carried on at the plant.

Chair Labyak introduced the morning's featured speaker, Commissioner of Higher Education, Fred Sheheen. Mr. Sheheen is a native of Camden and a graduate of Duke University with a Bachelor's degree in Political Science. He has worked on several newspapers including the Charlotte Observer, served in the administration of Governor Donald Russell and established his own publishing and office supply business. Mr. Sheheen has served on the South Carolina Human Affairs Commission and was a member of the Commission of Higher Education beginning in 1971 before becoming Commissioner in 1987.

(Mr. Sheheen's remarks and the question and answer session which followed are recorded verbatim.)

Mr. Sheheen:

"Thank you, Greg. Thank you very much. I am really pleased to have the opportunity to be with you today and to talk to you about current events and trends in higher education and what's going on. I must say I cannot promise to bring to the USC-Beaufort Campus the prominence and attention that the last visitor from Columbia brought to the USC-Beaufort Campus because my remarks may not be that interesting. I also didn't plan my schedule very well. I was at Clemson last evening for a similar presentation at the Clemson chapter of the American Association of University Professors. It was quite an interesting meeting. And then I had to be in Beaufort today at 9:00 and I have to be back in Clemson tomorrow morning at 1:00 and somehow I have really messed up my travel schedule. All that did was place the load on the State Aeronautics Commission. It's a pleasure for me to be down in a meeting with the people from the University Campuses. First of all I want to tell you that I will not burden you with any comments about supercomputers today. I didn't burden the Clemson audience last night with that and we'll try to keep our questions and answers and remarks on those things which should be of primary interest to you in your capacity. I expect when we get into the question and answer period that you will want to ask me about other pending developments in higher education which I shan't discuss in

my major remarks, which I will confine to the planning and the institutional effectiveness guidelines largely. And then if we need to branch out into other areas of concern, we can do that in the question and answer period. I say that by virtue of emphasizing to you that it is not my desire to come down here and avoid any questions that might be of interest to you, and or particular interest to you by virtue of the institutions which you serve. So if I don't mention items that should be mentioned I expect them to come up in the question and answer period and we can discuss them candidly and frankly as we always do, avoiding the tough questions of two-year education in the state, but I will await your interest in that rather than to introduce the subject myself.

"I want to talk a little bit about what the Commission has done in the area of planning and in the institutional effectiveness guidelines which apply to all of your institutions. The new planning process and the institutional effectiveness demands, or the accountability demands, or the assessment demands, or whatever you want to call them are grounded in Act 629 which was passed by the 1988 session of the General Assembly. Now that will be more familiarly known to all of you as The Cutting Edge. Act 629 is the legislation which embodies the concepts in The Cutting Edge legislation which was the reform package for higher education in South Carolina. It was in two parts. I'm not going to spend a lot of time of the first part, but briefly to brush by. We asked the General Assembly - and this was a united effort of the institutions and the Commission on Higher Education - to create a new set of financial programs for higher education which would enhance the quality of higher educational institutions in this state. That included, for the first time, a system of merit funded scholars (and those Palmetto Fellows, 47 of them were named last year and approximately another 509 will be named this year) state-funded merit scholarships. It included a program of endowed professorships, for the first time, on a matching basis, for the institutions of higher learning in the state. Endowed instructorships for the two-year institutions were not implemented the first year, but I think are designed to be implemented, not this coming fiscal year, but the next fiscal year, so that, eventually the endowed instructorships for the two-year institutions will be part of The Cutting Edge package. That provision is in the law. I think it comes on stream next year, so that the two-year institutions in the state will have state funds with which to improve specific salary slots and retain the outstanding faculty people in the two-year system and hopefully to attract, when you have to recruit, really talented people to your faculty. So endowed professorships and instructorships are an important part of the package and the instructorship endowments are particularly relevant to your institutions. There is a package of research grants that largely benefits the senior universities of which you are a part. The University of South Carolina as a system receives the largest distribution of that money, that is the main

campus in Columbia. I don't know what they do with it after they get it. We don't follow that. Eventually we will, but the University of South Carolina is the largest recipient of that share of research money. Last year it was in excess of a million dollars of unrestricted research money. There are grants for instructional improvement in the colleges and universities and that is to permit the faculties to design programs which will improve curriculum and instruction at the undergraduate level and we implemented that program last year. There are a number of other miscellaneous programs that are smaller but contain some financial parameters in The Cutting Edge.

"So we asked the General Assembly to give us some money outside of the formula to do these unique things for higher education in South Carolina, and they did. They gave us five million dollars and we implemented the programs. There's five million dollars in the House version of the bill this year and perhaps to be improved in the Senate, we don't know, for the implementation and expansion of these programs in The Cutting Edge legislation or Act 629. Now what came with that? What came with that is what has come with every major new public investment program in the last five or six years in South Carolina and in the country, and that is a larger measure of accountability and assessment and effectiveness. Legislative bodies at the state and the national level are no longer just dumping money into public activities with no requirement for reporting on how well the money is spent and what results you're getting. Now I will illustrate that first by using the elementary and secondary system. The Education Improvement Act was passed in the early 1980s in South Carolina. It added a penny to the sales tax. You all know about that. And it added a number of new initiatives in the elementary and secondary system to be financed by that \$255 million which is in a trust fund. With that new investment in elementary and secondary education came an extraordinary series of oversight and accountability measures. There is a business/education partnership; there is a joint legislative committee; there is a select committee made up of a group of select people, public and private, that oversee annually the expenditure of that money and the effectiveness of that money outside of the administering agency which is the State Department of Education. There are severe testing measures prescribed in the Act for each school - the basic needs assessment program, the CTBS program, the exit exam for high school seniors - severe testing programs to measure how well that money is being used and what results we are getting from the elementary and secondary systems. There are provisions in that Act for the state to take over the administration of school districts where the results are not being produced. So in that package, the Education Improvement Act, as in all of the education improvement acts for the elementary and secondary systems which swept the country, [there are] extraordinary accountability and reporting procedures. That set a pattern.

"Let me move to a different area of public activity. When the General Assembly placed an additional three cents on gasoline tax to improve public roads in the state, a select citizens' committee made up of public and private people was created outside the Highway Department to oversee the expenditure of that money and to insure that it was being spent properly. Now when higher education came along, not only in South Carolina, but everywhere else, and said, 'Give us more money to do a better job,' accountability and effectiveness came along with it. That was the second part of the package. Public higher education is not new to the demand for accountability and assessment because other areas of publicly financed activity had already begun to experience the same phenomenon before higher educational institutions began to do so. Now, perhaps higher educational institutions were more reluctant because outside review of the activities in higher educational institutions - particularly with respect to results and how well students are progressing and all that - outside review (particularly outside the accreditation process) has really not been very prominent in the life of higher educational institutions. So here we come along and we say, 'All of a sudden a lot of people are going to be looking over your shoulder.' Now the Act provides, and I'm quoting this for your specifically, 'Each institution of higher education' (and that's all of yours) 'is responsible for maintaining a system to measure institutional effectiveness' (basically how well you're doing the job) 'in accordance with provisions, procedures and requirements developed by the Commission on Higher Education.' Now that last phrase is the one that causes all the problems. Originally that language was that plans had to be approved by the Commission and there was a lot of debate back and forth at the very highest levels of the higher education community, with the presidents and all that, and the compromise language that came out was what I read to you: 'Maintaining a system to measure institutional effectiveness in accord with provisions, procedures and requirements developed by the Commission on Higher Education.' So the Commission has a strong legal role to play in developing and monitoring the institutional effectiveness plans. Now, you will recall I'm sure, as members of the higher education community, that when we published the first guidelines for institutional effectiveness in November of 1988 there was considerable discomfort among the institutions (that's a polite way to say that) and we had a major controversy on our hands about the wisdom of the Commission, the speed with which we had acted, the lack of faculty input, and several other things that people were all upset about. The Commission voted in early December to grant a 60-day delay in the implementation and the publication of those guidelines, to confer with their faculty people and administrative people and to bring input back to the Commission during the 60-day period at the committee level and at the Commission level, so that the institutional guidelines for planning and for institutional effectiveness could be harmonized with the institutional views. Now that 60-day period, in my opinion, was extremely helpful and very beneficial. Substantial

changes were made in the time table for the development of the new statewide plan. As a matter of fact, a key issue was when that plan was going to be developed and the publication of that plan has been delayed about nine months and instead of coming out in the spring of 1990, it will be published in January of 1991. So that delay in the time table was critical in the eyes of the institutions who felt like they couldn't get it all together on the time table the Commission wanted. A part of that compromise was that the Commission itself would move ahead without waiting for the state plan. The original plan called for us to wait for the state plan and then draw up state issues and the Commission would address those. A part of the compromise was that the Commission itself would identify major statewide issues to begin working on and that we would have that work done approximately at the time the institutional plans came in and it would all be harmonized in the statewide plan. So we came out with the major change in the planning prospectus during the 60-day period. And incidentally, for your information, the Commission's Committee on Planning and Assessment adopted the first five major statewide planning issues day before yesterday and they will be considered by the Commission at its May meeting. They are quite interesting and we can get into that a little bit later on.

"In the institutional effectiveness guidelines, and that's your primary concern, the Commission originally promulgated eighteen elements of an institution's operation or function that had to be addressed in the institutional effectiveness plan. All of them really don't apply to you, but I'll tell you what they are and you will know which elements apply to your institutions.

- 1) General education requirements will be surveyed to insure that there is a breadth of understanding of the students in the sciences and the humanities and the social sciences.
- 2) The quality of the majors will be inquired into to insure that specific discipline-based programs are in the institutions leading to undergraduate degrees and majors and concentrations.
- 3) The performance of graduates (and some of you may have these programs) on licensing and certification exams will be reported - the Law School, the Medical Schools, technical programs, technician programs, any program that requires a professional licensure after completion. The performance of the graduates will be reported to the Commission as part of the effectiveness planning.
- 4) Report of program changes that have occurred as the result of external program evaluations. You know that we send teams of outside scholars into your institutions to look at the programs periodically by discipline.

Those consultants recommend changes to improve programs and if the Commission adopts those reports, then we will be reviewing changes that have occurred as a result.

- 5) Alumni follow-up studies will be required.
- 6) Entry-level skills necessary for college work must be measured and defined and recorded.
- 7) The success of entering students in meeting college and university admissions prerequisites. We already did that; it will be wrapped into the assessment plan.
- 8) Remedial and developmental programs will have to be addressed in a planned way and reported to the Commission and again, in that element, remedial and developmental programs for the institutions have to be developed pursuant to rules and procedures and requirements developed by the Commission on Higher Education. That's the second place where that language appears in the Act. So we'll have a strong influence in conferring with the institutions on remedial and developmental programs.
- 9) Particularly relevant to you is the achievement of students transferring from two-year to four-year institutions. The four-year institution is the receiving institution and will be required to report the data. The two-year institutions will receive the data and examine it for ways of improving the quality of the people who transfer to the four-year institutions. The transferability thing was a real diplomatic issue in the University System because the University does not consider students moving from one of its two-year campuses to the university campus in Columbia as transfer students. If they move to Francis Marion or Lander or some other places they are.
- 10) Analysis of undergraduate retention and attrition we'll be looking at.
- 11) Minority student faculty access equity we'll be looking at and all of you know that your institutions are included in the new access and an equity program which the Commission has adopted beginning July 1, 1989 and those kinds of activities will be funded in your institutions, so we'll be looking at the success of those activities.
- 12) Blessedly for all of you perhaps, the academic performance of student athletes is not relevant - that's student athletes on intercollegiate scholarships. We will be looking at athletes who have grants-in-aid to

play on NCAA teams or in other intercollegiate sports as to the academic performance of them and that will be reported to the Commission on a regular annual basis.

