

AGENDA

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

Friday, November 18, 1994

Coffee -----9:30-10:00 a.m.
The Gallery, Hubbard Hall

Morning Session-----10:00- a.m.
Stevens Auditorium, Hubbard Hall

Welcome
Deans Reports
Vice Provost Report
Associate Vice Provost Report

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

I. Rights and Responsibilities Room 224, Hubbard Hall

II. Welfare
Room 226, Hubbard Hall

III. System Affairs
Room 204, Hubbard Hall

Executive Committee -----10:30-12:30 P.
m. Stevens Auditorium, Hubbard Hall

Deans Meeting ----- 10.30-12.30 p. m.
Dean's Office, Hubbard Hall

Luncheon -----12:30-1:30 p.m.
The Gallery, Hubbard Hall

Afternoon Session----- 1:30- 4:00 p.m.
Stevens Auditorium, Hubbard Hall

X. Adjournment

AGENDA

VIII. New Business
A. Ad Hoc Committee on Manual Changes

IX. Announcements

X. Adjournment

A GUIDE TO REGIONAL CAMPUSES TENURE AND PROMOTION PROCEDURES

(11/16/94)

INTRODUCTION

The Rights and Responsibilities Committee of The Regional Campuses Faculty Senate prepared this guide (patterned after A Guide To USC Columbia Tenure and Promotion Procedures) to provide a description of the tenure and promotion process for the Regional Campuses. Special attention is given to the organization and operation of the Regional Campuses Tenure and Promotion Committee (RCTP) because most faculty members know little about it. This guide is a description of procedures for the operation of the tenure and promotion process for the Regional Campuses. In the event of any inconsistency between this document and the tenure and promotion procedures published in The Regional Campuses Faculty Manual and/or duly established criteria as amended from time to time by the Regional Campuses Faculty Senate, the latter authorities represent the official procedures. The Guide, uses a simple and direct approach and should be easily understandable. The flow chart (Table 1) provides a convenient over-view of the tenure and promotion process.

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

I. ELIGIBILITY FOR TENURE OR PROMOTION

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

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

II. PROCEDURES AT THE LOCAL LEVEL

A. Notification

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

B. Files

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

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

4. Each file and/or reference collection should contain the following items when relevant to the criteria and to the candidate under consideration:
 - a) Evaluations and/or evidence of effective teaching performance and/or service as a librarian;
 - b) Evidence of research and/or scholarship in the candidate's academic field which may include a list of publications, papers presented, grant proposals, and the like;
 - c) As appropriate, evidence of creativity or performance in the arts;
 - d) Evidence of professional growth and experience which may include workshops, seminars, consulting, additional coursework, participation in professional societies, participation in interdisciplinary education and research activities and the like;
 - e) Evidence of campus and system activities such as work on department, division, campus and university committees;
 - g) Experience at the University of South Carolina;
 - f) Evidence of community service especially if it relates to the candidate's discipline and reflects well on the university;
 - h) Relevant experience elsewhere;
 - i) External evaluations of a candidate's scholarly or creative achievements and other professional activities received by the candidate, department, division or campus.
5. The file should be arranged in the following order:
(Each section may refer to materials in the reference collection)
 - a) T&P File Form
 - b) Candidate's Personal Statement
 - c) Evidence of Effective Teaching
 - d) Campus and System Activities

- e) Community Service
- f) Professional Growth and Experience
- g) Research and/or Scholarship h)

Other items noted above (4.)

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

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

C. Access to Progress of Files

- 1. At or prior to the time that the file is forwarded to the RCTP, the campus committee will notify the candidate of its vote and vote justifications, and administrative officials at the local level will inform the candidate of their recommendations.
- 2. The candidate (unless for tenure consideration in the penultimate year) has the right to remove the file from further consideration at any point in the process. Removal will be accomplished through a written request for non-consideration by the candidate. The request should be forwarded to the level where the file is being actively considered.

D. Voting at the Local Level

- 1. Only faculty of equal or higher rank may vote on those applying for that rank. All tenured faculty may vote on applications for tenure. The minimum number of faculty necessary for voting on a candidate is five. Local tenure and promotion committees will request the participation of faculty from other regional campuses if necessary to form a quorum. Faculty holding administrative positions (such as chair, dean, provost or president) which enable them to make

recommendations on a candidate may not vote on those candidates.

Emeritus professors may not vote. A faculty member on leave may vote only upon notification to the unit chair or dean of a desire to do so before beginning the leave. This faculty member must attend the meetings of the committee to cast a vote.

2. Meetings at which candidates are considered for promotion and tenure are closed to everyone except those eligible to vote on the candidate. A local tenure and promotion meeting may, however, by rule, motion, or invitation of the chair of the meeting, be opened to anyone the body wishes to be present at the meeting and/or be heard.
3. Tenured faculty of a campus may review a candidate as a committee of the whole or operate through an elected local committee. No local committee will have fewer than five members.
4. Each member of the local tenure and promotion committee shall vote "yes," "no," or "abstain." Where campus rules do not specify majority, a majority of yes votes among those voting "yes" and "no" shall constitute a favorable recommendation. Absent a special unit rule to the contrary, abstentions shall be recorded but not used in the determination of majority for a favorable recommendation. Each campus may decide what percentage of the vote constitutes a favorable recommendation. Original ballots with justification must be provided by each voting faculty member. Justifications need not be signed but must clearly state how the author voted. Any ballot without justification will be voided.
5. After the votes have been recorded and reported to the committee, the ballots and justifications will be included in the file.

III. PROCEDURES ABOVE THE LOCAL LEVEL

A. Notification of Vote

The chair of the campus committee shall write a letter informing the candidate of the committee's recommendation. The file, including the ballots, justifications, and letters from any other level of local review, will be forwarded to the dean of the

campus. The dean will review the file, add an assessment and recommendation, and forward the file to the vice provost. The dean will notify the candidate, in writing, of his or her recommendation. The vice provost will forward the file to the RCTP.

B. Appeals

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

IV. THE REGIONAL CAMPUSES COMMITTEE ON TENURE AND PROMOTIONS

Membership

- A.
 1. The RCTP is composed of twelve tenured associate or full professors. (All are elected; two from each campus and two from Lifelong Learning.) Only faculty of equal or higher rank may vote on those applying for that rank.
 2. If a member must vacate a seat, the tenured members of the local campus other than the person to be replaced elect a qualified faculty member to fill the vacancy.
 3. No member shall serve for more than three consecutive years.

B. Responsibilities of the RCTP

1. The RCTP applies tenure and promotion guidelines as a part of its deliberations. In conjunction with the R&R Committee of the Regional Campuses Faculty Senate, the RCTP shares T&P issues and concerns with the faculty.
2. The tenured members of each campus formulate and revise internal procedures for tenure and promotion. Local procedures should be consistent with the guidelines published in The Regional Campuses Faculty Manual. Inconsistencies noted by RCTP during their deliberations will be communicated to the chair of the Rights and Responsibilities Committee. The local campus procedures will then be reviewed for clarity and consistency with The Regional Campuses Faculty Manual.

3. The RCTP receives from the vice provost all files of faculty and professional librarians being considered for promotion or tenure. The RCTP reviews each file and determines whether it supports the conclusions and recommendations of the campus T&P committees and campus deans. This review includes an examination of decisions to determine consistency with the criteria published in the Manual. In reviewing files the responsibility of the RCTP is two fold:
 - a) To verify that criteria used by campus are consistent with the Manual; and
 - b) To review individual tenure and promotion cases and to recommend to the vice provost for or against tenure and/or promotion.
4. The basis for voting by individual RCTP members is the material in the file presented to the RCTP and the recommendation and justifications of the campus T&P committee and the recommendations and rationale of administrators that accompany it.

Members of the RCTP consider only the criteria applicable to the case and are guided by reasonable deference to the votes and rationale of the members of the campus T&P committee, the quality of the material in the file, the quality of the justifications that accompany the votes and administrative recommendations, and the strength of support on the local campus and within the USC system.
5. No person who serves on a campus T&P committee or who is in a supervisory role relative to the candidate, may serve on the RCTP.
6. A Typical RCTP Meeting:
 - a) Before the meeting, the Vice Provost for Regional Campuses and Continuing Education sends the members of the RCTP the files of all candidates who are seeking tenure and/or promotion. Committee members are expected to have read all files thoroughly before the meeting. The vice provost will appoint a temporary chair to call the meeting to order and proceed to the first order of business; electing a chair and secretary for the meeting. After the chair and secretary have been elected, an agenda will be agreed upon by the committee which usually consists of agreeing on how to review the files. (Though there is no mandatory procedure,

the usual order is that files for tenure will be considered first followed by files for assistant professor, associate professor, and professor.)

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

V. PROCEDURES AFTER THE UNIVERSITY COMMITTEE ON TENURE AND PROMOTIONS

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

VI. REPORT TO REGIONAL CAMPUSES FACULTY SENATE

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

VII. CANDIDATE NOTIFICATION

In accordance with the stipulations for notification contained in this document, each candidate shall be notified of action by the appropriate level of review in a timely fashion.

Table 1. Flow chart of Regional Campuses Tenure and Promotion procedure.

CANDIDATE NOTIFICATION

Dean (or designate) writes to eligible candidates

Candidate prepares file

*Department chair adds recommendation and forwards to Academic Dean

*Academic Dean adds recommendation and forwards to campus T&P

Campus T&P votes

'Candidate informed of recommendation

*Candidate informed of recommendation

Candidate informed of vote and recommendation

PROCEDURE

- 1
- 1
- 1
- 1
- 1

President

Board of Trustees

Candidate tenured and/or promoted

Candidate informed of recommendation

Candidate not tenured and/or promoted

Under certain conditions may appeal through grievance procedure

1
1
1
1
1
1
1

Candidate informed of Dean's recommendation

Each campus may not have these levels of review

Dean sends file with his recommendation to RCTP

RCTP votes

Vice Provost

Provost

Candidate informed of recommendation

**THE UNIVERSITY OF SOUTH CAROLINA
REGIONAL CAMPUSES FACULTY SENATE MINUTES
USC - LANCASTER
NOVEMBER 18, 1994**

MORNING SESSION: Stevens Auditorium, Hubbard Hall

Call to order: The meeting was called to order at 10:00 a.m. in Hubbard Hall by John Catalano, Chair. Professor Catalano introduced Dean Joseph Pappin, who welcomed the senators to the Lancaster campus (see Report of the Deans below).

I. Report of the Deans (Attachments 1, 1 a) **II.**

Reports of University Officers

- A. Report of Vice Provost John Duffy (Attachment 2)
- B. Report of Associate Vice Provost John Gardner (Attachment 3)

III. Standing Committees met

AFTERNOON SESSION: Stevens Auditorium, Hubbard Hall **Call**

to order: John Catalano

I. Correction and approval of the minutes of September 23

The minutes were approved as distributed, including Appendix A, which was prepared at the request of Professor Jerry Dockery (Lifelong Learning) and given to the senators in the meeting.

II. Afternoon Speakers

A. Dr. Donald Crolley - SC Commission on Higher Education

Dr. Crolley brought greetings to the senate from the SC Commission on Higher Education and answered questions. The study of two-year institutions has been completed, the major findings and recommendations were reviewed. Dr. Crolley noted that he saw no need for any more two year studies. The commission staff is working with the Council of College Presidents on a new funding plan which would increase formula funding to 90% over a five year period, which reflects an increase of over \$325 million dollars. In addition, commission staff and the Council of Presidents is working on a proposal for a need-based student financial aid program.

B. The Honorable William D. Boan - SC Legislature

Representative Boan spoke to the senate about changes in the SC Legislature and state government, and reviewed recent state budget developments (e.g., The General Accounting Act of 1993). There has been a 5% growth in higher education funding over the last five year period. A tax increase is not expected this year. Two year colleges were identified as the "best bargain" in SC higher education. An incentive plan to encourage students to attend 2 year colleges prior to 4 year institutions was suggested. A partnership between colleges and universities working towards the same goal statewide was also supported. Representative Boan described himself as a friend of the University and an ally to the regional campus system. Questions were responded to from senators.