- 13) There will be an inquiry into student development. There must be assessment procedures for student development on each campus - that's personal development.
- 14) Some more technical items: the assessment of library usage in collection development,
- 15) The assessment of administrative and financial processes in performance. That's going to tell us, we hope, how well the chancellors and the deans and the presidents are performing because we felt like we needed some measure of the administrative performance if we were going to bear down on the faculty and the students. We're interested to see what we get out of that number fifteen.
- 16) Assessment of facilities - that will be a very technical thing. Ron [Tuttle] gave me an assessment of his facilities this morning because I was taking a tour of all his projects this morning because he has a lot of needs down here. We'll be doing that in more of a scientific fashion than by walking around and looking at the construction underway. But anyway, the assessment of facilities is a part of it.
- 17) Assessment of public service and
- 18) Assessment of research for the institutions that have research as an important part of their mission.

"Now I like to think that the institutions of higher learning will welcome and inquiry into these various aspects of it and I believe that, despite a storm which incurred a lot a debate and a lot of discussion, that the institutions of higher learning, as indeed the Commission itself, welcome an opportunity to look at how well we are doing our jobs and to use that information to improve the aspects of our institutions and to justify needs to the General Assembly, financial and other needs. If we look at assessment and effectiveness evaluation as a methodology for self-improvement and as a methodology for justifying needs to the General Assembly and the tax-paying public in South Carolina, then I think we have a very constructive enterprise and that's the way the Commission on Higher Education looks at it.

"I should add as a footnote that on the way is a plan for measures to look at the effectiveness of the Commission itself. We have had during my history only two real reviews of the effectiveness of the Commission on Higher Education. One came in 1986 when an outside consulting firm came in and looked at the Commission's operation.

It was a part of the AVA study and made recommendations, substantial in nature, for the improvement of the Commission's operations, some legislative, and most of those recommendations have been implemented. When I became Commissioner, after about six months, we had another evaluation of the Commission made by the Human Resources and Development Division of the state government and that told us some things we were doing right and some things we were doing wrong, but the evaluation of the Commission will become an orderly part of the effectiveness program for higher education in South Carolina and those guidelines are being drawn at the present moment. For my part I think it's constructive. I like it and I welcome people looking at what we're doing and giving us an evaluation of it. I just think if you're trying to do a good job you should welcome that kind of inquiry and certainly I welcome it for the Commission.

"The last thing I want to say is that the institutions of higher learning themselves have come together in the State Higher Educational Assessment Network and I do not know how many of these institutions are part of that, John [Duffy], do you?

[Reply from Dr. Duffy, "All of them."]

"All of you are a part of the State Higher Education Assessment Network. Now that had its genesis in an extraordinary appropriation to Winthrop College when Martha Kine Piper was president, as a pilot project in assessment. Winthrop took that money (we gave them \$125,000) and got it matched by the Fund for the Improvement of Post-Secondary Education, a FIPSE grant, and they had about a quarter of a million dollars to establish primary work in assessment. Winthrop has taken that and put together the State Higher Education Assessment Network and I went to the first meeting in Rock Hill for much of a day. It appeared to me that what was happening is what should happen in South Carolina, and that is that the academic people and the administrators and the public higher education system in this state have taken assessment and accountability and institutional effectiveness upon themselves as an academic enterprise and an enterprise of the institutions. I think the best thing that could happen to the Commission on Higher Education is to have the State Higher Education Assessment Network in being to insure that accountability and effectiveness are not methodologies that are imposed on you from the outside, but are assumed by the institutions of higher learning willingly. The State Higher Education Assessment Network can serve as an important source of information and advice and counsel to the institutions themselves and to the Commission on Higher Education which has a substantive legal responsibility in the area of institutional effectiveness and evaluation and accountability.

"Finally, before I open the floor for questions, and I certainly do not want to impose on your time, I would like to say this about the picture in higher education in the state. You know, from time

to time we have debates, and we have arguments, and we have issues, and sometimes they are between and among institutions and I won't list them all that are on the current agenda, but there's always one or more issues between and among institutions. And sometimes they are issues between and among institutions and the Commission on Higher Education. And sometimes the debate gets loud and makes a lot of noise and people get discouraged and they say, 'Oh Lord, what's happening to us?' But the truth of the matter is you don't make much progress in any kind of prize without a vigorous exploration of the alternatives, the policy alternatives and the ideas which people have. And ultimately, after we have that thorough exploration of issues which I hope is always in a civil fashion, we define a course of action for the state of South Carolina and a course of action for higher education which we all hope is for the benefit of the people in the state. And I think as long as we remember that our ultimate destiny is to serve the people of the state, that the lively debate and the stimulating inquiry should not discourage us. I enter into all of these propositions with that understanding, that we are all not going to agree all the time on all the things that we do, but out of that lively and spirited debate - particularly in the higher educational community where you have really informed, inquiring minds - that out of all that debate and discussion will come what is best for the state of South Carolina. And I am sure, as I stand here in this room (and I never doubt in any of the deliberations in which I am involved) that all of us aspire to that goal and the debate is really how are we going to get there. I can assure you that that is my posture and the Commission's posture. I thank you, Mr. Chairman. I'll be pleased to answer questions.

Chair Labyak opened the floor for questions and recognized Professor Jerry Dockery.

Professor Dockery (Lifelong Learning): "First of all I'd like to state that faculty look forward to assessment, but what the Commission might perceive as foot-dragging on the part of the institution is in fact not foot-dragging at all, but real differences among faculty members on how we ought to proceed with certain things. After we get past that obstacle, we also have to get past another obstacle and that is that the administration always see things differently than the faculty sees them and there has to be more negotiation there. And a lot of times some of the things that I see us as being accused of dragging our feet on, we are not dragging our feet; we're out there slugging each other and it just takes a long time for the fight to end."

Mr. Sheheen: "One of the reasons that the institutional effectiveness guidelines will not be fully implemented for three years is in recognition of the facts that you are talking about. It's going to take time for people to get the processes and their thinking in order. Even though the particular topics are specified in the Commission's outline or guidelines, the methodologies are

largely left up to the institutions except in one or two instances. You all have to thrash all that out inside the institutions; it was purposely left that way so that the institutions could address their own unique roles and missions. So, even though the guidelines say address this topical area, the methodologies are largely left up to the institutions except in one or two instances where they are pretty prescriptive. The other thing I want to say is, that of the 18 elements, 12 or 13 of them are drawn from the SACS criteria, the Southern Association criteria. And then people say, 'Why are you doing it, if SACS is already doing it?' Well, first of all (and I've had extensive discussions with the executive director of the Southern Association Commission on Colleges) SACS only requires you to do the thing every ten years because that's when your accreditation process is up. That is not sufficient for South Carolina; we think we need annual evaluations and the legislation calls for that. Secondly, SACS accreditation reports are confidential. They are not made public. I had a long discussion with them about that, and they cannot be made public without the explicit permission of the institution. Act 629 requires the results of the institutional effectiveness plans in South Carolina to be made public and submitted to the General Assembly and to the taxpayers of the state. So there are important differences. But we have used elements of the SACS criteria so that, as you do the annual evaluation in these elements, presumably it will be much easier for you to address the ten-year cycle at SACS."

Professor Dockery: "You mentioned two things: evaluating deans, chancellors and presidents, and also evaluating the Commission and I would like to just put in a plug for including faculty in that evaluation."

Mr. Sheheen: "We figured other elements picked up faculty performance and the evaluation of individual faculty members will be..."

Professor Dockery: "No, I mean using faculty to evaluate deans."

Mr. Sheheen: "Oh, oh, oh, using faculty... Well, now that is interesting! But we left that methodology up to the institutions and I hope that they will be enlightened enough to include the faculty in that evaluation, John [Duffy]?"

Dr. Duffy: "I'm sure they will. I have one comment. I really would like your reaction to it. Listening to all this, there's one thing I don't think the Commission is addressing, Fred, and I don't think SACS is addressing, and that's the non-traditional [student]. We have about five thousand students that are taught by television by the University of South Carolina and another several thousand are taught by GRS. The second part, still non-traditional: most of the students that these people deal with and many that we deal with in Columbia are older students. They are also in school for

a short time, taking just one or two courses. I think that we should be able to assess them, but I'm not too sure that we can assess, under the plan that you put forth, that kind of non-traditional student. I would like the Commission to pay attention to this."

Mr. Sheheen: "Let me transfer that to the two-year institutions which have a large group of non-traditional students, both here and at the technical institutions."

Professor Dockery: "We're not two-year institutions. We were chartered as that, but we certainly don't function that way, Mr. Sheheen."

Mr. Sheheen: "Well, we won't enter that. Let me say that we treat you as two-year institutions in the formula. There are differences in the ways we treat junior institutions and four-year institutions and senior research universities. I know that a lot of work beyond the two-year level goes on on the two-year campuses: The Graduate Regional Students, the third and fourth year of our contract with others, but the degree-granting power is how we classify them and the degree-granting power, unless you're violating the rules, is at the two-year level. And we applaud all that other work. That's of service to the people of the state, but the degree-granting authority is how we classify the institutions. But I would hope that in some of these things, John, the institutions will pick up on the non-traditional student. If they don't and the non-traditional student is a large part of the mission, then perhaps we will have to go back and inquire into that because I agree with you, with an increasing number of non-traditional students in public higher education in the state, how well we are doing that job has to be addressed. And if we don't pick up on it on one of these categories, then we'll need to go back and address it specifically."

Dr. Duffy: "I'm also interested in looking at non-traditional delivery systems - not non-traditional, but things like television need to be addressed."

Mr. Sheheen: "Yes. There's a national study going on in which we are participating in the delivery of instruction by non-traditional means which may be very helpful to us. The State Higher Education Executive Organization is funding it with the American Council on Education and I'm a part of that study group, so we're probably going to have some good national data on non-traditional delivery."

Dean Ken Davis (USC-Union): "Fred, I wonder if you would give us your current thoughts on this community concept that's roaming around our state from time to time."