III. Reports of Standing Committees

IIIA. Rights and Responsibilities - Danny Faulkner, Chair: (Attachments 4a,b,c)

Robert Castiberry (Sumter) commented that several of the proposed changes may be more substantive (eg., 11 8, III A) than editorial in nature. Logue (Sumter) responded to Professor Castelberry's concerns. Professor Gardner commented that the revised guidelines clarify who is eligible to vote at the local level, but asked for clarification of the wording on eligibility for faculty voting at the university level. A motion passed adding a friendly amendment clarifying the guidelines by adding a parenthetical reference to the section of the manual referring to voting eligibility at the university level. A question was asked by Prof. Castleberry concerning the appropriate title of the document (a guide versus policy). Discussion followed. Professor Gardner indicated that the guide will be treated as policy if adopted by the senate. An amendment was proposed to strike the portion of the sentence "it should not be considered a source of authority" from the introductory paragraph of the guide. A vote passed to approve the amendment. Professor Gardner indicated that this guide, if approved, would need to be sent by the Secretary to Vice Provost Duffy's office for approval and subsequent review by the . Provost. A proposed amendment to remove the words "A Guide to" was discussed. The motion proposing the amendment was withdrawn. A vote passed to withdraw the motion. A motion passed to accept the guide with the changes which were presented by committee.

A motion was presented from committee that the RCFS adopt the latest AAUP statement on sexual harrasment by voting on it at the February meeting. Professor Faulkner read the AAUP statement at the request of Professor Dockery (Lifelong Learning). Professor Pauly questioned use of the term "severely" in the proposed policy statement (refer to Attachment 4b, p.4). Professor Gardner asked if the AAUP statement addressed the issue of consensual relationships. The motion was ruled substantive by the chair to be voted on at the February meeting. Professor Dockery made comments about the case law pertaining to the AAUP statement and the qualifications of the AAUP attorneys and personnel experts. A request was made by Professor Castleberry to have the committee clarify the standards for the amount of material to be included in candidate's T&P file. Professor Gardner questioned the wording used on page 9 (VII Notification of Candidate). Professor Dockery indicated that he will provide the senate with a letter he has received from the Provost dated 11

15-94 responding to a request for clarification concerning notification (see Attachment 4c).

IIIB. Welfare - Nora Schukei, Chair: (Attachment 5)

A motion from committee on consensual relationships was discussed. Concerns were expressed by Professor Castleberry about implications of the proposed statement as they applied to married couples. Professor Haist (Beaufort) expressed concerns about the paternalistic nature of the language of the proposed statement. Similar concerns were expressed by Professor Bishoff (Sumter) and Professor Dockery (Lifelong Learning). Professor Dockery advocated a position allowing adults to freely choose the appropriate conditions and circumstances for adult sexual relationships. Professor Macias made comments supporting the motion. Professor Blair (Beaufort) commented that the proposed statement implied that adults often misused their rights in supervisory situations. Discussion followed. Professor Rose (Sumter) indicated lack of support for the motion as worded, and suggested an emphasis on warning or reminding faculty of the need for academic integrity in relationships with students. Professor Pauly stated strong support for the intent of the motion, which addresses the issue of abuse of power by faculty. The question was called by voice vote. The motion, to include the statement from Welfare in the faculty manual, failed (9 in favor, 16 opposed).

IIIC. System Affairs - Stephen Bishoff, Chair: (Attachment 6, 6a)

Professor Castleberry presented a motion from the committee concerning specific UCAM courses. Questions were answered concerning credit hours and the content of UCAM 204. Professor Willis asked about duplication with USC-Columbia courses. A question was asked concerning the publication of UCAM courses. The motion passed to create the UCAM courses requested by committee. Professor Haist asked Professor Gardner for the total number of existing UCAM courses. The specific number was not available to report, however, the total was estimated to be less than twelve.

IV. Report of the Executive Committee - Mike Schoen, Secretary: (Attachment 7) **V.**

Reports of Special Committees

A. University Library Committee - Bruce Nims (Attachment 8)

B. University Committee on Curricula and Courses - Robert Castleberry
(Attachment 9)

C. University Committee on Faculty Welfare -Roy Darby (Attachment 10)

D. Faculty/Board of Trustees Liaison Committee - Deborah Cureton
(Attachment 11)

E. Academic Advisory Committee - John Catalano

The committee has not met this semester.

F. Research and Productive Scholarship Committee - David Heisser Professor

Chilcote reported that Prof. Heisser's subcommittee has begun to meet, and a report is expected soon from the committee as a whole.

G. Savannah River Site Committee - Dan Ruff

Professor Chilcote reported that Prof. Ruff was unable to be present, but will submit a written report for the minutes (Attachment 12).

H. Insurance and Annuities Committee - Jerry Dockery

The committee met on October 13th to finalize a letter to the president endorsing Merastar Insurance Company. The committee rejected a bid by First National Life Insurance to offer a money builder program to university employees, reviewed the legal and moral aspects of discontinuing the retired life provision of the old Prudential Life Insurance policy. We have asked some experts in the field at the university to look at that and to give us several options which we will then discuss those with the legal department. The next meeting of that committee will be January 17th at 2 pm.

I. Conflict of Interest Committee - Tandy Willis

The committee has met twice since the last meeting, Ardis Savory is now serving as the temporary chair. Some changes have been made in the policy in our - meetings which have gone to the Provost for his approval, which have now come back to us. The committee has not reviewed any other policies by other T&P units to date because of them have been submitted yet. All of the other committees appear to be bogged down. The subcommittee for the regional campuses has been formed (Willis, Dockery, Cain, Bohonak, Chilcote sitting in for Moskow, Anderson). This group met last night to review policies from other schools, and samples of reporting formats. The committee hopes to have a policy by February. Professor Dockery asked a question about gathering information from the legislature on a new ethics bill which could be cited in the new policy by the committee.

J. Ad Hoc Committee on Teaching Effectiveness - Susan Pauly

The committee (particular Prof. Darby's efforts) has researched the appropriate use of student evaluations and is drafting a set of recommendations for the Provost which will be presented at the February meeting. A draft of a mock teaching effectiveness portfolio will be presented at the February meeting which will be put on reserve in the libraries of the regional campuses, along with example of T&P files which have included teaching effectiveness portfolio information. Committee members were thanked for assisting in putting stickers on the new issue of *Professor as Teacher*.

VI. Unfinished Business

Motions 3 and 4 from Rights and Responsibilities (Attachment 6, p.9 from the September minutes) were discussed. Motion 3 was approved ("The chair of the RCTP shall write a letter informing the candidate of the committee's recommendation"). An amendment to change item #7 to - "The

recommendations and written justifications of each level of review will be available to each candidate has been notified of the Board of Trustees" - was discussed. Prof. Catalano indicated that the Provost has agreed, however, to provide a candidate who grieves access to decisions made at each level of review. A question was asked by Prof. Castleberry concerning apparent hesitancy on the part of the Provost's office to agree to discrete reporting at all levels of review. A response was given by Professors Gardner and Catalano that such discrete reporting concerned the Provost as it might encourage lobbying efforts directed at individuals in the review hierarchy by T&P candidates.

Prof. Dockery reported that he had been in contact with the Provost and that the Provost had withdrawn his objections, and indicated that a copy of a memo from the Provost would be submitted to the Secretary (Attachment 4c). Professor also indicated that he had forwarded copies of his E-mail to the Provost to Professor Gardner's office.

A question was asked if the proposed notification schedule would require notification by the President's office prior to going to the Board. Comments were made between continuity between the flowchart and old and new versions of I Item #7. A motion was made (Castleberry) to amend Item #7 to insert "Table 1" after the word "document" on line 2 of the current wording of Item #7. The amendment was accepted. The motion passed as amended by Professor Castleberry.

Prof. Logue was directed by the Chair to produce an accurate and updated version of the T&P guidelines to be sent to Dr. Duffy's office with a request for approval. A request was made by Professor Gardner to have the work of the teaching effectiveness committee which defined guidelines for effective teaching forwarded to Dr. Duffy's office to be forwarded to the Provost's office. Prof. Catalano and Darby responded that the work of the committee was close to completion, and would be included in the faculty manual and forwarded at that time.

VII. New Business

The Chair reported that an ad hoc committee has been formed on "manual changes", chaired by Professor Chilcote. The committee has met, the committee hopes to present to Dr. Duffy's office all of the changes that have been made by the senate in the last two years to the faculty manual. Dr. Duffy's office will be asked to approve the changes and send them to the Provost for review. Professors Dockery and Logue were identified as instrumental members of the committee. Professor Macias proposed a motion concerning consensual sexual relationships (see Attachment 13). The motioned was seconded, and then ruled to be substantive by the chair following a question from the floor. A question was asked by Professor Castleberry if the Provost's office could provide a listing of UCAM courses to the regional campuses. Professor Gardner responded to the request by indicating that the Vice Provost's office would look for the requested UCAM information.

VIII. Announcements

Professor Susan Pauly recognized Fran Perry from USC-Lancaster for designing the first issue of the newsletter. In addition, two articles are still needed for the Spring issue of the newsletter. Distribution of the newsletter will include state legislators, and guidance counselors throughout the state. Professor Pauly apologized for the misspelling of "Salkehatchie" in the first issue. The Chair thanked Dean Pappas for making the luncheon arrangements for the meeting.

The meeting was adjourned.

DEANS REPORTS - ATTACHMENT 1

Lancaster : Dean Pappin Welcome, we're glad that you are here. It's been about three years, at least three years. I'm glad that you are here, and I'm glad that it's a beautiful day for you to attend. I'm a faculty member too, I want to keep that identity and I hope I don't lose it. I don't think there is any more important position than to be a university professor. I think the work of active learning, interacting, teaching students is what we are about. It's such a wonderful time of discovery for impressionable minds. Each semester we wonder if we are up to it again, and it's inevitable that we find new thoughts, new challenges within the students. When I'm the most pessimistic about what the future might be, it's time to sit down with some students and really interact with them. I've tried to do that to a certain extent during the course of this semester, especially with our University 101 students, and this week I had a chance to meet with an honors class, and it was a remarkable experience. In fact we have a new teacher, Ruth Clements, it was her class. This was such a spirited class, just to show you a difference you make as teachers, I finally asked them why do you write? This class told me they write because they don't want to let Professor Clements down.

That personal rapport that faculty members are able to develop with their students is so crucial. We sometimes become too drawn into administrative concerns of the university that we neglect that kind of vitalizing spark. When I go out into our community here it is inevitable that I get feedback from people whose lives have been changed because that have taken classes from teachers such as Dianne Evans, Carolyn Starnes, Noni Bohonak. This is what makes the difference.. the faculty is the conscience of the university. They need to express that conscience. Of course I think it's good if we also maintain some solidarity of purpose among ourselves, but I'm in this position primarily because a faculty committee stuck their necks out and asked me to take a leadership position. One day, maybe, I'll be back in a full time faculty position. But the faculty is the conscience of the university and the foundation of academic excellence. I don't mean elitism as separatism, but excellence in the sense of whatever student lives that we can touch and turn around no matter how humble or exalted their origins, and they have a right to be challenged with the greatest thoughts, and to read the greatest works, and works that aren't so great yet but might be later that may be along the way they you might help them identify.

I hope that in due process our own faculty will identify those self-transforming events that they have encountered that have changed their lives. The faculty is about academic excellence, it is the soul of the university. We are making some starts on our own campus by establishing a faculty colloquium where we will have an exchange of ideas. The first issue is what we are all about ... the life of the mind. It is the mind we live with, go home with, the impressions we receive from artwork, or music, or as we think about how we make that computer work that isn't working adequately, or to come up with new models, new programs that revolutionizes our daily lives. It comes with the life of the mind. This year I have asked the faculty to help us focus on ethical issues. Ethics has philosophical implications, but human conduct is what ethics is about. So we have begun a series called *Ethics in Society*, and we started that series off with a presentation on a character in the ethics of politics. We had three democrats respond, and three days later they got wiped out (not these individual democrats by the way). It was interesting. We have tried to introduce a book *"How Should I live?"* philosophical conversations about the moral life in our UNIV 101 classes, and John Gardner was able

to come and join us, and enter into that discussion. The person who is the co-author of this book was able to come and make a presentation, and it really seemed to engage the students. It got them thinking about issues.

The students are just a bundle of bursting ideas. I met with the freshmen class representatives this week, and they wondered why I called them into my office. We started talking, and this one student wants to become a lawyer and we talked about what is going on up in Union (SC). To listen to these students... these minds are bursting forth with ideas. And I asked them, what do you want from us as professors? They said let us have open discussion, give us a chance to talk about these issues, or any issues depending on what the class is, give us a certain amount of discussion time. This notion of interactive learning is so crucial, I've gotten bombarded by lectures and gotten something from them, but there is a need for a certain amount of expression among students that is important. Then this one student said to me I'm not challenged enough this semester. That was just one student, just one impression. A couple of others said the opposite, and I thought to myself that we have to be sure that we challenge them. Let's not think that the students are ebbing away in their abilities, they are not. They are the same people. Let's challenge them, let's engage them, and you're the cream of the crop, and I know you are already doing that. And I recognize that.

Related to this, I want to recognize what has just been put together "The Professor as Teacher". This is a new journal, it's housed on our campus, and they are all professors from other campuses, so this is the regional campuses journal. Susan Pauly is the editor, and now we have the first issue out. I think this underscores the connection between professor as teacher and the mission of the university. We need to believe in ourselves. When I go out into the community, it's nice to see the respect people have for us. We don't adequately appreciate or respect ourselves sometimes as faculty members. It's there, we are touching lives in a way ..I have met people in the business community who have told me I would do anything to change professions with you. What we are doing is important. I am so glad to have you all on campus this morning and thank you for indulging me a little longer than I probably should. Thank you very much.

Beaufort: Professor Jane Upshaw reporting for Dean Plyler (Attachment 1a)

Lifelong Learning: no report available.

Salkahatchie: Professor Paul Stone reporting for Dean Clayton Dean Clayton sends his regrets that he is unable to be here today. We extend an invitation to the entire system, it will be Monday night and carryover into Tuesday. USC-Salkahatchie has received two significant gifts that will be going towards the renovation of the Hut, the renovations have been completed, and for those of you going you'll be quite surprised at how nice it looks. We had two political forums for the various candidates, one in Walterboro and one in Allendale, and they were extremely successful. We had in excess of 300 or so students. We are in negotiations with the College of Criminal Justice and we are very hopeful that our first courses will be offered in the Fall of 1995. Another important item is that our basketball season is underway with a victory, and the Salkahatchie Indians look to have a good season ahead of them. We would like to see some of the other campuses start it up again. In closing, Dean Clayton would like me to wish everyone a happy holiday and he looks forward to meeting all of you in Union in February.

Sumter: Dean Carpenter I bring your greetings from Sumter. I have a couple of good news items to report regarding faculty from the Sumter campus. First of all, congratulations to Kwame Dawes, Assistant Professor of English and chairman of our Division of Arts and Letters, who was recently honored as the recipient of an international prize in Great Britain for a first book of poetry. If you read the USC Times, I know that you read about it. We are extremely happy for Kwame and very proud of him as well. Secondly, Hemant Kher, an instructor of management sciences who was on a temporary appointment last year and brought in as an instructor this Fall has just received word that he passed his defense of his dissertation and will be receiving his doctorate in December. We are very happy for him, and that also means he will be promoted to an assistant professor and put onto a tenure track.

As in Beaufort, we had some situations this Fall at the Sumter campus with some enrollment shortfalls. There were a variety of factors that contributed to this, but it is fair to say that the single greatest contributing factor was the unexpected deployment of military personnel from Shaw Air Force Base which created a tremendous amount of uncertainty among those who stayed back at the base, because the entire base was and is on alert. That also affects all of the dependents, and we have many dependents who typically enroll with us, but that amount of uncertainty causes people not to make a commitment to 8 week, or 16 week courses. Those enrollment shortfalls led to some budget reversals to the tune of \$217,000 on the Sumter campus. That was the greatest *dollar amount of budget reversals on any of the regional campuses, but as a proportion of our overall budget* I'm fairly confident it was the largest percentage. We did have to make some mid-year budget adjustments, cuts. I want to share with you what we as a campus decided to do. One is that we implemented a hiring freeze, affecting seven current and anticipated vacancies, permanent positions on our campus - they will not be filled. We also severely reduced the amount of budgeted funding for wages for temporary faculty/staff positions. It will affect the equivalent of 18 such positions. We reduced the number of campus vehicles we have in our transportation pool from six to four, we closed one building. We have reduced our library acquisitions budget by \$10,000, and we have had a very severe reduction in funding for travel reimbursement, and that will affect peoples' ability to go to conferences and do the things we all want to do and expect to do. Why am I telling you these things we have decided to do? First we are obligated to deal with the current situation, but we keep reminding ourselves that it is a temporary situation and we want to take care of it, and begin to plan for the things we want to be doing, the long-term things, the important things. But secondly, I want to remind you that the budgeting process, and dealing with that process in Sumter, is an open process. Last year we formed a budget advisory committee. That group meets regularly and considers these sorts of things, the good news as well as the bad news and provides me with a lot of good advice.

Moving away from budget items, I wanted to mention one of the good news things. We have selected an architect for the renovation and expansion of our student union building and that, as soon as we get some plans drawn up and select a general contractor, we'll be moving along with that probably some time this Spring. That is the building we closed, by the way. We are going to save about \$12,000 in utility costs the rest of this year. In conclusion, I wanted to share a few appropriate quotes with you from "Life's Little Instruction Book" - for our Columbia colleagues - "steer clear of restaurants that rotate". Number 505 strikes me as appropriate for the senators here today - "be a leader ... remember, the lead sled dog is the only one with a decent view".

And finally, for all of us - Number 507 - "Your mind can only hold one thought at a time, so make it a positive and constructive one". Thank you. (Dean Carpenter answered ,a question from Senator Dockery concerning changes in administrative teaching loads at Sumter as a result of the current budget problems).

Union: Dean Edwards Many of you joined in with us to express our concern for the community of Union, and some of the students and faculty who have been directly involved in the recent tragedy. It has been really a roller coaster in our community - one time elation because of some possible good news just to crash back to earth. It's been an interesting time, maybe that's a euphemistic phrase. Someone told me recently that sometimes bad publicity is better than none at all, but I think in this case we would forgo that. We were the host for (several) television shows on our campus, others (several named) were in town. Our campus as well as the community has really experienced some unusual circumstances.

That brings me to this - I'd like to thank people from within the university for their assistance during this time, for putting posters out when the children were lost, and many people did very quickly. Several of our students rallied that particular effort, so were directly involved at the outset, and at the same time when it became evident that there was more to the story than just a kidnapping and the young lady admitted the process, the legal department in Columbia stepped forward and came to our campus. We received a good seminar from them about what would be expected of us and what we could do and could not do. It's a little imposing when a FBI agent walks into your office with the local sheriff and lays his badge down in front of you and says he wants the young lady's records. You start thinking about whether you can do his, and the answer is you can't. We had not thought of it until it happened, and we handled it the way we should have, fortunately.

But many of our faculty are still being approached by the media. - For your information, if one of our faculty want to say something, they can do so as an individual, but they cannot do so on behalf of the university, and secondly they cannot discuss the student. If they did say something like she was a good student, or poor student, for example, that particular individual would be liable. So for future reference, if faced with a similar situation, get in touch with the legal office, they have some good advice and they are there to help you. Also, they have offered to come to our assistance if any of our faculty or staff are subpoenaed, and it is very likely that they will be. So that's another service that being part of the university offers. Also, particularly to this campus, you all have been very helpful, we've had to set up a counseling service, we were the host for a crisis management group that came in twice to assist the community. Our Dr. Buchanan offered counseling services to any of our students who wished to talk, and Jeff White from this campus was kind enough to come over to talk to any faculty and staff. So we made those offers. At the same time the emotions have been up and down, and we have several students who been invited to fly to California, to appear on television to meet with the media. One young lady came in and talked to several of us, and was asking should I go? She happens to be a very close friend of (the mother of the children) and she didn't know whether to go or not. We gave her our opinions, to be careful, and do what you think is best. We tried our best to help, but we're not sure we did a great deal.

So it's not over. The courthouse sits on one end of Main Street and our campus is on the other end. I counted some 30 or so large vehicles with satellite dishes on them around the courthouse square at one point in time. For a community our size to have

that, it just disrupts the whole community. News media people were wandering up and down the street looking for people to interview. I think they probably thought I was part of the media because I had to go downtown - they didn't interview me - they were shoving a mike and a camera in the face of people they thought looked like local people I guess. We have had many people coming out looking very well and others not so well. We are rural, but rural and ignorant do not go together. I think our community will come out much stronger because of it. We are in for another onslaught shortly, when the trial begins even if there is a change of venue, they will be there. When the national media left, the tabloid media has showed up. Even though they have said there will not be a made for tv movie, don't count on it. Many tv producers have been in town asking for information. I spent more time on this than I should have, but let me say thank you to all of you for the support, letters, and phone calls from many of you. And we appreciate your thoughts and concerns. And keep those good thoughts as we appear in the media later.

Moving on to some things on the campus, we have been very involved in the cultural activities of our community. For a number of years the cultural arts council had been defunct, and through the leadership of a couple of our senators who are here it has been revitalized, and we have many concerts and activities going on in the community which a year ago we did not. The membership in the arts council has grown dramatically, primarily through the leadership on our campus. As most of you know, we are much smaller than any of the other campuses, however, our physical plant is as nice or nicer than any (what there is of it). For those of you familiar with our campus, there used to be something called the oil mill which used to be in front of our central building which has been gone now for 2-3 years. We are in negotiations to obtain that property. Meanwhile the city has given a grant of somewhere around twenty to thirty thousand dollars to landscape that property. It won't be done in time for when you come up for the next meeting, but shortly thereafter it will be completely landscaped. The old houses which are part of our campus we have contracted to destroy them and clean out the areas, so our campus will be a campus. Before it was a building, and a building, and a building with old homes between and an empty lot. So we will be a campus shortly.

Another problem that we face is a decline in enrollment. I don't have a military base to use as a reason for it, we have other reasons. We are down, I believe, because we tightened down the financial aid very tightly. We were asked to do so by the feds, very bluntly, we were the guinea pig, we probably saved all of you a little trouble, because we were the first they audited. Both we lost some of our sophomore class, not because they couldn't return, but they didn't chose to go through the appeals process. We feel that was part of our shortcomings, in not letting all the information available until we should. Our number of entering traditional freshmen this year doubled. So we think we are going in the right direction, but we did experience quite a decline, which also resulted in a deficit in our budget. We, too, are or were in the process of looking for a couple of positions which we will now not do, ceratinly not before the fall. We will handle the deficit by being very frugal and very tight.. not having alot of travel budget is not new to us. We will continue to tighten our belts. Politically, we are having cultivate a new house member. Everyone is still shocked. Fortunately our senators will remain the same. It is going to be a new ball game, we don't know what's going to happen. But are working within the system to be better known.

Those are the primary things I wanted to mention. I did just want to say once again thank you for your support.

Report From Dean Chris Plyler to the USC Regional Campus Faculty Senate, November 18, 1994:

I regret that I cannot be in Lancaster to personally deliver my report, but a long-standing meeting addressing the organization and structure of our Coastal Zone Education Center and Pritchards Island programs requires my presence along with benefactors who comprise our Advisory Board. Many thanks to Professor Upshaw for standing in.

Enrollment Analysis: The final fall enrollment numbers indicate that USCB experienced a downturn of -6.03 % headcount and -7.35 % FTE compared to fall 1993. Our analysis of environmental and institutional factors lead us to conclude that the difference can be traced directly to a significant reduction in military enrollments. Uncertainty among those enlisted at Parris Island and MCAS throughout the summer over possible deployment to world trouble spots coupled with the Pentagon's decision to limit reimbursement of tuition monies for active personnel to one course per semester literally cut USCB military enrollment in half. Of even greater concern is the 50/50 prospect of phase-out of the Marine Corps Air Station which accounts for roughly 17% of USCB enrollment.

Student Recruitment: As is the case with all of our campuses, USCB is in the midst of its student recruitment efforts. One activity which we are currently engaged in and which continues to yield many traditional-aged students, is our Academic Pursuits Program. It is nothing more than a half-day visit to the campus where the high school senior participates in both classroom and instructional support sessions experiencing a brief glimpse of a typical USCB day. Faculty and staff participation is critical to the success of the program, and the local high school guidance counselors continue to tell us that "Academic Pursuits" is the single most effective and appreciated student recruitment program, as cited by their students, short of week-end visits to residential campuses.

Student Activities: USCB students have orchestrated a number of highly successful and well attended activities this fall. Among the most well received are: Student vs. Faculty/Staff Bowling competition; a two hour cruise aboard the "Spirit of Harbor Towne"; and "Star Struck Studio"- a Karaoke style or lip-sync musical recording experience. In addition, Dr. Frank Murphy's Anatomy and Physiology class will be hosting a December health fair for students, faculty, and staff. Students will conduct various health screening tests, including glucose and cholesterol levels body fat ratios, and oximeter readings to determine body utilization of oxygen supply.