Mr. Sheheen: "Well, it's roaming very loudly right now because the nine technical institutions that do not have college parallel work

have formally and legally applied to the Commission on Higher Education for the authority to install college parallel work. That is the AA and AS in the liberal arts fields. The applications came in on November 1, 1988. I guess you are all familiar with this process since you do programs for your institutions. Once the letter of intent comes in, then the Commission has a schedule upon which it acts. Roughly, it's a year. Now the letters of intent came in on November 1, 1988 which means the Commission has to act on them by November 1, 1989, pursuant to the rules and procedures that we have in place. The actual matter of fact is that the formal proposals are coming in now, individually, from the institutions, the technical colleges. And I don't need to gild the lily by telling you that this is not one of the most difficult problems in higher education in South Carolina, because you are not fools, and neither am I, and we know that that is a ticklish and sensitive question, and it always has been since 1971 when legislation was revised on the books to create the State Board of Technical and Comprehensive Education and permitted the State Board to permit their institutions, with the Commission's approval, to enter into the comprehensive programs, college parallel and technical work at the same institutions. And seven institutions have that; you know that whole story. Now the Commission is faced with the responsibility of making the decision on the nine institutions and it has these options: it can do nothing, that is, it can decline all the programs, in which case there will be a major upheaval from the technical education institutions and there are sixteen of those so if you're looking at points of noise, there are sixteen points of noise, and that would be in the community with all the letters and legislators, all the things you all do when you all want something; we can grant them all, in which case there will be the same kinds of noise which you all do because at least some of you do not favor giving these technical institutions the authority to put college parallel work in at a given location, so we'll have five, six, seven, eight, nine points of noise because there are nine campuses of the University and you all will get them all generated up if the thing follows the normal pattern and that will be the major focus of activity in the System while all this is going on; or, we can grant some and deny some, in which case then we will limit the noise to a specific location; or, we can work out, among the three agencies involved (the University of South Carolina, the Commission on Higher Education and the State Board for Technical and Comprehensive Education) some amiable resolution to the problem that preserves each agency's essential interests and does not cause political warfare. Now that is the course of action that we had elected to try and Dr. Morris and Dr. Holderman and I have had a series of meetings since last October. It started out with Dr. Holderman and myself and then Dr. Morris at Jim's invitation joined the conversations. And we have had a series of meetings exploring all of these alternatives and the ramifications and the results of any decision, and the truth of the matter is that we have not arrived at any conclusions at any level of the process. And I do not expect that you will get a definitive

reading from the Commission on Higher Education on the outcome of those nine applications (and that's what we're really talking about, the Commission's vote on nine applications from nine technical colleges for college parallel work, that's the technical issue now) until early fall. By early fall, after we've all had these discussions and we've looked at all the alternatives and we've all had the hand-wringing, then we will either have an amiable solution to it which we've worked out ( and it is very complex) or we're going to engage the issues, and when we engage the issues it's going to pit, I believe, the University System against the Technical College System and it's going to be very unseemly for higher education in South Carolina. But, if we can't avoid it, we can't avoid it. It's too early to make the call on it is what I'm telling you, and I say that honestly because we have held open, purposely, all of the options in the whole scenario. Now, well, I think, and I promise I'll make this my last remark, lest they throw tomatoes at me, I think that the institutions in the communities where the most critical problems exist, as public spirited institutions and both as servants of the tax payers, ought to, on their own initiative, get together and try to resolve some of these questions. That requires breadth of vision and dedication to the common welfare and maybe that's a way of saying, 'Get the Commission of Higher Education off the hook,' but if you don't do it, if you don't present viable alternatives and viable solutions and ways of cooperative endeavor and all of that, then the Commission is going to have to decide. And the Commission can decide to deny all, to grant all, to grant some and deny some or to do other kinds of creative things that will bring these resources together in the service of the people of the state. I am quite candid in telling you we need help on that question and if you all are, as I believe, dedicated to the public welfare, you will have a civil and enlightened discourse with your peers and try to work out some kinds of arrangements on the local level to suggest to the Commission that might be helpful. I don't see much of that going on, but I would like to see some of that going on."

Professor Ellen Chamberlain (USC-Beaufort): "I'm a librarian and one of the concerns of librarians always seems to be the cost of maintaining the collections. It is a problem that concerns all the campuses because it is a very large part of everyone's budget. As far as the duplication of library resources is concerned, if the TEC schools move into this area of offering Associate degrees, they would have to expand their library collections considerably to support the expanded curriculum and tremendous expense that the CHE over the years has constantly paid attention to and cautioned against allowing for costly and unnecessary duplication and, considering the remarks you just made, would it be conceivable then that the Universities could offer their library collections to the TEC schools in terms of not allowing the TEC schools to go into this area but to make use of the already existing collections at the University sites instead of trying to build their own which would only duplicate what's already here?"

Mr. Sheheen: "Oh, absolutely. And that's a very narrow slice of the kind of cooperative endeavor that will help us with resolving this questions, that would make this thing easier than it appears to be. I don't think there's any question about the fact that what you say makes imminent sense and particularly where those library resources are located closely together in close proximity in the same communities that that would be something that we would not only request, but require. That is illustrative of the kind of broad-minded thinking that I think is needed on this subject."

Professor Larry Rowland (USC-Beaufort): "I've been in the System for 17 years and want to be a 'point of noise' for a minute. You concluded your remarks by saying that we all want to serve the people of South Carolina. And I guess I'd like to ask you, or inform you that there are thousands of people in this part of the state that are being better served presently by the state of Georgia than they are by the state of South Carolina. A lot of us feel like the Commission on Higher Education is the obstruction. If the state of Georgia can build a university in Statesboro, we wonder why we can't have a baccalaureate degree in this region for the thousands of adult students that want it."

Mr. Sheheen: "Ok, I'll tell you. In my opinion in the foreseeable future the Commission on Higher Education will not countenance any additional baccalaureate degree granting institutions in South Carolina because every study that we have had made indicates that, based on the population of the state and the size of the state and relevant involvements in other states, we have a plethora of baccalaureate degree granting institutions in South Carolina. Not only do we have a plethora of baccalaureate degree granting institutions, we have a number of them which are not nearly of optimum size, so if we establish another baccalaureate degree granting institution here, then we would be, in essence, weakening the others. Now you all have provided that service to a considerable extent by cooperative arrangements with Aiken and Sumter and the University Campus in Columbia. But to grant a full baccalaureate degree granting institution at all the two-year institutions in South Carolina (and I'll just say all without pinpointing Beaufort) would mean that, first of all, overnight, the higher education budget would escalate tremendously, and we can do those numbers, because we fund four-year institutions in a different fashion than we fund two-year institutions. So the first thing we would do if we were going to make a four-year institution at Beaufort would be to run the numbers and we could tell you how much it's going to cost. And say it costs five million dollars (I'll just pull that out the hat); is it worth five million dollars to the state of South Carolina to have another baccalaureate degree granting institution? What would that mean to Aiken, Lander College, Francis Marion, wherever? Are we just dividing the pie so much that we have a lot of very small, uneconomical operations because people all want to have a college in their backyard? Now I'd like to say this (it's my great sacrifice for the state): I've

been on the Commission on Higher Education since 1971 and my brother is Speaker of the House, a position of not inconsiderable influence, and we don't have any higher educational institution in our town, none. Now if I was going to proliferate institutions, I'd be kindly inclined to proliferate them in Kershaw County, because I think our educational institutions are a marvelous asset to a community. I think our educational institutions give a community a dimension that it cannot achieve in any other way because of the faculty people who are resident in the community and the cultural outreach and all that. So I don't think we can look at it geographically or simply from the standpoint of the community. In fact a number of suggestions have been made over the years that we close some of our institutions because they are extremely small. The Commission examined that by direction of the Governor in 1984, I believe, and concluded that it would not be wise to close any institution because, once an institution is established, it has a profound effect on the life of the community and so in terms of closing an institution you have to look at the effect on the life of the community. And some communities in this state would be devastated by the closing of the public institutions. So we rejected that out of hand. Now, not closing is a different thing from continuing to expand and I think that the continuing to expand issue is one that the Commission at this point feels is relatively stable, that we should not continue to expand. Now, the other thing I want to point out to you is this: if USC-Beaufort desires to be a four-year institution, it has the perfect privilege of initiating that program request and going through all the procedures and it would eventually get to the Commission. It has to go through the University Trustee Board first because it doesn't come to us without the approval of the University of South Carolina and the proposals have to be approved by the Board. And so, you know people talk a lot about that and about the Commission being the obstacle, but I'm not aware of any proposal that's been adopted by the University of South Carolina Board to grant baccalaureate degree powers to USC-Beaufort, so I'll push it off on them today and be a little bit more popular. I appreciate the opportunity sincerely of being with you and I expect to stay through lunch and we can get to chat casually if you have the time."

The Chair thanked Commissioner Sheheen for coming to the Senate meeting and for addressing candidly the questions that were posed.

## GENERAL SESSION

### I. Call to Order and Approval/Correction of Minutes

Chair Labyak welcomed the senators to the afternoon session and called for corrections or additions to the Minutes of the February 17, 1989 Senate meeting. Secretary Nancy Washington was recognized to present a correction to the attendance list. Gordon Sproul attended the February meeting in the place of Dave McCollum. There being no further corrections or additions, the Minutes were approved as corrected.

### II. Reports from University Officers

#### A. Dr. John J. Duffy, Chancellor for University Campuses and Continuing Education (Attachment 1)

Dr. Duffy reviewed briefly the items on his written report. He was asked to comment on the Fact Sheet on the University of South Carolina Computer Plan which had been distributed to the Senators. He replied that the sheet had been compiled by Computer Services Division and that questions should be addressed to Dr. Marty Solomon.

Dr. Duffy asked Professor Linda Allman to comment on the progress of the installation of the NOTIS online catalog system in the campus libraries. Professor Allman indicated that a test database has been installed. It is anticipated that the system will be up by early May. Improvements to the NOTIS system will be incorporated into the University's USCAN system as they become available. Training opportunities for University faculty and students will be offered as soon as the catalog is operational. Dr. Duffy reported on a statement by Dr. George Terry that all of the candidates being interviewed for the position of Director of Libraries for the Columbia Campus were questioned about the value of resource sharing among the campuses within the System. All of the candidates indicated that they felt that such sharing was of concrete value to all campuses and that, because some of the satellite campuses had received extra appropriations for library materials in recent years, the likelihood is that Interlibrary Loan requests from Columbia to the System Campuses will increase considerably as soon as the online catalog is available.

Dr. Duffy announced that the winner of the University Campuses Teacher of the Year Award for 1988/89 is Professor Wayne Thurman of USC-Lancaster.

After Dr. Duffy concluded his report, Chair Labyak announced that the Chancellor had just been awarded the University's Educational Foundation Distinguished Service Award. Senators

were invited to view the Award after the meeting. Chair Labyak extended the Senate's congratulations and thanks to Dr. Duffy for the dedicated service to the University and to the Campuses which he has exhibited for many years. The Senate added its congratulations through its prolonged applause.

B. Professor John N. Gardner, Vice Chancellor for  
University Campuses and Continuing Education  
(Attachment 2)

Professor Gardner was asked by Professor Carolyn West to discuss the search for a Director of Risk Management for the System. He replied that the University administration had realized the need for such a position for some time and had finally gotten the position approved. Candidates are being interviewed and the position should be filled by July 1.

Professor Deborah Cureton called Professor Gardner's attention to the fact that the University 101 Training Workshop has been scheduled at a time period which overlaps the Lancaster Campus final examination period. Professor Gardner apologized for this oversight which occurred because the May Training Workshop is traditionally scheduled immediately after the Columbia Campus graduation weekend. A University 101 workshop may be held in August again this year and Professor Gardner expressed the hope that any faculty who were unable to attend the May workshop would be able to attend the later one.

C. Deans' Reports

Dean May of Lifelong Learning discussed efforts being made to recruit, advise and refer adult students in the programs taught by Lifelong Learning. He indicated that the strategies and procedures worked out by Lifelong Learning to retain these students would be compiled into a report which would then be available to faculty from the System Campuses.

Dean Tuttle announced that USC-Beaufort's new telephone system has been delayed again and is now promised for mid-June. USC-Beaufort has hired two new faculty members, Larry Lepionka in sociology and Roy Darby in psychology. A search is continuing for a math professor.

Professor Deborah Cureton reported that USC-Lancaster will hold Honors Day tomorrow.

Professor Ali Pyarali reported for USC-Salkehatchie. The Campus has submitted its second Title III grant application. The administration has been working with authorities at the state prison in Allendale in an effort to establish a program to offer college courses at the prison. A similar program may

also be established at the federal prison in Estill. Plans for the new library/computer center on the Allendale campus are underway. The annual Feast Day was held at Salkehatchie yesterday with a soft ball game between students and faculty.

Professor West reported that plans for USC-Sumter's new library building are being discussed with architects and that procedures for providing library services while construction is going on are being discussed.

There was no report from USC-Union.

### III. Reports from Standing Committees

#### A. Rights and Responsibilities Committee -- Professor John Logue (USC-Sumter)

The Rights and Responsibilities Committee met last evening with members of the Executive Committee as part of the University Campuses Faculty Manual Revision Committee and considered changes to the revision of the University Campuses Faculty Manual.