Cultural Series: Last evening, the USC Beaufort Festival Series featured the renowned Russian pianist, Ignat Solzhenitsyn, son of Alexander Solzhenitsyn and celebrity in his own right. A capacity Performing Arts Center audience of 500 thoroughly enjoyed the performance.

Facilities: The renovation process for the Beaufort College Building and the Sandstone Building (otherwise known as the John J. Duffy epigenesis) is underway. An architectural firm has been chosen, and construction should be underway by mid-summer 1995. End of report.

**REPORT OF THE VICE PROVOST AND EXECUTIVE DEAN
REGIONAL CAMPUSES AND CONTINUING EDUCATION**

John J. Duffy

TO THE REGIONAL CAMPUSES FACULTY SENATE

NOVEMBER 18, 1994

CHE TWO-YEAR STUDY

My office is still working on the joint response from the University and the State Tech System to the recommendations of the Report on Two-Year Education in South Carolina. The bulk of the document will focus on specific instances where we already cooperate with Tech. We have just finished a working draft pulling information together from the University and Tech and have forwarded this draft to Tech for their review.

NEXT YEAR'S BUDGET

We have no idea what the budget picture for higher education will be at this point. The current state economic picture is positive but we anticipate a property tax rollback to be the first priority of the new legislature. The President's priority continues to be salary enhancements for faculty and staff.

SEXUAL HARASSMENT POLICY

I wish to clear up some apparent confusion over the University's recently approved Sexual Harassment Policy. The University has adopted a Sexual Harassment Policy which applies to all faculty, staff and students. This policy was developed by a committee which had System representation. The President approved this policy and forwarded it to the Board of Trustees for their information and it is now part of the University's Policies and Procedures Manual. The policy was sent to the University Senate Chairs as a matter of information.

This policy did not address consensual relationships. The Columbia Faculty Senate passed a statement which addresses consensual relationships and has proposed that it be added to the Teaching Responsibilities section of the Columbia Faculty Manual. The President has approved this statement and has forwarded it to the Board of Trustees for approval at their next meeting. The President has asked each of the other University Faculty Senates to adopt a consensual relationships statement to be included in their respective manuals. The Columbia statement may be used as a guide and reads as follows:

"Instructional staff members must refrain from engaging in any romantic or sexual relations with students over whom they have academic or supervisory control."

REPORT OF THE ASSOCIATE VICE PROVOST
REGIONAL CAMPUSES AND CONTINUING EDUCATION
John N. Gardner
TO THE REGIONAL CAMPUSES FACULTY SENATE
November 18, 1994

FALL 1994 ENROLLMENTS AND RELATED MATTERS

I hate to begin with the bad news, but it should be apparent to all of us by now that there is a very obvious correlation between enrollments, our over-all welfare, and practical matters such as resources necessary for faculty travel merit raises, etc. A number of our enrollment problems are essentially structural due to elements beyond our control such as the deployment of Air Force personnel from Sumter to Kuwait. Other dimensions of enrollment management, however, are within our control. You will find attached to my report the official Institutional Research report on Fall 1994 enrollments.

I would hope that all of my faculty colleagues on the Regional Campuses would be even more open and willing to engage in discussions with their administrative and student affairs colleagues on collaborative strategies that might be pursued to enhance improvement in recruitment and retention. Towards that end I and my colleague from USC Columbia, Professor Dan Berman, who is the Co-Director for Instruction in Faculty Development for University 101, would like to visit each of the five Regional Campuses between now and the end of the spring semester to talk about a number of the changes we have made in the University 101 course in the past five years of which I suspect Regional Campuses faculty are totally unaware. The bottom line of these initiatives has been to enhance the academic substance and student persistence outcomes for first year students taking 'University 101. We are also proposing for the Columbia Faculty Senate to consider at its December 1994 meeting a measure that would allow participation in University 101 for first semester transfer students. This would also include students who move from Regional Campuses to Columbia who did not take University 101 on a Regional Campus. This would also include first semester transfer students who are transferring from outside the University of South Carolina to a USC Regional Campus. Increasingly, colleges and universities are regarding their "transfer" students as "new" students who have become ever more important in the enrollment management mix for retention and thus financial purposes. I would strongly appreciate the support of Regional Campuses Senators at the December Senate Meeting in support of this proposal from the University Committee on Curriculum and Courses.

UNIVERSITY 101 FACULTY TRAINING WORKSHOP JANUARY 3-6

This is to announce the offering of the annual January University 101 faculty training workshop. Regional Campuses faculty, as always, are encouraged and welcome to participate. If you have not taken this workshop in a number of years you might want to go through this experience again. This office will cover your travel expenses.

ADMINISTRATIVE REORGANIZATION LEADING TO REDUCTION IN NUMBER OF DEANS AT USCL AND USCU

Because of the increasing financial short falls on our campuses, we have made a number of reorganizations on two of the campuses (Lancaster & Union). This has been facilitated also by retirements and non-renewals. At Lancaster we had the resignation of one Dean who returned to the faculty, the retirement of another, and consolidation of the former administrative and student affairs functions into the role of the chief academic officer. This has reduced the total number of deans from four to two at USCL. In a similar fashion at USCU we had one dean to retire and another to leave the employment of the university, and the resulting combination of both student and academic affairs in the person of Dr. Harold Sears. Unfortunately, Dr. Sears will be returning to the faculty at the end of this fiscal year after approximately a decade of extraordinarily competent and valuable service. We will miss his administrative contributions.

STATUS OF BAIS PROPOSAL

As many of the faculty will recall, CHE has long had questions about the legitimacy of our BAIS degree offered by the College of Applied Professional Sciences on the Regional Campuses. Specifically, they have been pursuing the University for approximately three years to submit the program for formal review, claiming that we have been operating this program without their approval. The reality is that we have been offering courses leading to BAIS on the Regional Campuses since 1976. The Commission changed its criteria for program approval in 1987, which cites specific requirements for program approval and review. David Hunter, I, and Don Stowe and Reg Brasington in the College of Applied Professional Sciences have been working over the past several months to develop a proposal to route from the University Administration to CHE. We are sending a draft of this proposal for "informal review" to CHE. It will formally enter their review process for the May 1, 1995 - November 1, 1995 cycle. That means that it will be formally acted upon sometime after November 1, 1995. Naturally, this program is vital to the future of the Regional Campuses and we may need to seek your assistance approximately a year from now for direct communication efforts with members of the Commission (not the staff but the Commission itself). This is otherwise known as lobbying.

DISTANCE EDUCATION INITIATIVES INVOLVING REGIONAL CAMPUSES FACULTY

Each semester David Hunter and I hold a meeting with the Academic Deans from the Regional Campuses and Lifelong Learning and almost always Susan Bridwell is also a part of these meetings. At our October 1994 meeting, we had a very lengthy discussion about the current status of Distance Education and its impact on Regional Campuses. With Susan's assistance, let me provide you with some back ground:

For the past 25 years, graduate professional programs on the USC Columbia campus have used television to provide alternatives to students in the state who could not come to Columbia.

In the past year, the College of Business Administration has become interested in using television, combined with courses taught by faculty at the Regional Campuses, to help extend the BS in management. The Department of Retailing has made a commitment to offering the upper level major courses in its baccalaureate to the Regional Campuses. The intent is to work with the Regional Campuses in providing alternatives to students who will never move from their local communities to the Columbia area.

As these undergraduates initiatives get underway, we are beginning to hear from businesses that would like to provide the same kinds of alternatives to their employees.

With these new uses of television at the undergraduate level, questions arise.

Some questions about use of telecommunications at the undergraduate level (there are many others):

Are there opportunities for the Regional Campuses in these undergraduate initiatives, particularly to offer 100-level and 200-level courses by telecommunications?

Is there a market of adult students who will never be able to attend traditional classes on campuses (because of work hours, travel, home responsibilities, for example) who would respond to courses delivered by a combination of videocassette and weekend on-campus sessions?

Could Regional Campuses respond to these needs without competing with the courses offered on campus currently?

If the needs exist and the campuses are interested in responding, how do we handle logistics, cost, etc., and how will the campuses be rewarded for their efforts?

The Undergraduate Task Force for Using Television to Meet Undergraduate Needs has dealt with the initiatives of the College of Business Administration and the Department of Retailing, primarily from the standpoint of assuring quality and determining the responsibilities of all involved in distant delivery.

At this point I am interested in exploring with the Academic Dean from the Regional Campuses and Lifelong Learning, acting on your behalf, as to whether or not you would have any interest in participating in some kind of meeting/forum to continue our discussions about the future of the uses of Distance Education on the Regional Campuses. Susan and her staff are very willing and interested to meet with us: the faculty telecommunications coordinators, Academic Deans, and representatives from my office. Please let your Academic Dean know if you have an interest in attending such a forum.

FACULTY EXCHANGE APPLICATIONS

This is to remind you that applications are due in the Provost Office December 1. If you need application forms or have questions, please do not hesitate to contact me. Please, especially encourage your newer and untenured faculty colleagues to take advantage of this marvelous professional development opportunity. Also, please include in your application an appropriate endorsement from either the Academic Dean and/or the Dean of the University from your campus.

FROM Inst. Planning & Research

TO: USC REGIONAL CAMPUS

OCT 31, 1994 11:45AM #791 .P.21

OFFICIAL,

**UNIVERSITY OF SOUTH CAROLINA
ENROLLMENT COMPARISON
TERM: FALL 1994**

	HEADCOUNT		F.T.E.		Imo. CT.,	CHANGE F.T.E.
	AS OF 10/29/93	AS OF 10/28/94,	AS OF 10/29/93	AS OF 10/28/94		
Columbia U/G	16,255	16,028	14,543	14,259	-1.40	-1.95
Law	762	768	834	786	0.79	-5.76
D.Phann	24	26	129	119	8.33	-7.75
<i>Medicine</i>	285	303	285	303	6.32	6.32
Masters		7,803	3,755	3,783		0.75
Doctoral		1,826	1,231	1,307		6.17
Total Grad	9,384	9,629	4,986	5,090	2.61	2.09
Sub - Total	26.710	67.	20.777	20.557	Q.11	-1.06
Aiken	3,297	3,233	2,376	2,260	-1.88	-4.88
Graduate	0	10	0	8		
Spartanburg	3,281	3,291	2,552	2,528	0.30	-0.94
Graduate	0	152	0	51		
Beaufort	1,161	1,091	585	542	-6.03	-7.35
Lancaster	1,241	1,242	691	634	0.08	-8.25
Salkehatchie	872	834	505	478	-4.36	-5.35
Sumter	1,614	1,566	1,025	947	-2.97	-7.61
Union	459	391	237	191	.14.81	.19.41
Sub - Total	11.925	11812	7.971	7.639	:W	-4.17
Total	38,635	38,566	28,748	28,196	-0.18	-1.92

Note: School of Medicine included in Columbia Campus figures and not listed separately.
Undergraduate FTE includes correspondence courses.

Post-1 brand fax transmittal memo 7671 # of peps.

**Report of Rights and Responsibilities Committee
Regional Campuses Faculty Senate November 18,
1994**

Professor Danny Faulkner

The charges for the year were reviewed by the committee. Copies of the revised tenure and promotion guidelines are available today, they reflect changes previously approved by the Senate. They also include some editorial changes that we now submit as motions:

- 1) I I item B section 8 - Delete the last sentence
II item B section 10 last sentence ", or a reviewer may" change to "should"
II item C - Delete items 1 and 2. Renumber old items 3 and 4 as new 1 and 2 III section
A - "administrative letters (if any)" change to "letters from any other
level of local review"

We also ask that for consistency we change "local tenure and promotion" to "campus tenure and promotion" wherever it appears in the guide.

- 2) Secondly, we move that the RCFS adopt the latest AAUP statement on sexual harassment as published in the September-October 1994 issue of *ACADEME*, page 67. It will replace the current sexual harassment policy found on page C1 of our faculty manual.

For our information, the earlier policy that we thought that we had input on has been adopted by the administration.

The Provost has previously refused to share tenure and promotion information with the RCFS. Professor Dockery has recently received a letter agreeing to share this information (see attachment). We will have data at the February meeting.

In Attendance

Danny Faulkner, Bruce Nims, John Logue, Maitland Rose, Susan Smith, Paul Stone, John Blair, Joanne Klein, Jane Upshaw, Jeffrey Strong, Jerry Dockery, John Catalano

NOTE: This is the text of the Guidelines submitted to the Senate, but NOT the document revised and approved by the Senate.

A GUIDE TO REGIONAL CAMPUSES TENURE AND PROMOTION PROCEDURES

(11/16/94)

INTRODUCTION

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

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

I. ELIGIBILITY FOR TENURE OR PROMOTION

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

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

II. PROCEDURES AT THE LOCAL LEVEL

A. Notification

The dean or the dean's designated academic

administrator shall

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

B. Files

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

1. A promotion and tenure file will be started at the time a faculty member is hired. This file will include hiring dates, rank, penultimate dates for tenure consideration and such review forms as dictated by campus and system policy. The file will be maintained in the office of the campus academic dean.
2. The candidate bears primary responsibility for preparation of the file on which decisions will be based. Documents mandated by campus policy, such as peer review forms, administrative reviews, etc., will be delivered to the academic dean (by the originating authority) for placement in the candidate's file.
3. Files normally should not to exceed 25 typed pages excluding documents mandated by campus policy and materials added by the various levels of review. The candidate also may prepare a reference collection of documents (books, other publications, copies of grant proposals, student evaluations, etc.) which will not be duplicated but will accompany the T&P file through the various levels of review. The reference collection of materials will' be returned to the candidate at the end of the review process.
4. Each file and/or reference collection should contain the following items when relevant to the criteria and to the candidate under consideration:
 - a) Evaluations and/or evidence of effective teaching performance and/or service as a librarian;
 - b) Evidence of research and/or scholarship in the candidate's academic field which may include a list of publications, papers presented, grant proposals, and the like;
 - c) As appropriate, evidence of creativity or performance in the arts;

presented, grant proposals, and the like;

- c) As appropriate, evidence of creativity or performance in the arts;

Evidence of professional growth and experience which may include workshops, seminars, consulting, additional coursework, participation in professional societies, participation in interdisciplinary education and research activities and the like;

- e) Evidence of campus and system activities such as work on department, division, campus and university committees;
- f) Evidence of community service especially if it relates to the candidate's discipline and reflects well on the university;
- g) Experience at the University of South Carolina;
- h) Relevant experience elsewhere;
- i) External evaluations of a candidate's scholarly or creative achievements and other professional activities received by the candidate, department, division or campus.

- 5. The file should be arranged in the following order:
(Each section may refer to materials in the reference collection)

- a) T&P File Form
- b) Candidate's Personal Statement
- c) Evidence of Effective Teaching
- d) Campus and System Activities
- e) Community Service
- f) Professional Growth and Experience
- g) Research and/or Scholarship
- h) Other items noted above (4.)

- 6. Apart from material added by the candidate, only materials from division chairs, associate dean for academic affairs, local tenure or promotion committee, the campus dean, the vice provost, and the RCTP may be added to the file. Except for those items specified in paragraph 10 of this section, the file must be complete by Nov. 1 and before the

campus tenure and promotion committee begins to review it.

7. Neither the candidate nor any other person may bar or remove any document or other evidence (duly filed and permitted by the T&P process) from a file.
8. No faculty member other than the candidate, unit chair, or dean may require that any document or other evidence be included in the file, but faculty members may cite or quote from any evidence not in the file in their vote justifications or in separate letters to their dean or unit chair. Justifications which accompany individual votes will become a part of the file.
9. Letters written by outside reviewers or faculty members in previous years are not automatically included in the file. The candidate or a reviewer may include such a letter in the file but is encouraged to seek the author's permission.
10. Instruments or mechanisms authorized by the local campus for evaluating a candidate's teaching, such as peer and student evaluations, will be included in the file. All such evidence shall be organized in reverse chronological order. The candidate should include other evidence of teaching effectiveness.
11. After the campus review process begins, only the following items may be added to the file:
 - a) Campus tenure and promotion vote justifications, and statements from the dean, and other academic administrators which accompany the file to the next steps of the procedure.
 - b) The votes and vote justifications of the members of the RCTP.
 - c) If referred to in the file, material information arising as a consequence of actions taken prior to the campus vote, for example (i) letters from outside evaluators solicited before but received after the campus review process is initiated; (ii) notification of acceptance of a manuscript referred to in the file; (iii) publication of books or articles which had been accepted prior to initiation of the review process; and (iv) published reviews of a candidate's work which appear after initiation of the review process.
 - d) Information received by the RCTP which may not be added to the file under the provisions of paragraph 10 will not be considered by the RCTP in its deliberations.

C. Access to Progress of Files

1. At or prior to the time that the file is forwarded to the RCTP, the campus committee will notify the candidate of its vote and vote justifications, and administrative officials at the local level will inform the candidate of their recommendations.

2. The candidate (unless for tenure consideration in the penultimate year) has the right to remove the file from further consideration at any point in the process. Removal will be accomplished through a written request for nonconsideration by the candidate. The request should be forwarded to the level where the file is being actively considered.

D. Voting at the Local Level

1. Only faculty of equal or higher rank may vote on those applying for promotion. All tenured faculty may vote on applications for tenure. The minimum number of faculty necessary for voting on a candidate is five. Local tenure and promotion committees will request the participation of faculty from other regional campuses if necessary to form a quorum. Faculty holding administrative positions (such as chair, dean, provost or president) which enable them to make recommendations on a candidate may not vote on those candidates. Emeritus professors may not vote. A faculty member on leave may vote only upon notification to the unit chair or dean of a desire to do so before beginning the leave. This faculty member must attend the meetings of the committee to cast a vote.
2. Meetings at which candidates are considered for promotion and tenure are closed to everyone except those eligible to vote on the candidate. A local tenure and promotion meeting may, however, by rule, motion, or invitation of the chair of the meeting, be opened to anyone the body wishes to be present at the meeting and/or be heard.
3. Tenured faculty of a campus may review a candidate as a committee of the whole or operate through an elected local committee. No local committee will have fewer than five members.
4. Each member of the local tenure and promotion committee shall vote "yes," "no," or "abstain." Where campus rules do not specify majority, a majority of yes votes among those voting "yes" and "no" shall constitute a favorable recommendation. Absent a special unit rule to the contrary, abstentions shall be recorded but not used in the determination of majority for a favorable recommendation. Each campus may decide what percentage of the vote constitutes a favorable recommendation. Original ballots with justification must be provided by each voting faculty member. Justifications need not be signed but must clearly state how the author voted. Any ballot without justification will be voided.
5. After the votes have been recorded and reported to the committee, the ballots and justifications will be included in the

file.

III. PROCEDURES ABOVE THE LOCAL LEVEL A.

Notification of Vote

The chair of the campus committee shall write a letter informing the candidate of the committee's recommendation. The file, including the ballots, justifications, and letters from any other level of local review, will be forwarded to the dean of the campus. The dean will review the file, add an assessment and recommendation, and forward the file to the vice provost. The dean will notify the candidate, in writing, of his or her recommendation. The vice provost will forward the file to the RCTP.

B. Appeals

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

IV. THE REGIONAL CAMPUSES COMMITTEE ON TENURE AND PROMOTIONS

A. Membership

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

B. Responsibilities of the RCTP

1. The RCTP applies tenure and promotion guidelines as a part of its deliberations. In conjunction with the R&R Committee of the Regional Campuses Faculty Senate, the RCTP shares T&P issues and concerns with the faculty.
2. The tenured members of each campus formulate and revise internal procedures for tenure and promotion. Local procedures should be consistent with the guidelines published in The Regional Campuses Faculty Manual. Inconsistencies noted by RCTP during their deliberations will be communicated to the chair of the Rights and Responsibilities Committee. The

local campus procedures will then be reviewed for clarity and consistency with The Regional Campuses Faculty Manual.

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

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

V. PROCEDURES AFTER THE UNIVERSITY COMMITTEE ON TENURE AND PROMOTIONS

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

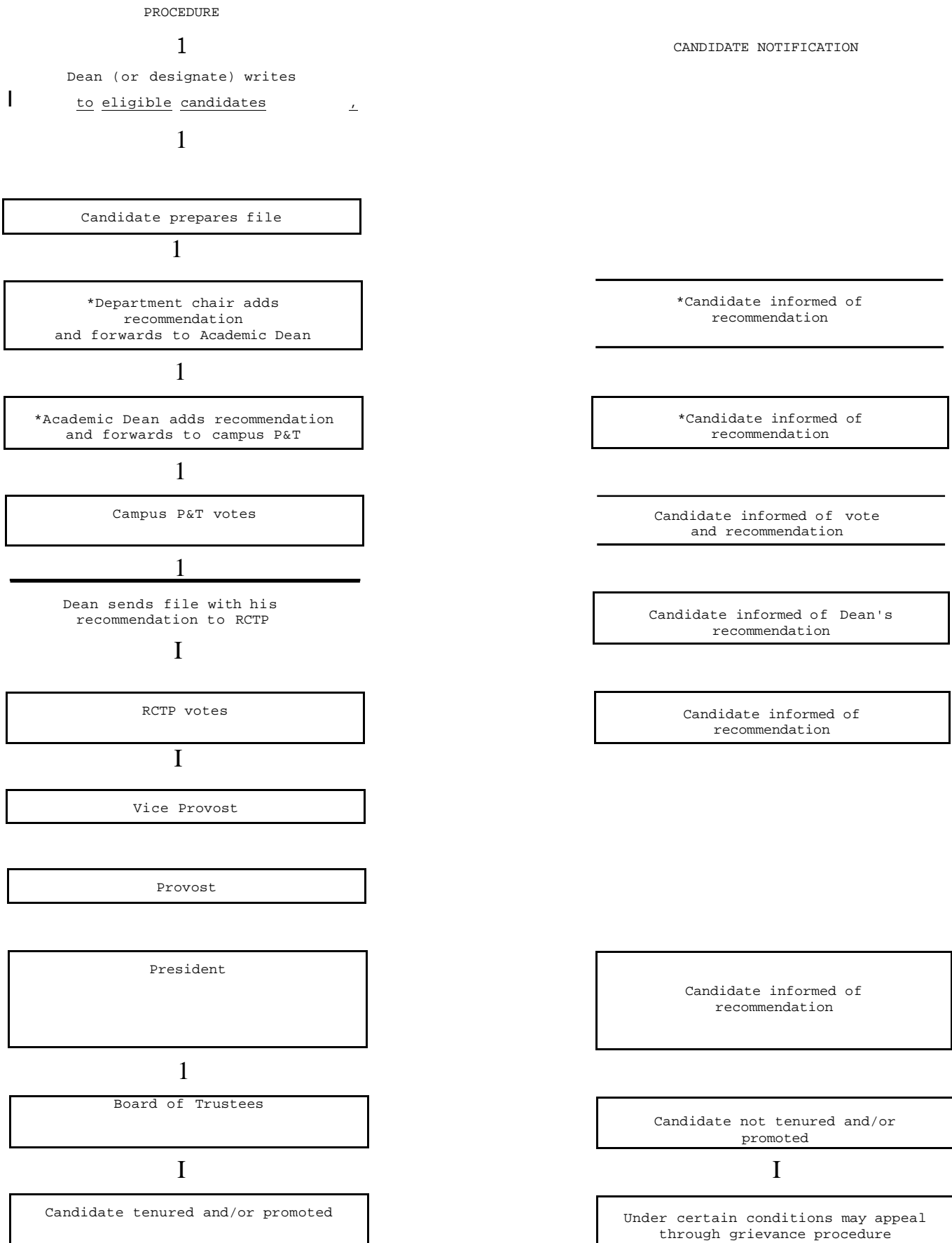
VI. REPORT TO REGIONAL CAMPUSES FACULTY SENATE

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

VII. CANDIDATE NOTIFICATION

In accordance with the stipulations for notification contained in this document, each candidate shall be notified of action by the appropriate level of review in a timely fashion.

Table 1. Flow chart of Regional Campuses Tenure and Promotion procedure.



Report

Academic Freedom and Sexual Harassment

The report which follows, prepared by a subcommittee of Committee A on Academic Freedom and Tenure, was approved by the committee in June 1994 not as policy but for publication with an invitation for reactions from members of the academic profession. Appended to the report are comments on it by Professors Barbara F Reskin (writing on behalf of Committee W2 Linda E. Fisher (writing in her individual capacity), Ernst Benjamin, and Linda Ray Pratt. Additional comments should be directed to the Association's Washington Office.