Several non-substantive changes were made. One of the more pertinent was an attempt to further remove redundancy in the description of functions of faculty organizations and functions of University Campuses Faculty Senate.

The Committee also discussed criteria for membership in University Campuses faculty organizations and concluded that the description of membership in the University Campuses Faculty Manual covered all current practices.

John Logue was elected chairman for the coming term.

Professor Logue was asked by the Chair to report on the results of the Faculty Manual Revision Committee meetings. He stated that the committee had made many suggested changes both editorial and substantive and that copies of the last draft drawn up by the committee will be distributed to the campuses. Faculty may make comments and suggestions concerning this version of the Manual at the fall Senate meeting.

The Faculty Manual Revision Committee moved that draft of the Faculty Manual be sent forward for administrative review.

The motion was passed.

B. Welfare Committee -- Professor Mary Barton  
(USC-Union)

See Attachment 3.

The Welfare Committee has been examining data gathered concerning faculty development activities. A brief analysis of this data led the committee to the conclusion that a variety of activities are being carried out on the Campuses. Support is apparently available for a number of in-house activities such as workshops and conferences. Major areas of concern seem to involve obtaining funds and the availability of opportunities for study for faculty members who wish to pursue doctoral degrees. There appear to be some inconsistencies among the campuses about release time and sabbaticals. USC-Sumter has made a grant of \$200 available to each faculty member to use for research or development needs.

The committee made the following recommendations:

I. Salary studies

- A. The salaries of employees with faculty rank should be prepared without names, but identified by Campus. The eleven/twelve-month contracts should be separated from the nine-month contracts and each part should contain the following information on each individual salary:
  1. 1989-1990 salary
  2. The amount of raise based on the percentage increase
  3. Additional merit pay
  4. Amount of any low-end adjustment
- B. The salary study that has been generated in the past should be continued for the 1989-1990 academic year.
- C. All the salary information provided to the Welfare Committee by Milt Baker through John Gardner, after collection by the System Office of Institutional Research should be given to the Welfare Committee for 1989-1990 in as timely a manner as is possible.

## II. Salary Increases

- A. Most of the money available for merit increases should be used to give an "across-the-board" percentage merit raise to all faculty performing their assigned duties in a satisfactory manner.
- B. The minimal percentage increase should be equal to the percentage increase that is given to all classified employees.
- C. Additional merit increases should be based on outstanding contribution to the institution. Such "extra" merit should only be awarded in cases in which a person has clearly contributed beyond the usual activities of the faculty.
- D. When low-end adjustments are made, particular attention should be given to length of service and total years of experience. The local school district salary schedules should be one of the models for determining the need for low-end adjustments.

## III. Faculty Development

- A. The Welfare Committee should continue to monitor the availability of support for faculty development.
  - B. More faculty need to be made aware of existing sources of support.
- C. System Affairs Committee -- Professor Bob Costello  
(USC-Sumter)

System Affairs Committee discussed the following topics at its meeting of April 21, 1989.

1. A review of the year's accomplishments
2. Areas of concern which the committee deems appropriate for future charges.
3. Selection of a chair for the next academic year.
4. A brief discussion of what type of recognition should be bestowed upon retiring faculty.

The committee has submitted to the Secretary of this body a summary of data relating to data collecting changes in the

areas of recruitment and retention efforts, Women's Studies, and interdisciplinary courses (Attachment 4). I wish to express the appreciation of the committee to John Catalano for his work in preparing this report. The committee felt that Self-Study progress should be communicated directly to the Senate by leaders in the process rather than indirectly through our committee.

Other noteworthy activities of the committee this year have included recommending Senate approval of proposed associate degree curricula for the Union and Salkehatchie Campuses, establishment of a Visiting Scholars Program (which has not yet been used), continuing monitoring of progress with System articulation and a name change for the committee.

As a second order of business, the committee selected major areas of concern which it feels are appropriate for future committee charges. These areas are:

1. Review of courses and curricula
2. Serving as a channel for information regarding System articulation
3. Assuming the responsibility to maintain awareness of the uniqueness of the University Campuses System, its students and faculty.

Paul Stone was elected committee chair by acclamation.

The committee engaged in a brief but spirited discussion of recognition for retiring faculty.

V. Executive Committee -- Professor Nancy Washington  
(Lifelong Learning)

The Executive Committee voted to support the USC-Columbia Senate resolution requesting that the state legislature return to the state employees' health insurance fund the monies removed over the Years.

The committee will supervise the preparation of a brochure designed to feature outstanding graduates from all the University Campuses. The brochure will include pictures, biographies and quotations from the people being featured. It is hoped the brochure will be ready for distribution during registration in August.

Professor Washington will be working with two library science graduate students to index the Faculty Senate Minutes and to prepare files for each year of motions passed, information about speakers, and annual reports from committees. She will also investigate the feasibility of microfilming the Senate Minutes so

that a copy could be placed in the library at each campus. A paper copy could be available also, but the microfilm format is much more durable for archival purposes. Efforts will also be made to collect and preserve Senate memorabilia such as photographs.

The Executive Committee moved that the University Campuses representative to the Savannah River Review Committee be elected to a one-Year term. The motion was passed.

The Chair asked Dr. Duffy to confirm that the name change for the IUSC Committee to System Affairs Committee and the Core Curricula proposals from USC-Salkehatchie and USC-Union were acceptable to his office. Dr. Duffy replied that these items were acceptable.

The Chair reported on the National Symposium on Faculty Governance which he and Vice Chair Deborah Cureton had attended in April. The meeting was held in Chicago just prior to the meeting of the Association for Higher Education. Chair Labyak reported that he had been especially struck by the varying perspectives brought to bear on several topics. Many representatives were from single-campus institutions while others came from multi-campus institutions such as USC. It is apparently unusual for satellite campuses to have representation to the main campus senate in addition to having their own senate organization. In some institutions faculty members sit on boards of trustees and there was discussion as to the value of this practice. Release time was discussed in light of the number of duties faculty organization officers were expected to carry out. Collegiality and the relationships between faculty and administrators were also discussed. Some institutions represented had no faculty governance organizations and were interested in procedures for beginning or reviving such a group. There were also discussions about the use of corporate models in academic governance. The role of faculty organizations was revealed to vary among the institutions from information gathering, to consultation with administration, to participation, to the ultimate of codetermination. Chair Labyak suggested that the Executive Committee might wish to discuss some of these issues at its retreat this summer.

Vice Chair Cureton added the comment that a representative from Indiana reported that in that state the elementary and secondary schools are exploring the possibility of shared governance and are looking at collegiate models just as colleges and universities are looking at corporate models. Chair Labyak added that this was the first meeting of its kind and that it was suggested that contacts could be strengthened nationally among faculty governance organizations by establishing a permanent organization which could serve as a clearinghouse for information on faculty governance. Both Chair Labyak and Vice Chair Cureton are of the opinion that such an organization would probably be of benefit to the University Campuses Faculty Senate and that representatives should be sent to future such meetings.

Vice Chancellor Gardner commended Chair Labyak on his report and indicated that the Chancellor's office would be happy to support the attendance next Year of the Senate's two most senior officers to the symposium.

#### VI. Reports from Special Committees

- A. University Library Committee -- Professor John Catalano (USC-Lancaster) (Attachment 5)
- B. University Curricula and Courses Committee -- Professor Robert Castleberry (USC-Sumter) (Attachment 6)

As Professor Castleberry was attending a scientific meeting, the committee's report was presented by Professor Carolyn West.

- C. University Welfare Committee -- Professor Don Curlovic (USC-Sumter)

The Committee had no report.

- D. Academic Planning Committee -- Professor Bruce Nims (USC-Lancaster) (Attachment 7)

Vice Chancellor Gardner asked that Minutes emphasize that the position paper on articulation problems which was mentioned in the committee's report was largely the work of Assistant Vice Chancellor David Hunter.

- E. Faculty/Board of Trustees Liaison Report -- Professor Somers Miller (USC-Beaufort)

The Committee had no report.

- F. Research and Productive Scholarship Committee -- Professor Noni Bohonak (USC-Lancaster)

We met in Columbia on April 12 to award approximately \$15,000 in funds. Most awards were for the full amount requested and included grants to faculty from the Medical School, Engineering, Math Department, and Biology Department.

Preference was to funding that did not support graduate student salaries.

Non-science funding was done prior to the science meeting and awards for both areas should be announced soon.

Professor Bohonak stated that she was asking to be removed from this committee for the next academic year as she was anticipating an especially busy year and also because she

believed it would be beneficial to have a more research-oriented representative in this position such as a Ph.D. scientist.

Chair Labyak commended Professor Bohonak for her work on this committee and expressed pleasure at the conscientious manner in which she and the other standing committee representatives had carried out their duties this year.

G. Academic Policy Coordinating Committee -- Professor Bob Costello (USC-Sumter)

Chair Labyak explained that this recently formed committee's report should be added to the agenda. The committee consists of fifteen members, two-thirds of whom are faculty members. Included are:

- 1) the chief academic officers from Columbia and each of the Four-Year campuses and Professor Gardner representing the University Campuses,
- 2) the five Senate chairs, and
- 3) one other member representing each of the five units. As the member in the third category is chosen by the first two members for each unit respectively, Professor Gardner and Chair Labyak were designated to choose the third representative to the committee from the University Campuses. They asked Professor Bob Costello of USC-Sumter to fill this position and he accepted. Professor Costello's report follows.

This Committee met in Columbia on System Day, Wednesday, April 19.

The Committee is chaired by Provost Smith. Its fifteen members include the Chief Academic Office, Faculty Senate Chair, and one at-large faculty member from each of the following constituencies: USC-Columbia, USC-Aiken, USC-Coastal Carolina, USC-Spartanburg, and the University Campuses. University Campuses members are Vice Chancellor Gardner, Greg Labyak, and Robert Costello.

The role of the committee will be to advise the President regarding intrasystem articulation problems. The President will consult with the four Chancellors on committee recommendations regarding system academic policy matters before taking action on them.

The first action of the committee was to support the concept that the catalog applicable to any student is to be that of

the degree-granting institution current when the student matriculates in the System.

Another issue to be acted on soon by the Committee will be the "5-year policy," allowing a student to leave the University for five years without losing the binding legal status of the original catalog. This time seems to be too long, and is likely to be reduced to one or two years.

I am encouraged by the leadership of this committee and its prospect for making substantive contributions to the improvement of the System. Provost Smith is very system-oriented and recognizes the desirability of achieving a healthy balance between system unity and campus autonomy.

Chair Labyak commented that there had been some consternation expressed by the representatives from the Four-Year Campuses because recommendations from this committee directly to the President could adversely affect their autonomous status. Both Chair Labyak and Professor Costello reported that Provost Smith appeared anxious to strike a balance between the different campuses' needs and desires and to reach consensus decisions when possible. Professor Costello pointed out that Provost Smith had been able to quiet some of the Four-Year Campuses' objections by characterizing the new committee as an alternative to a system-wide faculty senate. Chair Labyak urged Senators to communicate appropriate ideas and concerns to Professors Gardner, Cureton and Costello who will serve on the committee next Year. The Committee will meet monthly during the academic year on System Day. Chair Labyak noted that the Academic Policy Coordinating Committee was established as an outgrowth, in part, of the concerns expressed in the report of the University Campuses Faculty Senate's IUSC Committee during last academic year.

## VII. Special Orders and Election

Chair Labyak called for additional nominations for any of the positions for which the Nominating Committee had submitted nominations in the morning session.