Committee A's statement *On Freedom of Expression and Campus Speech Codes*, adopted by the committee in June 1992, is a far-reaching exposition of traditional policies of the Association that support academic freedom. Starting from the familiar premise that "[f]reedom of thought and expression is essential to any institution of higher learning," it concludes that "[o]n a campus that is free and open, no idea can be banned or forbidden. No viewpoint or message may be deemed so hateful or disturbing that it may not be expressed."¹ Conceding the need to "deal with incivility, intolerance, offensive speech, and harassing behavior," it commends a variety of measures that "rely on suasion rather than sanctions." Sanctions are available to "penalize conduct and behavior, rather than speech."

Reflections on these principles led Committee A to reexamine the Association's policy on sexual harassment. Stimulated by widespread concerns with harassment, concerns that have led to legislation and litigation, the Association in 1990 adopted a report, a revision of a 1984 document, entitled *Sexual Harassment. Suggested Policy and Procedures for Handling Complaints*² The policy and the procedures were submitted as "advice" to colleges and universities that desired "a separate statement of policy on sexual harassment." It, therefore, seemed wise to review the policy and other similar policies now that the drafting of the 1992 "Speech Codes" statement has sharpened perceptions of the controlling precepts.

II. EEOC Guidelines on Sexual Harassment

As developed principally to deal with workplace relationships, the concept of sexual harassment has two analytically distinguishable components. The first is concerned with the use of influence or authority to extort sexual favors from another,

¹*Academe* 78 (July-August 1992): 30, 31. ²*Academe*

76 (September-October 1990): 42, 43.

sometimes called the *quid pro quo* theory. The second, the hostile workplace environment theory, is concerned that a pattern of supervisory or co-worker speech and conduct directed at employees on the basis of their sex may drive them from employment and so discriminate against them in violation of equal employment opportunity law. Both of these elements are embodied in guidelines adopted by the Equal Employment Opportunity Commission in 1980 to govern the workplace:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 C.F.R. 1604.11 [a]).

Although these guidelines do not have the full force of law, they have been highly influential, and were endorsed by the Supreme Court of the United States in *Mentor Savings Bank, FSB v. Vinson* (477 U.S. 57 [1986]). That decision has been of critical importance to employers in delineating the circumstances in which they can be held liable for the behavior of their employees. It legitimated the position that punishable harassment resulted not only from *quid pro quo* sexual harassment, but equally from the creation of a "hostile environment."

These guidelines have been widely emulated by institutions of higher education for application to the classroom and campus, commonly by substituting "learning" for "working" in clause (3). Committee A believes that there are important differences between the ordinary "workplace" and the academic enterprise such that part 3 of the EEOC Guidelines, if unreflectively applied to the university's academic functions without regard to the special needs of teaching and scholarship, would very likely circumscribe the academic freedom that the Association has worked so long to protect.

III. Sexual Harassment Policies and Academic Freedom

We wish to make clear that the Association fully recognizes that sexual harassment is an important campus concern. In the regu-

lation of non-academic supervisory and co-worker speech, universities do not differ from other employers. Thus, to the extent that the 1980 EEOC Guidelines are endorsed by the courts as fairly stating the obligations of employers generally, they also apply to the university in its non-academic functions.

Moreover, although "conduct of a sexual nature" includes speech-in fact, prohibited "advances" and "requests" would ordinarily be made by words-*pro quo* harassment addresses conduct that, even when it is manifested by speech, should have no protection anywhere in the university. The EEOC Guidelines' ban on such harassment clearly covers the academic workplace and arguably extends to faculty-student or faculty-faculty relations as well as the ordinary workplace environment.

Our concern is rather with the direct, wholesale translation of rules adopted to govern workplace speech to the very different situation of speech in the classroom, studio, and laboratory, and to interchanges between colleagues and to discussions with students in non-classroom settings-that is, to speech that would otherwise be protected by principles of academic freedom.

The university can be thought of, even in its academic functions, as a workplace; but if so, it is a workplace of a special kind, one in which the work carried out, by students and faculty alike, is discovery and assessment of ideas. That is the very purpose of the enterprise. For this reason, expression of ideas in the academic context requires particularly strong protection. Those institutions of higher education that have emulated the EEOC Guidelines pay insufficient respect to that requirement. In particular, the portion of the EEOC Guidelines which prohibits "verbal ... conduct of a sexual nature" that "creat[es] an intimidating, hostile, or offensive *working* environment" cannot be simply translated into a prohibition on speech that creates an intimidating, hostile, or offensive *learning* environment. At its best, the academic working environment-and *a fortiori*, the academic learning environment-itself consists in robust exchange of ideas. Ideas whose expression may be felt to be intimidating, hostile, or offensive cannot be prohibited on the sheer ground that they are felt to be so. The learning environment must be open to all ideas, however distasteful or distressing they may be felt to be, for there cannot be responsible assessment of ideas--or acquisition by students of the ability to make responsible assessments of ideas for themselves--in an environment in which some ideas are suppressed at the outset because *they* do or may offend

The history of academic freedom is, in fact, the history of protecting speech that **was** found deeply offensive by members of the community at the time. It is well to remember that when Scott Chisholm, an instructor at Indiana State University, was dismissed in 1967 for burning an American flag in his English riacs to distinguish symbolic speech from a mere physical act, his action, held by the Association to be protected by academic freedom, offended many to the point of outrage.³ Similarly, when

publishing a letter in the student press condoning premarital sex among students, his dismissal was for speech of a sexual nature that President David Henry concluded was "offensive and repugnant."⁴ When the Board of Regents of the University of California in 1970 based its decision not to renew the appointment of Angela Davis at UCLA in part on her public advocacy of the abrogation of the freedom to express racist or other loathsome ideas, the Association defended for her the freedom she would have denied to others-to express ideas "however self-contradictory, intolerant, erroneous, or unpopular they may be."⁵

An overly broad definition of sexual harassment in the academic arena that extends to *ideas* and the ways in which they are expressed is often justified on the ground that women (students and faculty) who have been historically subordinated and discriminated against are more "at risk" than others. Our concern, however, is that applying this broad definition of sexual harassment to speech in the context of the academic mission necessarily assumes that the presence of and risk of offending women requires that certain limits be placed on the free exchange of ideas. This invites other groups to make similar claims, depending on their perception, or that of others, as to how "at risk" they are. Thus, the teaching of any of a variety of subjects-sociology, history, political science, literature-might become a minefield of forbidden expression. There is no principled basis for distinguishing, and therefore for supplying less or more stringent protection for, expression that offends one group as opposed to another, on the ground that the message conveyed or the location employed is offensive to a group that is more or less "at risk"

These comments should not be thought to imply any lack of Association concern about abuses of power in an institution's academic functions, and most especially abuses that may impair learning by creating a hostile environment for women or for minorities. Sexual harassment is but one example of such abuses, and the example specifically defined and addressed by this statement. The Association's policies concerning the professional obligations of faculty in teaching, and in faculty-student discourse, have long been recognized as condemning any abusive treatment of students by anyone in a position of authority. Thus the fundamental and widely adopted 1940 *Statement of Principles on Academic Freedom and Tenure* enjoins faculty members from introducing into their teaching "controversial matter that has no relation to their subject."⁶ The Association's *Statement on Professional Ethics* admonishes professors to "avoid any exploitation, harassment, or discriminatory treatment of students," and urges them to demonstrate "respect for students as individuals." Faculty mem

⁴ "Academic Freedom and Tenure: The University of Illinois," *AAUP Bulletin* 49 (March 1963): 25-43.

⁵ "Academic Freedom and Tenure: The University of California at Los Angeles," *AAUP Bulletin* 57 (September 1971): 382-420. ⁶ *Academe* 76 (May/June 1990): 37-41.

³ "Academic Freedom and Tenure: Indiana State University," *AAUP Bulletin* 56 (March 1970): 52-61.

Leo Koch was dismissed at the University of Illinois in 1960 for

betts are also enjoined from discriminating against or harassing colleagues.⁷ The Council's *Statement on Freedom and Responsibility* provides that students are "entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship." It also specifies that evaluation of students is to "be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs"—obviously, the gender of a student must be considered equally irrelevant to that evaluation. Consequently, the intrusion of sexual references or sexual jokes, even if relatively inoffensive ones, the refusal by a male faculty member to acknowledge the presence of female students in a classroom or to take questions from them, or references to women intended to disparage their presence in the classroom, would clearly contribute to an unprofessional academic environment, and are not protected by any of the standards or codes of professional responsibility governing academe.⁸ Like all forms of invidious discrimination, sex-based discrimination, addressed in numerous Association **policy** statements over more than two decades, remains very much of concern. Committee A will continue to work with Committee W on the Status of Women in the Academic Profession and with other responsible Association bodies in efforts to remove all vestiges of sex-based discrimination from the academic environment.

W Adequate Notice of What Is Proscribed

An additional concern of the Association is that if there is any scope for institutional regulation of "sexually harassing speech," and the Association takes the position that there is, it must provide a reasonably clear, ascertainable, and administrable standard. Insofar as the rule would regulate what a faculty member may say to students in the classroom or the laboratory, or even to an individual student or colleague in spontaneous exchanges or impromptu remarks as part of academic discourse, faculty members should not be required to guess at where the zone of forbidden expression lies.

The proscription of speech that creates "an intimidating, hostile, or offensive learning environment" fails in this regard, since it offers no standard by which its application could be cabined. Any reference, observation, or proposition germane to the topic that is uttered to stimulate thought, to advance a line of analysis, or simply to provoke discussion, that conceivably could be interpreted as sexual in nature might strike a responsive chord in one student

⁷ *Academe* 73 (Jul), August 1987:49.

⁸ *AAUP Bulletin* 56 (Winter 1970): 375, 376.

⁹ There have been occasional reports of female faculty members engaging in similar behavior toward male students. Such instances are considerably rarer, but when they occur are no less a lapse of that standard of professional responsibility to which all faculty members must be held.

while deeply offending another. Some students might find themselves alienated, even offended, by "learning environments" they deem to intrude on personal privacy, while others might be alienated by "learning environments" they perceive as too indifferent to personal needs. Speech uttered by faculty members in the course of carrying out their professional obligations cannot be so regulated. An atmosphere conducive to learning is, as the Association's policies emphasize, an educational desideratum; but the desired end does not **supply** an ascertainable standard to judge, let alone discipline, faculty members for what they may say to their students or to one another. It follows that a proscription such as the EEOC Guidelines embody may have a chilling effect on academic speech well beyond the reach of what proponents of such policies intend.

V. AAUP-Recommended Policy on Sexual Harassment in the Academic Setting

The Association's 1990 suggested **policy** on sexual harassment issued from an effort to narrow the application of general workplace rules, with a view to accommodating the differences between academe and the normal workplace. The **policy**, which was commended to institutions of higher education for adoption, reads as follows:

It is the **policy** of this institution that no member of the aca

demie community may sexually harass another. Sexual advances, requests for sexual favors, and other **conduct of a** sexual nature constitute sexual harassment when:

1. Any such proposals are made under circumstances implying that one's response might *affect* such academic or personnel decisions as are subject to the influence of the person making such proposals; or
2. Such conduct is repeated or is so offensive that it substantially contributes to an unprofessional academic or work environment or interferes with required tasks, **career opportunities, or learning; or**
3. Such conduct is abusive of others and creates or implies a discriminatory hostility toward their personal or professional interests because of their sex.¹⁰

This **policy** departs from the EEOC Guidelines in a number of ways. For example, its section (2) requires that the conduct be repeated or that it "substantially" affect the "academic or work" environment, and its section (3) requires that the conduct be "abu

¹⁰ The 1990 suggested **policy** contained the following footnote, to which Committee A subscribes: Faculty members and staff are cautioned against entering romantic or sexual *relationships* with their students; so, too, is a supervisor cautioned against entering such relationships with an employee. Faculty and staff should be cautious in assuming professional responsibilities for those with whom they have an existing romantic relationship. (See also the Association's statement on *Faculty Appointment and Family Relationships*.)

sive of others." We believe, however, that the **policy** does not depart far enough from the EEOC Guidelines, that it does not provide adequate protection for academic speech. A prohibition on speech that "substantially contributes to an unprofessional academic or work environment or interferes with ... learning" is not a prohibition that provides sufficiently clear notice of what is proscribed; and a prohibition on speech that "is abusive of others and creates or implies a discriminatory hostility toward their personal or professional interests" may suppress, or chill, speech that should be protected as an exercise of academic freedom.