Professor West mentioned the decision of Professor Bohonak not to seek reelection to the Research and Productive Scholarship Committee because of her lack of a terminal degree and wondered if there might be further discussion on that point. Professor Cureton replied that there had been two persons discussed as possible nominees to that committee, one a non-Ph.D scientist and the other the candidate actually nominated. The committee had not been aware that a Ph.D. scientist was considered desirable and chose the other candidate for other qualifications.

There being no further nominations and no further discussion, the

Chair called a vote on the slate of officers for the University Campuses Faculty Senate for the 1989/90 academic Year as moved by the Nominating Committee (Attachment 8). The slate was elected unanimously.

#### VIII. Unfinished Business

There was no unfinished business.

#### IX. New Business

Professor Costello requested that in the future the Senate's April meeting be scheduled during a week which did not conflict with campus exam periods. Chair Labyak agreed that this should be taken into consideration in planning the next Year's schedule.

Professor Gardner asked for clarification about the mechanics of the review of the University Campuses Faculty Manual. Chair Labyak replied that the version which will be going for administrative review is not necessarily final and that, if faculty members request further changes, a second administrative review may be needed.

#### X. Announcements

Chair Labyak requested that a representative from each campus announce the names of any new senators who have been elected.

USC-Salkehatchie--a new senator will be elected at the next faculty organization meeting on April 28.

USC-Sumter--Dr. Nancy Macdonald, Dr. Richard Bell, and Professor Doug Darran.

USC-Lancaster--Professor Danny Faulkner.

USC-Union--new senator not elected yet.

USC-Beaufort--Professor Gordon Haist, with Professor Larry Rowland as alternate.

#### Lifelong Learning--John Stine

Professor Boulware asked that the Minutes record the appreciation of the Senate to Tinker Folsom, Marie Lipton, and Mary Allen for preparing food for the dinner on Thursday night, and the breakfast and reception on Friday.

Chair Labyak thanked the members of the Executive Committee and the entire Senate for their cooperation during the year. He expressed the feeling that the year had been a productive one and that progress had been made on a number of issues.

Chancellor Duffy asked for the floor and reminded the Senators that the University Campuses Faculty Senate actually predates the Columbia Senate, was created by the University administration and was first chaired by the Provost of the University. Chancellor Duffy then presented Chair Labyak with a plaque which read:

"For distinguished service as Chairperson of the University Campuses Faculty Senate, University of South Carolina, 1988/1989."

Chair Labyak acknowledged the applause of his colleagues and then turned the Faculty Senate gavel over to the rising Chair, Professor Deborah Cureton.

#### XI. Adjournment

Chair Cureton declared the meeting adjourned.

Respectfully submitted,  
Nancy Washington

ATTENDANCE  
APRIL 21, 1989  
USC-BEAUFORT

BEAUFORT

Present

John Blair	Welfare
Rick Boulware	Executive
Ellen Chamberlain	Welfare
Dave McCollum	SAC
Jane Upshaw	R&R
Rod Sproatt	SAC
Gordon Sproul	

LANCASTER

Present

Noni Bohonak	Welfare
John Catalano	SAC
Deborah Cureton	Executive
Jerry Currence	R&R
Bruce Nims	R&R

Absent

Wade Chittam	Welfare
Wayne Thurman	SAC

LIFELONG LEARNING

Present

Linda Allman	R&R
Dave Bowden	Welfare
Steve Dalton	SAC
Nancy Washington	Executive
Jerry Dockery	Alternate

Absent

John Stine	R&R
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SALKEHATCHIE

Present

Milton Harden	R&R
Ali Pyarali	Executive
Paul Stone	SAC
Susan Moscow	Welfare

SUMTER

Present

Bob Costello	SAC
Jean Hatcher	Welfare
John Logue	R&R
Kay Oldhouser	Welfare
Carolyn West	Executive

Absent

Robert Castleberry	SAC
Don Curlovic	Welfare
Jordan Johnson	R&R
Has Raval	Welfare

UNION

Present

Mary Barton	Welfare
Greg Labyak	Executive
Susan Smith	R&R
Jimmy Williamson	SAC
Tandy Willis	Executive

REPORT OF THE CHANCELLOR  
FOR UNIVERSITY CAMPUSES AND CONTINUING EDUCATION  
FOR  
UNIVERSITY CAMPUSES FACULTY SENATE  
USC-Beaufort  
April 21, 1989

At this point, I would like to report to you that budget requests are through the House. The formula stands at 93% of full-formula funding. There are some anomalies. The Columbia budget at this point has increased only 3% over last year. The other campuses throughout the state have increased as high as 20%.

The faculty salary outlook in terms of what is going on at this time--the House passed a 4% pay raise to be effective October 1 which will be in effect a 3% pay-out. The University has requested additional funding to cover an average salary raise of 8% throughout the System.

Super Computer. Currently, the House has a proviso/study on which I will report at a later date. No action has been taken in the Senate.

The annual Adult Learner Conference is scheduled for the Embassy Suites Hotel, May 29-31. We will have an excellent program this year. If you are interested, please contact either Joe Tiller or John May.

The proposals with reference to off-campus operations have been presented to CHE. They have been reviewed by the CHE staff and have been returned to each Campus for further response. I hope that we can get these moved through as quickly as possible.

The Self-Study is underway. Committees have been appointed on all Campuses. For the first time, we have a set of approved mission statements and goal statements for all Campuses which will be presented to the Board. I recently returned from a self-study at the University of Mississippi which has an off-campus senate and I plan to share my insights gained from that visit with the Self-Study directors and with the Deans. John Gardner is chairing the portion of the Self-Study in Columbia for the Division of Student Affairs.

Commencements. The Commencement speakers are as follows:

USC-Columbia

Mr. Jaime Escalante, Educator and mathematician (will also receive an honorary Doctor of Science degree)

USC-Beaufort

Ms. Scott Sanders, Executive Director, SC Arts Commission, member of USC National Advisory Council on the Arts

REPORT OF THE CHANCELLOR  
April 21, 1989  
Page 2

USC-Lancaster	Kirkman Finlay, Jr., attorney, arts patron
USC-Salkehatchie	Dean Carol M. Kay, College of Humanities and Social Sciences, USC-Columbia
USC-Sumter	James Gunn Lindley
USC-Union	Representative James W. Johnson, Jr., Laurens, SC

The NOTIS system is progressing according to schedule. Internally, we are ahead of schedule. We are waiting on NOTIS and the preliminary system should be up no later than June.

USC/TEC merger/college parallel programs are still being discussed and I have nothing new to report on that issue at this time.

## FACT SHEET ON THE UNIVERSITY OF SOUTH CAROLINA COMPUTER PLAN

### WHAT IS IT?

After a competitive review, IBM has chosen The University of South Carolina to be a National IBM Center for Scientific Computing. This involves:

\$250,000 in cash per year for faculty support

Loan of three IBM Scientists for collaboration with SC faculty

Large, 47% discount on largest IBM Computer: IBM 3090-600S

Major opportunities for continuing collaboration with IBM Researchers

Major opportunities for federal, foundation, & industrial grants

In short, a significant PARTNERSHIP with the #1 computer company

### WHAT'S THE COST?

The total cost is about \$14 million plus sales tax. The plan is for the state to provide \$4 million this year, \$4 million next year, and for USC to find the future funding for the remainder.

### WHAT'S THE HURRY?

The window of opportunity may close soon. IBM indicates that it must move on establishing a few Centers like this one around the United States. If The University of South Carolina does not seize upon this, the offer could be withdrawn and offered to other prestigious higher education institutions.

### BUT WON'T THIS HURT HIGHER EDUCATION FORMULA FUNDING?

No. The \$4 million being requested would come from the surplus funds anticipated for the 1988-89 fiscal year.

### BUT USC ALREADY ACQUIRED A "SUPERCOMPUTER" LAST YEAR.

Yes, but that computer, The Gemini 1000, allows for experimental, not programmatic uses of computing technology. The Gemini technology is "leading edge" and USC has already begun exploiting it, but Gemini technology will not be the normal, production mode for 5-10 years.

### DID USC GO THROUGH THE CHE FOR THIS COMPUTER SYSTEM?

Yes. The University of South Carolina did submit its request for a major computer upgrade to CHE in 1987 and again in 1988. In addition, CHE was briefed about our winning the IBM status.

### ARE THERE RECURRING COSTS?

Yes. All computer systems require ongoing maintenance and support. However, The University of South Carolina has already established a major infrastructure of computing support services. The added new costs of operating this largest IBM computer would be approximately \$500,000 per year depending upon the level of consulting and training support included.

REPORT OF THE VICE CHANCELLOR  
FOR UNIVERSITY CAMPUSES AND CONTINUING EDUCATION  
FOR  
UNIVERSITY CAMPUSES FACULTY SENATE  
USC-Beaufort  
April 21, 1989

Faculty Development Activities

As you know, each year I try to provide some kind of support for faculty development activities for the University Campuses. This past year has included support for participation in the Freshman Year Experience and Adult Learner Conferences, System faculty meetings, and participation in the University 101 Faculty Training Workshop. Looking towards next year, I would welcome suggestions from any of you faculty as to what kind of activities might be appropriate for this Office to underwrite.

Tuition Remission for Faculty

As I reported to this body several months ago the President, in response to a question raised by a faculty member while visiting USC-Salkehatchie in February, had indicated his support for efforts that might provide tuition for faculty. You should be aware that the University currently has before the State Division of Human Resource Management a proposal that would provide for an experimental offering of support for the coming year, on a job-related, case-by-case, course-by-course basis. I do not have any idea as to what the prognosis for the approval of the proposal is and I do not have any details of the specifics of the proposal. But it would certainly be a step in the direction which we have been seeking. I will keep you informed.

Title III Status

Three of our Campuses have made heroic efforts again this year to submit Title III grant proposals: Salkehatchie, Beaufort, and Union, with the assistance of this Office. This is to commend Dan Ruff, Somers Miller, and John Wright and their colleagues, respectively, on the campuses and Mary Kay Hall and Beth Unger of the Division of Continuing Education, Vicky Howell of University 101, and Dot Wrede of USC-Beaufort, for their extraordinary efforts in preparing these three huge grant proposals. Ms. Hall, for example, worked right up until midnight of the deadline date of April 17. I share with all of you our optimism for a positive response to these proposals.

Risk Management Search

The University is currently searching for a Director of Risk Management. This position will provide, for the first time, a

professional risk manager to support investment, detection, and solution activities for the problem of risk management. I am representing our Office on this committee and we hope to have someone appointed by July 1. Those of us who know anything about the importance of this topic are very excited about the fact that the University will soon have a professional in this important area.

### University 101 Forums

As many of you know, we have provided this year a series of 101 Forums which have covered the following topics:

Keeping Good Students Through Effective Teaching  
Academic Dishonesty--Do Students Deserve All the Blame  
What USC Freshmen Can Teach the Rest of Us  
Everything You Already Knew About Teaching...and Some of Us  
Keep Forgetting!  
Women's Ways of Knowing  
The Academic Advisor  
Good Teachers Are Born Not Made...and Other Myths  
University 101 Forum With the Provost

If you would like copies of the tapes for any of these sessions, please call 7-6029 and request them.

### May University 101 Faculty Training Workshop

This is to request you to solicit some of your new colleagues or colleagues who have not been previous participants in the University 101 Faculty Training Workshop to attend the traditional May gathering for that purpose. This will be held May 9-12 at USC-Columbia. My Office will underwrite the transportation, lodging, and subsistence costs. Please send me the names of any individuals you would like me to invite so that I can get an appropriate invitation to them. We have been doing the training for 17 years now and if you haven't been through for five or ten years, you might enjoy going through it again as we have made numerous changes.

### New System Academic Policy Coordinating Committee

As a result of the President's System Administrators Retreat back in January at which a number of faculty were also in attendance and due to subsequent meetings of the University Vice Presidents

discussing System communication and coordination challenges, the President and Provost have established a new System Academic Policy Coordinating Committee. This Committee will be served by the academic officers of the three Four-Year Campuses, our Office, and USC-Columbia, as well as faculty senate chairs of each of the three Four-Year Campuses, USC-Columbia, and the University Campuses, and, in addition, a faculty member from each of those five groupings. Specifically, this means that we will be represented by Greg Labyak, Bob Costello, and John Gardner. We will do our best to keep you informed of the work of this group.

#### Award for John J. Duffy

Because the Chancellor is too modest to announce this himself in his own report, I wanted the faculty to know that Chancellor John J. Duffy was the recipient at Awards Day for 1989 of the University's Educational Foundation Distinguished Service Award.

Congratulations, John Duffy!



## UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S.C. 29208

OFFICE OF THE CHANCELLOR  
for University Campuses and  
Continuing Education

February 16, 1989

(803) 777-7695

MEMORANDUM

TO: Mary Barton  
FROM: Mary Derrick *md*  
SUBJECT: 1988-89 MERIT INCREASE SALARY INFORMATION

Enclosed please find the requested merit increase information for FY 89. Please note that the base salary figures include increases for rank promotions but do not include administrative supplements.

If you have any questions please call me.

mkh

Enclosure

cc: Milt Baker  
John Duffy  
John Gardner

UNIVERSITY CAMPUSES  
ELEVEN/TWELVE MONTH FACULTY

* BASE SALARY AS OF 11/09/88	** TOTAL PERCENT INCREASE
\$50,753	6.50
\$48,864	8.00
\$46,096	8.00
\$45,010	2.45
\$44,196	8.00
\$44,055	0.00
\$43,800	9.50
\$43,287	7.80
\$42,468	7.00
\$41,750	7.74
\$41,675	10.00
\$41,442	2.07
\$41,308	4.47
\$41,255	7.00
\$41,020	7.00
\$40,500	6.58
\$40,351	10.00
\$39,501	6.00
\$39,036	10.00
\$38,533	7.00
\$37,427	8.00
\$37,385	5.00
\$36,363	8.00
\$36,322	8.00
\$35,967	4.00
\$35,640	8.00
\$35,633	3.00
\$35,500	5.97
\$34,815	5.50
\$34,791	7.00
\$34,719	7.00
\$34,500	7.07
\$34,473	5.00
\$33,050	8.00
\$33,018	7.00
\$32,330	10.00
\$32,028	7.00
\$31,606	14.02
\$30,500	7.02
\$29,721	5.00
\$29,519	7.00
\$29,400	5.66
\$29,363	7.00

UNIVERSITY CAMPUSES  
ELEVEN/TWELVE MONTH FACULTY

* BASE SALARY AS OF 11/09/88	** TOTAL PERCENT INCREASE
\$29,211	7.00
\$28,465	7.00
\$28,356	5.00
\$28,000	5.66
\$27,858	4.75
\$27,613	6.00
\$27,500	5.77
\$27,045	10.00
\$23,750	5.56
\$23,370	14.00
\$22,932	5.00

\* BASE SALARY INCLUDES INCREASE FOR RANK PROMOTIONS.  
ADMINISTRATIVE SUPPLEMENTS ARE NOT INCLUDED IN BASE SALARY.

\*\* TOTAL PERCENT INCREASE DOES NOT INCLUDE RANK PROMOTIONS.

UNIVERSITY CAMPUSES  
NINE MONTH FACULTY

\* BASE SALARY  
AS OF 11/09/88

\*\* TOTAL  
PERCENT INCREASE

\$39,454	4.00
\$37,834	6.00
\$37,283	8.00
\$37,102	6.00
\$36,919	7.00
\$36,692	6.75
\$36,078	7.00
\$36,000	5.88
\$34,492	6.00
\$34,335	8.00
\$34,323	8.00
\$34,295	5.49
\$33,783	8.00
\$33,286	5.75
\$33,121	7.00
\$33,037	8.00
\$32,885	10.00
\$32,773	6.25
\$32,735	7.00
\$32,500	7.44
\$32,425	8.00
\$32,251	7.00
\$31,965	8.00
\$31,686	5.00
\$31,640	6.00
\$31,453	10.00
\$31,004	7.00
\$30,895	6.00
\$30,714	5.50
\$30,655	8.00
\$30,607	8.00
\$30,342	5.75
\$30,313	6.25
\$30,250	6.50
\$30,245	8.00
\$30,184	5.00
\$30,171	6.50
\$29,803	7.00
\$29,768	5.00
\$29,496	4.00
\$29,435	5.00
\$29,413	4.50
\$29,323	7.00
\$29,305	5.50
\$29,262	7.00
\$29,094	5.00
\$29,073	4.50

UNIVERSITY CAMPUSES  
NINE MONTH FACULTY

* BASE SALARY AS OF 11/09/88	** TOTAL PERCENT INCREASE
\$29,008	8.00
\$29,000	7.21
\$28,950	6.00
\$28,458	7.00
\$28,455	3.00
\$28,237	6.00
\$28,233	8.00
\$28,080	8.00
\$27,897	7.00
\$27,686	8.00
\$27,560	6.00
\$27,559	8.00
\$27,390	7.00
\$27,320	8.00
\$27,023	3.25
\$26,500	6.00
\$26,500	6.00
\$26,083	4.50
\$25,952	10.00
\$25,660	8.00
\$25,646	7.00
\$25,500	5.15
\$25,440	6.00
\$25,187	7.00
\$25,187	7.00
\$24,960	4.00
\$24,829	5.00
\$24,578	12.00
\$24,516	10.00
\$23,520	12.00
\$23,305	2.00
\$23,000	4.55
\$23,000	7.00
\$22,500	<u>0.00</u> ←
\$20,800	4.00
\$16,500	17.86
\$13,200	10.00
\$11,500	0.00
\$7,451	4.99

\* BASE SALARY INCLUDES INCREASE FOR RANK PROMOTIONS.  
ADMINISTRATIVE SUPPLEMENTS ARE NOT INCLUDED IN BASE SALARY.

\*\* TOTAL PERCENT INCREASE DOES NOT INCLUDE RANK PROMOTIONS.

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY YEAR OF EMPLOYMENT AND RANK  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #1      NOVEMBER 18, 1988

*All Reports  
 Are here  
 ignore page  
 #5 in top corner*

YEAR	RANK	LOW	HIGH	AVG
59	ASSISTANT	----	----	----
65	ASSISTANT	----	----	----
66	ASSOCIATE PROFESSOR	----	----	----
68	ASSOCIATE PROFESSOR	----	----	----
9	ASSISTANT	----	----	----
70	ASSISTANT ASSOCIATE	----	----	----
71	ASSISTANT ASSOCIATE PROFESSOR	----	----	----
72	ASSOCIATE PROFESSOR	----	----	31.5 ----
73	ASSOCIATE PROFESSOR	29.1 ----	32.5 ----	30.8 36.5
74	ASSOCIATE PROFESSOR	27.9 ----	34.3 ----	30.6 34.4
75	ASSOCIATE PROFESSOR	----	----	30.5 ----
76	ASSOCIATE PROFESSOR	----	----	29.5 ----

77	ASSOCIATE	----	----	33.2
78	ASSOCIATE	24.5	31.6	29.0
79	ASSOCIATE PROFESSOR	----	----	32.0 ----
80	ASSOCIATE	----	----	30.0
81	ASSOCIATE	----	----	30.6
83	ASSISTANT ASSOCIATE	----	----	----
84	INSTRUCTOR ASSISTANT	----	----	23.3 27.0
85	ASSISTANT ASSOCIATE	25.2	29.8	26.7 ----
86	INSTRUCTOR ASSISTANT	----	----	22.8 27.6
87	ASSISTANT	25.0	26.1	25.4
88	INSTRUCTOR ASSISTANT ASSOCIATE	----	----	21.2 26.3 29.5

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
1/17/88

UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY ACADEMIC RANK  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #2      NOVEMBER 18, 1988

RANK	LOW	HIGH	AVG
INSTRUCTOR	20.4	24.6	22.4
ASSISTANT	22.5	29.8	26.4
ASSOCIATE	24.5	36.2	30.5
PROFESSOR	31.7	39.4	35.3

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
11/17/88

UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY ACADEMIC DEGREE  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #3      NOVEMBER 18, 1988

DEGREE	LOW	HIGH	AVG
MA	20.4	37.3	28.4
MA+30	21.0	39.4	28.6
PH.D	24.0	37.8	30.4

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
12-7/88

UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY YEARS OF SERVICE AT USC  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #4 NOVEMBER 18, 1988

YEARS AT USC	LOW	HIGH	AVG
1	25.0	26.1	25.4
2	21.0	28.1	25.7
3	25.2	32.9	27.7
4	23.0	29.0	26.0
5	----	----	28.0
7	----	----	30.6
8	----	----	30.0
9	30.7	34.3	32.1
10	24.5	31.6	29.0
11	----	----	33.2
12	29.3	31.7	30.0
13	----	----	31.8
14	27.9	37.1	31.7
15	29.1	39.4	33.2
16	----	----	33.6
17	----	----	29.8
18	----	----	29.0
19	----	----	----
20	----	----	33.3
22	----	----	35.5
23	----	----	----
29	----	----	----

UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #5      NOVEMBER 18, 1988

YEARS IN H EDUC	LOW	HIGH	AVG
1	----	----	----
2	21.0	29.0	25.7
3	----	----	26.6
4	23.0	28.2	25.6
5	----	----	----
6	----	----	----
7	----	----	31.5
8	25.2	28.4	26.7
9	----	----	28.3
10	----	----	30.9
11	24.5	36.2	30.3
12	25.0	29.4	27.2
14	----	----	31.7
15	24.6	34.3	30.7
16	27.9	34.5	30.9
17	27.6	36.9	32.2
18	25.5	32.7	28.5
19	29.3	33.1	30.9
20	24.8	36.7	32.0

21		29.0		39.4		33.6	
22		----		----		----	
23		----		----		32.3	
25		----		----		27.9	
30		----		----		33.1	

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
11/17/88

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC  
 AND ACADEMIC DEGREE  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #6      NOVEMBER 18, 1988

YEARS H EDUC	MA			MA+30			PH.D		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
1									
2						24.3			26.7
3									
4			24.3						26.6
5									
6									
7									
8									26.2
9									
10									
11			30.3						
12									27.1
14			31.1						
15				29.0	32.0	30.5	30.3	34.3	32.4
16				27.9	29.5	28.7	28.4	34.5	31.5
17									33.8
18			28.6			28.4			
19									31.5

20			30.8	
21		31.2		33.0
22				
23				
25				
30				

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
11/17/88

11

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY RANK WITHIN ACADEMIC CATEGORIES  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #7      NOVEMBER 18, 1988

AREA	INSTRUCTOR			ASSISTANT			ASSOCIATE			PROFESSOR		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
HUMN- ITIES	----	----	22.5	24.8	29.0	26.1	24.5	34.3	30.1	31.7	39.4	35.4
BUSI- NESS	----	----	----	24.0	29.0	26.2	28.4	36.2	31.0	----	----	----
NATRL SCI	----	----	----	22.5	29.0	26.1	29.5	34.5	31.6	32.4	37.8	35.7
MATH	----	----	----	----	----	28.5	25.5	32.9	29.9	----	----	----