We therefore recommend that the Association adopt a revised policy on sexual harassment in the academic context. The revised **policy** we recommend retains three key elements of the current **policy**, namely (i) that conditioning academic or personnel decisions on acceptance of requests for sexual favors is impermissible, (ii) that the ravamen of the wrong of other forms of sexual harassment is personal abuse, and (iii) that the abuse could be either a single episode that is severely abusive or a pattern of persistent conduct. Our proposed revision follows:

It is the **policy** of this institution that no member of the academic community may sexually harass another. Sexual advances, requests for **sexual** favors, and other conduct of a sexual nature constitute sexual harassment when:

1. Such proposals are made under circumstances implying that one's response might affect academic or personnel decisions that are subject to the influence of the person making the proposal; or
 2. Such speech or conduct is directed against another, and is either abusive or severely humiliating, or persists despite the objection of the person targeted by the speech or conduct.
- In some cases the speaker's or actor's intention, taken with the effects of the speech or action, may make clear that there was a target of harassment, though the person or persons were not explicitly identified. In such cases the foregoing **policy** applies.

special regulation of sexual harassment supplements existing Association policies governing unprofessional conduct as described in Section III; procedures for bringing and assessing charges of unprofessional conduct are described in the Association's *Recommended Institutional Regulations on Academic Freedom, and Tenure*, Regulations 5, 6, and 7.¹¹

As revised, the **policy** concentrates on harassment directed at an individual target or targets. It avoids the diffuse notion of offensive conduct that "contributes to an unprofessional academic or work environment." It eliminates, as a concept distinct from personal harassment, the reach of the present statement to include

¹¹ *Academe* 69 (January-February 1983): 15a-20a. See also "Due Process in Sexual Harassment Complaints," *Academe* 77 (September-October 1991): 47.

abuse that "implies" hostility toward unidentified "others" because of their sex. Committee A believes that this revised **policy** captures the permissible limit of institutional regulation of sexual harassment in faculty-faculty and faculty-student relations. It provides reasonably clear guidance as to what may and may not be said, and it is respectful of academic freedom.

VI. Legal Liability Under More Narrowly Drawn Guidelines Applied to the Academic Setting

Universities may be concerned that the adoption of these more carefully crafted rules governing sexual harassment would leave an institution exposed to legal liability for its failure to regulate the teaching learning environment in accordance with the EEOC Guidelines addressed to the workplace environment. As mentioned earlier in this report, the EEOC Guidelines were endorsed by the U.S. Supreme Court in *Mentor Savings Bank, FSB v. Vinson*. They were again endorsed, more recently, in *Harris v. Forklift Systems, Inc.* (114 S.Ct. 367[1993]). These decisions have helped to delineate the circumstances under which employers can be held liable for the behavior of their employees, and have reinforced the position that, in the workplace environment, prohibited sexual harassment results not only from the *quid pro quo* situations, but also from the creation of a "hostile or offensive working environment." And, as also noted in this report, the kind of hostile workplace environment that a court could find discriminatory can also exist in a university workplace setting, and should be of no less concern.

But it pays to reiterate three key points here. First, a "hostile environment," as a conceptual device employed by the courts, is a rubric, not a rule. It describes a variety of acts which have the purpose and effect of discouraging the presence of women in the workplace, of which the most common are physical assaults and targeted verbal abuse. Rarely have any of these cases concerned untargeted speech unconnected to such harassing behavior.

Second and, perhaps, because of that, little-indeed no-attention has been paid, in the judicial exposition of the EEOC Guidelines, to the needs of the *intellectual* workplace. We are aware of no reported decision that confronts these needs. Constitutional support for academic freedom finds its foundation in the freedom of speech guaranteed by the First Amendment. Yet, as Judge Kozinski of the U.S. Court of Appeals for the Ninth Circuit has acutely observed, "Because First Amendment defenses were rarely raised, harassment law evolved with little concern for free speech, and some workplace harassment cases seem suspect on First Amendment grounds" (*U.S. v. X-Citement Video, Inc.* [982 F.2d 1285, 1296 (9th Cir. 1993)]). One case that did squarely face First Amendment concerns, *Robison v. Jacksonville Shipyards* (760 F. Supp. 1486 [M.D. Fla. 1991]), rejected them. The court found that the complainant was harassed both verbally by her fellow workers and visually by profuse displays of "calendar

art" featuring nude women in suggestive poses. This case is now on appeal, and anyway seems to have little relevance to the kind of visual affronts on a campus that need to be tolerated if their content, and the occasion for their display, conveys a message the expression of which is an exercise of academic freedom. ¹²

Consequently, third, this report resists not the substance of what is most often actually regulated in the name of a proscribed "hostile environment in the workplace," but the use of that essentially descriptive phrase as a rule that could easily trump the exercise of academic freedom. As this report has pointed out, since the "verbal...conduct of a sexual nature" that is proscribed at the beginning of the EEOC Guidelines includes the "crea[tion of] an intimidating, hostile, or offensive working environment," academic freedom may be severely circumscribed in an institution of higher education that emulates these guidelines with respect to academic relationships. Behavior that is "intimidating" in the strict sense—e.g., deterrence by a threat of force—is already proscribed and receives no shelter from academic freedom. Some students may perceive as "intimidating" a pedagogical technique that a "faculty member, using his or her best professional judgment, deems appropriate under the circumstances. And what may be perceived by some as "hostile" or "offensive" ideas and expressions are unavoidable and protected in the teaching-learning environment. This position may be reasonably viewed as in keeping with the Supreme Court's most recent unanimous decision in *Harris*, where the Court, in reviewing the EEOC Guidelines as applied to the normal workplace, observed that.

Whether an environment is "hostile" or "abusive" can be determined only by looking at all the circumstances. These may include the frequency of the discriminating conduct; its severity; whether it is physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interferes with an employee's work performance.

In sum, Committee A maintains that the prohibition of speech of a sexual nature that may create an "intimidating, hostile or offensive working environment" cannot be imposed on the academic process. Discovery and assessment of ideas is the work of the academic workplace, and the expression of ideas must therefore be protected. Our proposed revision of the Association's existing suggested policy on sexual harassment is designed to ensure that sexual harassment of a student or a faculty member by another faculty member will be thwarted—without also thwarting academic freedom.

RALPH S. BROWN (Law), Yale University, *Chair* MATTHEW

W. FINIQN (Law), University of Illinois

BETSY LEVIN (Law), Georgetown University

CAROL SIMPSON STERN (Performance Studies), Northwestern University

JUDITH J. THOMSON (Philosophy), Massachusetts Institute of Technology

LINDA E. FISHER (Law), Dickinson School of Law, *Consultant*

Subcommittee on Academic Freedom and Sexual Harassment

¹² For a discussion of standards for art displays on campus, see "Academic Freedom and Artistic Expression," *Academe* 76 (July-August 1990): 13.

THE UNIVERSITY OF SOUTH CAROLINA

James C. Moeser
Vice President for Academic Affairs and Provost

Columbia, SC 29208
803-777-2930
FAX 803-777-9502

MEMORANDUM

TO: Jerry Dockery,
Regional Campuses and Continuing Education
FROM: James C. Moeser,
DATE: November 15, 1994



I am responding to your E-Mail of November 10, 1994 concerning a request that the reporting mechanism for tenure and promotion results to the Regional Campuses Faculty Senate be amended to include a report of actions taken by the Office of the Provost. Since we are now clearly a part of this line, I have no objection to your suggestion. Indeed, I believe it has merit and I will support it so long as the nature of the report is accurate and does not provide detailed information as to individual cases which would contravene our requirements on confidentiality of these records.

JCM/dhs

Attachment 5

**Report of Welfare Committee
Regional Campuses Faculty Senate
November 18, 1994 Professor Nora
Schukei**

Motion 1: Instructional staff members are advised to avoid romantic relationships and must refrain from engaging in sexual relations with students over whom they have academic control.

We heard a report from the ad hoc committee on conflict of interest.

In Attendance

Mary Barton, Noni Bohanak, Wayne Chilcote, Robert Costello, Salvador Macias, Susan Pauly, Nora Schukei. Also present: Mike Schoen (Executive Committee).

SYSTEM AFFAIRS COMMITTEE

Regional Campuses Faculty Senate,
Dr. Stephen T. Bishoff, Chair

Minutes of Meeting 12 NOV 94

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

I. Prof. Dalton reporting for David Hunter provided the committee with handouts and a summary of the mechanisms to deal with transfer students. Further details on articulations between campuses may be obtained from David Hunter at a later date.

II. Subcommittee on Articulations and Transfer of Courses

The subcommittee discussed problems areas of which they were aware. The group is currently developing a questionnaire to determine the nature and extend of other problems. Once that step is accomplished, they will propose solutions.

III. Subcommittee on Improvement of Relations between the Campuses of the University

The group identified the need for improved communications as the paramount problem citing the lack of coordination in the handling of the sexual harassment policy and official implementation of the changes in promotion and tenure policy as examples. Proposals for improving the flow of information are under study.

IV. Subcommittee on Grading Policy Changes

The survey of the faculties of the Regional Campuses is nearly complete. The committee members were encouraged to return to their faculty organizations and continue the discussion of this issue.

V. Subcommittee on Communications Technology

Assessment of the level of usage on the Regional Campuses is nearly complete. The group is working of proposals to better implement use of existing technologies.

VI. USC at Sumter - Degree in Education

Prof. Castleberry brought from the Sumter faculty organization a proposal to create the following courses:

UCAM 110	Careers in Education
UCAM 204	Computers in Education
UCAM 226	Developing Motor Behavior in Children
UCAM 275	Dynamics of American Public Education
UCAM 280	Introduction to Special Education

These courses are needed to create the same courses that had previously existed as USC Coastal courses. Despite the split, Sumter still has a joint program in education with Coastal. However, the split necessitated the creation of USC course numbers.

The motion to create these courses passed the committee. [The Senate passed the motion in the afternoon meeting.]

As chair, I would like to thank all of the members for a very productive semester.

 SYSTEM AFFAIRS COMMITTEE

 Regional' ampuses Faculty enate

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afternoon meeting.]

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UCAM110... Careers in Education

Role of the teacher and profession of teaching; observation and activities within cooperating schools are involved. Designed to assist students in their career decisionmaking process.

UCAM204... Computers in Education

A hands-on laboratory approach for developing computer literacy skills and for using instructional technology.to enhance classroom instruction.

UCAM226... Developing Motor Behavior in Children

Foundations and practices in perceptual motor learning; behavioral factors in efficient motor performance; effects of growth and development; extension of planned learning experiences from the classroom to the outdoor setting.

UCAM275... Dynamics of American Public Education

The school's role in society and solving social problems; the historical heritage of schools; the varying philosophical emphases which impact upon the educational systems and the student's philosophy of education; the professional aspects of teaching; the control, funding and administration of American education.

UCAM280... Introduction to Special Education

Overview of the field of special education with an investigation of current trends. Emphasis is placed on the different areas of exceptionality and relevant programs of instruction. Clinical field experience included.

Attachment 7

**Report of the Executive Committee
November 18, 1994
Submitted by Mike Schoen, Secretary**

The Executive Committee met Friday, November 4th at the Faculty House in Columbia. The following Executive Committee members from the Regional Campuses were present: John Catalano (Lancaster), Wayne Chilcote (Salkahatchie), Mike Schoen (Lifelong Learning), Jane Upshaw (Beaufort), Robert Costello (Sumter), and Tandy Willis (Union). Vice Provost John Duffy, Associate Vice Provost John Gardner, and Mary McDonald from Dr. Duffy's office were also in attendance.

The following agenda items were discussed: Dr. Duffy reported on the USC legislative agenda for the year, including restructuring, funding formulas, and the university's encouragement to faculty to talk to legislators about the need for full formula funding. Additional items included enrollment problems, USC-Tech cooperative efforts, and questions the legislature continues to have concerning faculty sabbaticals and workloads.

Following reports from the campuses, Secretary Mike Schoen reported that the minutes from the September senate meeting were completed and on the shuttle to the regional campuses.

Reports from the System Affairs and Rights and Responsibilities standing committees were given by Steve. Bishoff and Danny Faulkner, respectively. No report was available from the Welfare committee. A memorandum from Senator Dockery (Lifelong Learning) was read by the chairman requesting the formation of an ad hoc committee to complete the T&P revisions to the faculty manual. A new ad hoc committee was formed by John Catalano (chaired by Wayne Chilcote) to complete this work.

There was no other new business. The meeting was adjourned following lunch.

MEMORANDUM

To: Regional Campuses Faculty Senate

From: Bruce Nims, USC-Lancaster

Subject: Faculty Senate Committee on Libraries

Date: November 18, 1994

The USC Faculty Senate Committee on Libraries met on Friday, October 14, 1994, at 2:30 p.m. in the Thomas Cooper Library mezzanine conference room.