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
 11/17/88

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA GROUPED BY TEACHING EXPERIENCE  
 AND ACADEMIC DEGREE CATEGORIES  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #8      NOVEMBER 18, 1988

```

***** MA *****
=====
| YEARS IN H EDUC |   LOW   |   HIGH   |   AVG   |
|-----|-----|-----|-----|
| 1-7             | 23.0    | 30.2    | 25.7    |
|-----|-----|-----|-----|
| 10-12          | 24.5    | 36.2    | 30.1    |
|-----|-----|-----|-----|
| 14-18          | 24.6    | 32.9    | 28.8    |
|-----|-----|-----|-----|
| 20-30          | 23.3    | 37.3    | 31.2    |
|-----|-----|-----|-----|
  
```

```

***** MA+3C *****
=====
| YEARS IN H EDUC |   LOW   |   HIGH   |   AVG   |
|-----|-----|-----|-----|
| 1-8             | 21.0    | 28.4    | 26.0    |
|-----|-----|-----|-----|
| 9-15           | 25.6    | 32.0    | 29.6    |
|-----|-----|-----|-----|
| 16-18          | 25.5    | 32.7    | 28.4    |
|-----|-----|-----|-----|
| 19-25          | 22.5    | 39.4    | 30.6    |
|-----|-----|-----|-----|
  
```

***** PH.D *****			
YEARS IN H EDUC	LOW	HIGH	AVG
2-4	24.0	29.0	26.9
5-9	25.2	32.8	28.6
10-15	25.0	34.3	30.4
16	28.4	34.5	31.5
17-19	29.8	36.9	32.6
20-25	29.0	37.8	34.3

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES  
 /17/88

## Recruitment and Retention(R&R)

### I. USC-Union

The University of South Carolina at Union has been extensively involved in both recruitment and retention activities. In the Spring of 1988, our campus CEO mandated that an extensive Recruitment and Retention study would be conducted to determine what mechanism we could employ to alleviate the problem of declining enrollment. This committee did extensive work in this area and produced a working document, most of which has been implemented. USC Union is especially proud of it's enrollment increases during the past year; a 12.2 percent increase in headcount and a 10.5 percent increase in F.T.E. for Fall 1988-89 with a 26.7 percent increase in headcount and 9.6 percent increase in F.T.E. for Spring 1988-89. Spring enrollment for 1988-89 is the largest Spring semester enrollment in USC-Union's 26 year history.

### II. USC-Lancaster

With support from Title III, C.H.E. and Institutional funds USC-L has begun implementation of a comprehensive strategy designed to strengthen retention. The elements of this strategy include:

1. A strengthened and extended orientation process with peer mentors, a parents' night, revised placement testing procedures and use of a diagnostic instrument to identify potential high-risk students.
2. An early warning system to identify students in difficulty and a learning assistance center to provide supplemental instruction for students in high-risk courses.
3. Introduction of CAI and other non-traditional instructional methods across the curriculum, including a new networked computer writing lab.
4. Introduction of math and English competency tests of a student tracking system (using computers and survey data) to help access program effectiveness.
5. Summer programs for middle school and first-year minority students.

### **Recruitment activities**

1. Plans are made for the entire year. This works better than spot planning.
2. We visit high schools on specific program days and whenever else we are asked to present a talk or workshop.
3. Advertise in several high school newspapers.
4. We write letters to students if they have been elected to an office or selected as "homecoming Queen", etc. We scan local newspaper for information.
5. We have the Honor's Bowl which is a recruiting project in disguise.
6. We have tour groups visit us.
7. We have programs on campus such as "Open House".
8. We have workshops on campus for Financial Aid prospects. We also present FA workshops on high school campus when invited--usually about 5 a year.
9. We write personal letters to all students who send us their SAT results.
10. We utilize "direct mail" as a tool. We keep a mailing list of high school juniors and seniors. We send these students brochure, applications, catalogs, etc.
11. We have luncheons for guidance counselors. This provide us the opportunity to let them know about us.
12. We have placed 8 magazine subscription in 12 local high schools. These magazines are covered by a nice folder with USC-L on the front and information about our school is inside.

### **III. USC Lifelong Learning**

#### **Recruitment and Retention, U.S.C. Ft. Jackson.**

1. Recruitment: The primary purpose of the program is to serve active duty military and their families, although many civilians attend the classes and are welcome at U.S.C. Ft. Jackson. Advertising is done primarily on Post and consists mainly of advertisements in the Post newspaper and distribution of schedules to individual military units. U.S.C. has a special admissions application for active duty personnel which makes on the spot admission possible. Also, a needs assessment is

currently being conducted at Ft. Jackson by Lifelong Learning.

2. Retention: The nature of our students at Ft Jackson is transitory, but the staff at Ft. Jackson work closely with active duty to facilitate educational processes such as registration and drop/adding classes and to monitor their progress to encourage them to continue.

U.S.C. Ft. Jackson is also a member of Serviceman's Opportunity College which allows flexibility in transfer of credit and would allow the students to complete their associate degrees with U.S.C. at other institutions in the event they are transferred.

#### **IV. USC- Salkehatchie**

##### **Recruiting and Retention at USC-Salkehatchie**

The Salkehatchie campus uses everyone to recruit on our campus in one way or another. Specifically, we have one individual who is responsible for visiting the 14 high schools in our service area and attending all ED-OP days. This same person maintains our file on inquires from phone and mail. All inquiries of any sort are corresponded with regularly until they have applied or registration has passed. Once they have applied, this same person then begins a series of welcome letters from various faculty and administration to try to maintain their interest in Salkehatchie.

Our financial aid office takes a proactive approach to financial aid. Our director visits all 14 high schools each semester to talk with counselors and make herself available to conduct financial aid workshops in the high schools day or evening. She usually does 4-5 workshops each spring.

We have one faculty member who particularly enjoys visiting the high schools and spends one Friday a month visiting various high schools talking with counselors and faculty.

We have a brochure outlining all of our faculty and topics they could speak on for groups which we mail to schools and civic organization. Local organizations use the brochure frequently for guest speakers as do schools.

We are beginning a strong p.r. department which releases 3-4 press releases a week on various events and people at Salkehatchie to all local papers and radio stations.

We buy ad space before each semester to print our class schedule in each of the five local papers.

For retention, we have a director of retention and counseling and her primary responsibility is to work with students to head off problems before they occur and to survey students as to how we can do a better job of keeping them with us. She spends the majority of her time working with our students to try to ensure as much success as possible. In addition, we have a success center with computers to assist students with English, math, and reading as well as other more specialized areas with faculty manning the lab the majority of the time. Faculty refer students for any specialized help to the lab. Our English and math placement tests also help us get students in the right courses initially so that they get off on the right foot, and those who need individualized help get it.

## **V. USC- Sumter**

Recruitment and Retention efforts.

A Recruitment and Retention Committee active in 1986-87 evolved into a Recruitment Task force in 1987-88 following the consultation by Brian and Helen Lewis in Summer 1987. The RTF developed a plan for achieving enrollment goals and for assessing effectiveness of various efforts. A Retention Task Force which was to have been formed in 1988-89 has been postponed due to the heavy committee responsibilities of many faculty in the Self-Study process.

## **VI. USC-Beaufort**

Recruitment/Retention at USC Beaufort

The techniques used in recruiting students at USC Beaufort include the following: individual letters and contact from the administration, recruiter and faculty; advertising through local newspapers and radio; attending educational students and parents to financial aid workshops; and an Academic Pursuit Day, on campus for juniors and seniors from the local high schools.

The Big Brother/ Big Sister organization is a network of black students who have successfully completed their freshman year. They are assisting new black students to adjust to college life. The Black Retention Network benefits Sophomore students as

well as the entering black freshman. By asking them to participate we say to the Big Brother/Big Sister that USCB recognizes their accomplishments. Paying them salaries certainly helps the university to retain them through their sophomore year. We also currently employ tutors in math and English to assist our students.

## Courses

### A. Honors

#### I. U.S.C.-Union

none offered

#### II. U.S.C.-Lancaster

SCCC 388a&b Patterns of Thought

Honors credit within certain sections of:

English 101,102,282,287

History 101,102,110,320,321,201,202

Government 201

Sociology 101

Psychology 101

Philosophy 110,111

Math 141,142

Biology 330

Physics 211,212

#### III. USC Lifelong Learning

none offered

#### IV. USC-Salkehatchie

SCCC 388 Prosem in Philosophy

Biol. 270

Msc1 210

Hist. 202

Eng. 287

#### V. USC-Sumter

none offered

#### VI. USC-Beaufort

SCCC 388 Prosem in Philosophy

Biol. 270

Msci 210

Engl 287

### B. Women's studies

#### I. USC-Union

Women and their bodies (WOST)

#### II. USC-Lancaster

Psychology of Women Psych. 310

Women Writers Eng. 437

### **III. USC Lifelong Learning**

Ft. Jackson offers Women's Studies classes, such as Women in Society and Women in Western Culture on a regular basis. Women's Studies are also offered frequently in other divisions of Lifelong Learning such as in the Evening Program and in Saturday classes.

### **IV. USC-Salkehatchie**

Salkehatchie has offered courses in women's studies (WOST III), but presently, no faculty members are approved to teach them. Some WOST courses are available through ETV.

### **V. USC-Sumter**

none offered

### **VI. USC-Beaufort**

Psyc. 310 Psyc. of Women

## **C. Interdisciplinary courses**

### **I. USC-Union**

none offered

### **II. USC-Lancaster**

SCCC 388a&b Patterns of Thought

### **III. USC Lifelong Learning**

none offered

### **IV. USC-Salkehatchie**

none offered

### **V. USC-Sumter**

none offered

### **VI. USC-Beaufort**

none offered

MINUTES  
FACULTY LIBRARY COMMITTEE  
MEETING DATE, FRIDAY 3/17/89 3 P.M.

ATTACHMENT 5

Members Present:

Owen Connelly (Chair)

John Catalano

Ben Gimarc

James Keith

George Terry ( ex officio)

I. Minutes on November 18, 1988 meeting approved with one modification:

Item VI, part D. will now read " Vice President Terry advised the committee concerning the inclusion of Columbia- based satellite libraries in the cataloging process."

II. The 1989-90 budget proposal for Thomas Cooper library has been submitted to the provost and calls for a \$622,533 increase which includes

- A. Over \$450,000 increase in book budget
- B. Over \$37,000 to maintain employment level
- C. Over \$25,000 to upgrade existing classified support positions.

III. Dr. Terry reported on disaster preparedness. Since the November 18 meeting there had been another flood. Because of the library's disaster preparedness plan ( which was explained at the November meeting) over 50 employees responded within one hour. Even though 137,000 gallons of water were pumped from the building, only 600 volumes were lost. This second flood emphasizes the need for increased insurance to be paid by general funds. No committee action was requested at this time.

IV. The search for a new director of the Thomas Cooper Library is progressing. The field of candidates has been narrowed to five qualified applicants who are to be interviewed in March and April. Dr. Connelly reported on these candidates and stated that the faculty library committee will have the opportunity to meet and question each.

V. Roger Mortimer reported on the activities of the special collections advisory committee. The mission statement of this committee was approved, however the "priorities" statement was not. Priority #2 was debated. Those present agreed that discussion by the full committee is called for. Furthermore, the committee had some problems with the proposed collection of modern American authors.

VI. adjourned

Date: April 19, 1989

TO: University Campuses Faculty Senate

FROM: Robert B. Castleberry, your hard-working representative *RBC*  
on the USC Courses & Curriculum Committee

RE: Report

The Courses & Curriculum Committee has had **several** rather **long** meetings since my last report. Summarizing the high (?) spots:

- Applied Professional Sciences requested that the OADM 143 (Intro to Computer Keyboarding) course be dropped from 3 to 1 credit hour. However, in consultation with the University Campuses and Dr. Patricia Moody (of APS), the committee passed the course on to the Senate for variable credit (1-3 hrs.). Our representatives to the Columbia Senate need to support this recommendation if there are any problems on the Senate floor.
- Business is attempting to revise the wording of its progression requirements. Also, the prerequisites of some 300-level BADM and ECON courses are being redone to remove "junior standing" requirements.
- Engineering is in the process of completely revamping its program. A number of changes have been proposed for the general educational requirements and a number of courses (including 110) have been deleted while new ones have been added. If you need an accurate listing of these changes, check the next published agenda of the USC Senate or contact me.
- The big news is that Humanities and Social Sciences has finally presented its long-promised curriculum revision. The changes are extensive and show (in my humble opinion) great promise; unfortunately, many of them are poorly defined. The University Campuses might be well-served to try to get involved with the clarification of some of the proposed changes. (The next USC Senate should have some fireworks as Senators debate the request to treat GEOG 201 and 202 as courses which can meet the "science requirement". If this passes, it will be **possible** for majors in the Humanities to meet all graduation requirements from within the College... I believe this would be a first). I sent a copy of the original proposal to the Academic Officer of each of the University Campuses.

Also from this College, there is a new experimental course, GEOG 111X, Geographic Themes and Tools.

- Military Science is also in the process of changing its program. The curriculum is changing a little and many of the one-hour labs are being merged with the regular associated course.

- Once again the College of Nursing is redoing its curriculum. Since there is a great deal of adding, deleting, and rewriting involved, those interested are asked to read the agenda for the next USC Senate meeting or contact me for a complete listing of the proposed changes.

- Science and Mathematics has presented a number of items for consideration:

    ASTR 320, Introduction to Radio Astronomy, is a new course (cross-listed with a PHYS course).

    BIOL has changed the prerequisites for a number of 300-level courses (removing the BIOL 113 requirement) to help MED-TECH majors. The MED-TECH program is undergoing some rewriting.

    CHEM majors may soon be able to use FREN or RUSSIAN (instead of just GERM) to fulfill their language requirement.

    There may be a small change in the description and prerequisites for PHYS 201 and 202 in the near future.

There is much, much more and all of it is terribly exciting, but I have reported on what I felt was the most important and I am sure that many of you are impatiently awaiting the motion to adjourn so that a different kind of dialogue can ensue. Therefore let me just end my report by indicating that anyone wishing more detailed information about proposed changes to specific programs or courses should contact me directly.

**TO:** Nancy Washington, University Campuses Faculty Senate Secretary

**FROM:** Bruce G. Nims, USC-Lancaster

**SUBJECT:** Academic Planning Committee Report

**DATE:** April 21, 1989

The Academic Planning Committee has met three times since the last report to the University Campuses Faculty Senate: February 22, March 15, and April 19. What transpired at those meetings is as follows.

### **February 22**

Intra-system articulation problems were discussed, with the discussion focused on a position paper prepared by John Gardner and David Hunter that summarized some typical articulation problems. The Committee then formulated some policies that it felt would help reduce difficulties who change school or college within the system or transfer into the system. The Committee requested that the Chair forward these recommended policies to the Provost.

### **March 15**

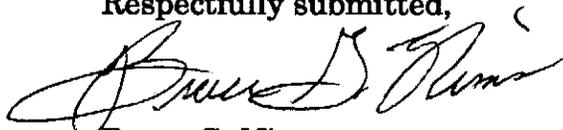
Copies of letters which took exception to the recommendations forwarded to the Provost were distributed and discussed. Some concerns were expressed about curriculum changes made during a student's absence from the University by Dr. Edward Mercer, Assistant Dean of the College of Science and Mathematics. These concerns were deemed substantive, and the Committee voted to adjust its recommendations in light of them. The final version of the Committee's policy recommendations may be found in <sup>the</sup> Enclosure. Two other concerns stated in Mercer's letter, one about students moving from campus to campus as transient students without permission, and students getting improper advisement about the 30-hour residency requirement were given to subcommittees for further investigation.

### **April 19**

At the start of the April 19 meeting the Committee elected Alexander "Sandy" Gilchrist of the Thomas Cooper Library chairman of the Committee for 1989-1990. Both subcommittees reported on their investigations of Dr. Mercer's concerns about transients and about the 30-hour rule. Both subcommittees stated that although individual problems had indeed occurred, there was no evidence of problems widespread enough to justify any new policy recommendations. The committee then returned to a charge given to it earlier in the year by Provost Smith to review and make recommendations for revisions to the summer school schedule. The committee's recommendation was to consider moving to two seven-week sessions rather than the present system of two five-week sessions. In addition, the Committee charged its members to encourage their respective faculty senates to reevaluate summer school schedules. The Committee also resolved to ask the

Faculty Welfare committee to make recommendations concerning summer school compensation. In his departing remarks to the Committee, outgoing chairman Dr. Harry McMillan reviewed the accomplishments for the year, noting particularly the formation of the Academic Policy Advisory Committee formed by the Provost, [REDACTED] This new committee, consisting of the five faculty senate presidents, five vice-chancellors, and five faculty members, will oversee system-wide academic policies and act on policies proposed by the Academic Planning Committee.

Respectfully submitted,



Bruce G. Nims  
USC-Lancaster

Enclosure

## ENCLOSURE

### Recommendations of the Academic Planning Committee Concerning Intra-campus Articulation Policies

These recommendations were forwarded to Provost Arthur Smith<sup>by</sup> Academic Planning Committee Chair Dr. Harry McMillan on February 23, 1989, and revised on March 15, 1989.

1. The system should adopt a policy that allows students to follow bulletins in effect at the time of matriculation into THE USC system, regardless of the campus of entry. (Bulletins in effect are those whose year corresponds to the date of matriculation) Students would still have to gain acceptance into the degree-granting school or college if their choice, but after this is accomplished, the catalog followed would be the one in effect at the time of matriculation, not the one in effect at the time of acceptance into the unit of their choice. A policy such as this would require the insertion of a statement to that effect in all the bulletins of the USC system. (See the Proposed Bulletin Statement at the end of the list of recommendations.)
2. A central, computerized method of transcript evaluation for transfer students should be established as soon as possible. Local access should be available for all system campuses. A reasonable estimate of the time required to implement this would be one year (ideally sometime in 1990). In the meantime, a policy should be established requiring that transcript evaluation normally be completed within ten (10) working days of the time the transcript is received by the college of school.
3. Whenever a student is enrolled in a unit other than the one in which a degree is sought, the student is obligated to maintain contact with the degree-granting school or college to make sure that the proper courses are being taken. The student should consider the academic adviser to be the primary channel in this communication system.
4. Student record keeping should be as uniform as possible, as previously recommended by the Academic Planning Committee January 27, 1989.
5. The change of school process within THE system will probably continue to be an obstacle for marginal and sub-marginal students. For other students, the process should be "user friendly" and uniform throughout THE System; in essence, this could be considered a management problem.

## Proposed Bulletin Statement

Students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they enter the University System, or under subsequent regulations published while they are enrolled as students. However, students are restricted in their choice to the requirements of one specific bulletin. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of specific catalog.

Full time undergraduate students who are absent from the University for no longer than five years and who return to complete their program of study shall have the right to continue under the bulletin in effect at the time of their original matriculation. Alternately, they may elect to finish their program under the bulletin in effect at the time of their return. If the period of absence is longer than five years, students will be subject to the rules and regulations in force at the time of their return. Under no circumstances will students be allowed to appeal to short-lived rules and regulations which were adopted and abandoned during their absence.

If drastic revisions of curricula or programs occur prior to a student's acceptance into a college or during a student's absence (even if for less than five years), new programs or transitional programs approved by the academic dean may have to be adopted.

Note: The first two paragraphs are essentially what was in the 1975-76 *USC Bulletin*. The last paragraph was taken from the 1986-87 *USC-Bulletin*.

ATTACHMENT 8

**University Campuses Faculty Senate  
Nominating Committee Report  
April 21, 1989**

The Nominating Committee met on March 17, 1989 and offers the following list of nominees for consideration by the Senate for the 1989/90 term.

<u><b>Special Committees</b></u>	<u><b>Current Representative</b></u>	<u><b>Nominee</b></u>
University Library Committee	John Catalano, Lancaster	John Catalano, Lancaster
Faculty/Board of Trustees Liaison	Sommers Miller, Beaufort	Rod Sproatt, Beaufort
Research and Productive Scholarship	Noni Bohonak, Lancaster	Tandy Willis, Union
Savannah River <del>Plant</del> Committee <i>Review</i>	_____	Bill Lamprecht, Salkehatchie
 <u><b>Executive Committee</b></u>		
Chair	Greg Labyak, Union	Deborah Cureton, Lancaster
Vice Chair	Deborah Cureton, Lancaster	Nancy Washington, Lifelong Learning
Secretary	Nancy Washington, Lifelong Learning	Rick Boulware, Beaufort
Members-at-Large	Rick Boulware, Beaufort	Carolyn West, Sumter
	Carolyn West, Sumter	Ali Pyarali, Salkehatchie
Immediate Past Chair	Tandy Willis, Union	Greg Labyak, Union

Nominating Committee members: Deborah Cureton, Chair, Lancaster; Mary Barton, Union; Robert Costello, Sumter; Ali Pyarali, Salkehatchie; John Stine, Lifelong Learning; Jane Upshaw, Beaufort

THE UNIVERSITY OF SOUTH CAROLINA  
University Campuses Faculty Senate Meeting

USC-Beaufort  
Beaufort, SC  
April 20-21, 1989

April 20

Faculty Manual Revision Committee ----- 5:00- p.m.  
Room 102

April 21

Coffee----- 9:30-10:00 a.m.  
Room 112-113

Morning Session-----10:00-10:45 a.m.  
Room 112-113

Welcome  
Nominating Committee Report  
Mr. Fred R. Sheheen, Commissioner, SC CHE

Standing Committees-----10:45-12:30 p.m.

- I. Rights and Responsibilities  
Room 114
- II. Welfare  
Room 102
- III. System Affairs  
Room 103.

Executive Committee-----10:45-12:30 p.m.  
Room 112-113

Deans' Meeting-----11:00-12:45 p.m.  
Room 104

Luncheon-----12:30- 2:00 p.m.  
The Gadsby, 822 Bay Street

Afternoon Session----- 2:00- 4:00 p.m.  
Room 112-113

Reception----- 4:00- 5:00 p.m.  
The Commons, USC-Beaufort

## AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: 17 February, 1989  
USC-Salkehatchie  
Allendale, SC
- III. Reports from University Officers
  - A. Deans
  - B. Dr. John J. Duffy
  - C. Professor John N. Gardner
- IV. Reports from Standing Committees
  - A. Rights and Responsibilities -  
Professor John Logue
  - B. Welfare - Professor Mary Barton
  - C. System Affairs  
Professor Bob Costello
- V. Executive Committee - Professor Nancy Washington
- VI. Reports from Special Committees
  - A. University Library Committee -  
Professor John Catalano
  - B. University Committee on Curricula and Courses -  
Professor Robert Castleberry
  - C. University Faculty Welfare Committee -  
Professor Don Curlovic
  - D. Academic Planning Committee - Professor Bruce Nims
  - E. Faculty/Board of Trustees Liaison Committee -  
Professor Somers Miller
  - F. Research and Productive Scholarship Committee -  
Professor Noni Bohonak
- VII. Special Orders and Election
- VIII. Unfinished Business
- IX. New Business
- X. Announcements
- XI. Adjournment