The library's budget report was the primary item of business. Vice Provost Terry was present and gave a generally optimistic assessment of the library funding on the Columbia campus. A summary of the overall budget will be attached to my report and available in this meeting's minutes.

Terry was also optimistic about a one million dollar infusion to be provided for the library by the Futures Committee for next fiscal year.

The library is also on schedule in planning for its new storage facility and will be asking for help from all academic departments in determining what should be moved there.

The committee will meet again on December 2, 1994.

Libraries and Information Systems
University Libraries
Budget

Library Committee

Explanation

Budget Determination

University Administration Allocation	\$7,639,980
Estimated Fringe Benefits	\$ 869,982
Materials Budget - Private Funds	\$ 177,000
Total Library Budget	\$8,686,962

Difference FY95 FY94

FY95 Budget	\$8,686,962	
FY94 Budget	\$8,292,535	
Difference	\$ 394,427	
Explanation	Private Funds	177,000
	Future Process	80,728
	Return Pres. Reduc.	\$ 85,000
	Carry Forward	\$ 51,443
	Total	\$ 394,171

Report on Courses & Curriculum Committee, Robert Castleberry (Sumter) 11/18/94

The Columbia Faculty Senate met on November 2, and in a spirited burst of cooperation and collegiality, approved very little of the changes proposed for their consideration. While the minutes may not do adequate justice to the actual meeting, you really need to peruse the Columbia Senate minutes to keep abreast of USC-Columbia actions that eventually affect your campus.

On November 11th the Courses and Curriculum Committee met to deal with the aftermath of the Senate meeting and also consider some new material.

Old Business:

1. The original ENGL curriculum and course changes were slightly revised and resubmitted to us, and we again approved the changes.
2. Still on hold are changes to the GEOG curriculum, a change in title and description to GINT 432, the HIST 380 course, and description changes to MATH 141 and 142.

New Business:

1. A serious attempt will be made to publish in the Bulletin the different minors that are available to students. I am on a subcommittee that will be addressing this issue.
2. We also dealt with some of the recommendations from the Accelerated Undergraduate Education Committee. That Committee put together a comprehensive report (with recommendations) on creating an accelerated program for undergraduate education. The report has already gone through several layers of approval; we specifically approved expanding senior privileges to students upon their admission to an integrated study plan, and that Colleges may allow students in integrated study plans to count up to nine (9) graduate credit hours toward both their undergraduate and graduate degree requirements. The proposal will still need to be approved by other levels within the University and then be voluntarily implemented by individual Colleges and Schools.
3. Among other course changes, we delayed action on a series of changes to the EDUC curriculum. It seems that they want to delete the 201, 202, and 203 courses and replace them with a series of 300 and 400 courses (some are practical courses) that will be part of a minor in EDUC.
4. The change to UNIV 101 was approved ... if accepted by the Senate, non-freshman students will be able to take UNIV 101 in the first semester they come to the campus.
5. Neither last, nor least, but ending this report, we approved the change of the Department designator for the Comparative Literature Program from CLIT to CPLT.

USC Columbia Faculty Welfare Committee
Report to the Regional Campuses Faculty Senate
November 18, 1994

The Faculty Welfare Committee of the USC Columbia Faculty Senate met on October 6 and on November 1, 1994, at the Faculty House, USC Columbia.

FACULTY WELLNESS: The subcommittee asked assistance in identifying individuals who would be interested in formulating goals for the Subcommittee on Faculty Wellness. It was determined that individuals not on the Welfare Committee would be helpful in assisting the committee in identifying needs and concerns. Some members of the staff of the Wellness Center would be particularly appropriate. A survey of faculty needs and of what is already available on campus is also needed.

SEXUAL HARASSMENT SUBCOMMITTEE: Professor Darby reported that the administrative version of the Sexual Harassment policy had met with considerable resistance in the Regional Campuses Faculty Senate and the motion to adopt had been tabled and subsequently referred to the RCFS Faculty Welfare Committee. It was decided that the USC Columbia committee would take no action at this time pending the outcome of the RCFS deliberations, since the USC-Columbia Faculty Senate had completed its ratification. The Board of Trustees has ruled that generating the sexual harassment policy is an administrative decision and does not require approval by the Board. Professor Darby asked Professor Wedlock, School of Law, to review some of the objections to the Sexual Harassment policy adopted by the Columbia Faculty Senate by the Regional Campuses Faculty senators. Professor Zingmark reported that he had talked to Marcia Welch who informed him that it was her understanding that the Regional Campuses had opportunity over the summer to review the policy distributed by the administration with comments being due in Columbia, November 1, 1994. It is her understanding that the policy was now in effect system-wide with the possible exception of the "consensual relations" amendment adopted by the USC Columbia Senate. There seems to be a jurisdictional question which needs to be resolved. Professor Darby has contacted Professor John Catalan, USC Lancaster, and ask that he meet with Professor Welsh to begin to resolve some of these issues.

A copy of a letter from the President to the Secretary of the Board of Trustees regarding relations between instructional staff and students was distributed. The origin of this proposed modification of the Faculty Manual is unclear as it is not identical to the amendment regarding consensual relations passed by the Faculty Senate.

SEXUAL ORIENTATION SUBCOMMITTEE: Professor Mike Smith has talked to Terry Parham. The response to the query regarding the status of the sexual orientation clause was that the Board of Trustees had several technical questions which were referred to Legal. The proposal will come before the Board in December and is expected to pass with, perhaps, minor editorial changes.

SALARY COMPRESSION SUBCOMMITTEE: Professor Strobel distributed the public portion of the report of the Salary Equity Task Force. The Provost has met with representatives of the task force. He opposes making salary negotiations with prospective faculty subject to a vote of the faculty.

Terry Parham had recommended that the report of the Salary Equity Task Force be delayed in incorporating it into the Faculty Senate Minutes pending certain contractual issues which are still pending

Further, the report might put the University in a bad light just prior to the election thereby giving certain candidates material for partisan campaign rhetoric. The report will not be brought up

im the Senate on November 2, 1994, but will be submitted at the next USC Columbia Faculty Senate meeting.

There is a need to get the report of the task force to the general faculty. Individual departments will have the responsibility for remedying salary inequities within their budgets. It is considered important that the Faculty Welfare Committee make specific recommendations to the Senate to prevent problems of compression in the future.

SUMMER TEACHING STIPENDS SUBCOMMITTEE: Professor Don Wedlock led an informal discussion regarding data he had collected in a summary of summer salary stipends, which he provided to the committee members. It is difficult to show the administration what the exact effect would be of raising the summer stipend to 22% because the data available do not indicate who in the pre-1974 group are actually teaching in summer school. It was the consensus of the committee that individual departments would be responsible for insuring that the summer school offerings resulted in at least a "break-even" financial situation for the department. It was not known whether there was an actual "break-even" policy within the University. The Chair, Professor Zingmark stated he will write the Provost to ascertain if there is such a policy and if there would be any objections by the administration to the increased summer stipend if the percentage of salary was raised to 22%.

FACULTY PARKING SUBCOMMITTEE: The Chair reported that the campus parking committee will meet this year, in contrast to last year in which no meetings were held. Professor Wardrip remarked that those faculty eligible for reserved parking slots must pay \$20/ month for such privileges.

Changes to Tenure and Promotion policy are being considered at the departmental/college level. There will probably be some open discussion of this issue at the upcoming Senate meeting.

Roy O. Darby, III, Ph.D.
Faculty Welfare Committee

Respectfully submitted,

NOVEMBER 18, 1994

TO: Regional Campuses Faculty Senate

FROM: Deborah B. Cureton
Academic Affairs and Faculty Liaison Committee
University of South Carolina Board of Trustees

The Academic Affairs and Faculty Liaison Committee of the University of South Carolina Board of Trustees met October 6, 1994. Following the call to order, the committee went into executive session.

In open session, the committee received enrollment management information from Dr. Dennis Pruitt.

The committee then recommended approval of several Faculty Manual revisions for USC-Aiken, including policies on sabbaticals, endowed chairs, and full-time faculty hiring. In addition, three new Aiken programs were approved: Bachelor of Science in Industrial Mathematics (joint program with Aiken Technical College), Bachelor of Science in Exercise and Sports Science, and Bachelor of Arts in Fine Arts.

USC-Columbia received approval of the Bachelor of Music with emphasis in Jazz Studies. Provost Moeser introduced Dr. Don Greiner as the new Associate Provost of Undergraduate Studies. He also reported that the College of Criminal Justice Task Force, under the leadership of Dr. Reeves, has been constituted and charged. Its work is underway.

The meeting ended with a presentation by Dr. Douglas Williams and undergraduate students who participated in a collaborative learning/research project of the Marine Science Program that took place in Baikal. This group will make campus and community presentations.

Memorandum

To: Michael
Schoen

From: Dan Ruff

Date: December 13, 1994

Subject: Savannah River Review Committee

Enclose please find the packet from the Savannah River Review Committee.

cc Wayne Chilcote

enclosure DR:ss

THE UNIVERSITY OF SOUTH CAROLINA

College of Social Work

Columbia, SC 29208
503.777.5291
FAX:803-777.3495

MEMORANDUM

TO: MEMBERS OF SAVANNAH RIVER REVIEW COMMITTEE

DAVID COWEN, HUMANITIES/SOCIAL SCIENCES COMPUTING LAB ALAN
NAIRN, DEPARTMENT OF GEOLOGICAL SCIENCES JOHN STANLEY
RICE, USC/AIKEN
DAN RUFF, USC/S..LKEHATCHIE
ARDIS SAVORY, SPONSORED PROGRAMS AND RESEARCH
PETER SEDERBERG, SOUTH CAROLINA HONORS COLLEGE ROBERT
WEYENETH, DEPARTMENT OF HISTORY

FROM: LEON GINSBERG, COLLEGE OF SOCIAL WORK

DATE: OCTOBER 7, 1994

I have now heard from most of the members of the committee and the date of our fall meeting is November 1---, 9s 4:45 p.m. The meeting will be held in the SPAR c' onterence room () on the 5th floor of the Byrnes Building, which is at the corner of College and Sumter streets. I am enclosing some material: for your review prior to the meeting.

Members who would like additional information on sponsored programs involving the Savannah River Site and USC may contact Ms. Kay McCoy at SPAR. She can be reached at 777-7093.

Look forward to seeing you then.

LG/sw

Enclosures

cc: Kay McCoy, SPAR

THE UNIVERSITY OF SOUTH CAROLINA

Earth Sciences and Resources Institute

Columbia, SC 29208
803-777-6484
FAX 803-777-6437
TELEX 9102501347 (usc ESRI uQ)

June 7, 1994 MEMORANDUM

TO: John L. Safko, Secretary
Faculty Senate

FROM: William H. Kaness, Chair
Savannah River Review

Committee SUBJECT: 1993/94 Annual

Committee Report

In accordance with the resolution taken by the General Faculty Meeting on May 4, 1988, and amended June 16, 1988, I submit the following report for the General Faculty. The report was compiled with the advice and consent of Professor Thomas Borg, USC School of Medicine, Professor Peter Sederberg, Government and International Studies, Professor David Cowen, Humanities and Social Sciences, Professor Paul Huray, Ex-officio, Professor John Logue, USC Sumter, Professor Leon Ginsberg, College of Social Work, and Professor Alan Nairn, Earth Sciences and Resources Institute. It was deemed invaluable by the Savannah River Review Committee that the South Carolina Universities Research and Education Foundation (SCUREF) should be more closely examined. We posed a series of questions to the faculty on the USC/WSRC research relationships. That survey will be summarized in the following manner.

A) The questions on the survey were:

1) Why did you decide to participate in the WSRC research program?

2) Do you think that good communications exist between WSRC and contracting scientists? Can you suggest improvements?

Dr. Safko
Page 2
June 7, 1994

- 3) Do you find that the requirements for quality assurance or any other aspect of the administration of these grants are unnecessarily burdensome? If so, could you recommend improvements?
- 4) Are you aware of the current requirement for prior approval of all publications, presentations, or public release of information?
- 5) Have you encountered any difficulties in complying with the prior approval requirement or with receiving approval for desired publications or presentations? If so, please describe.
- 6) Do you have any other concerns with the research relationship with WSRC?
7. What is your faculty rank?

B) The responses were as follows:

- 1) Research opportunities: 12
Requested by superiors: 2
Help SRC with problems: 5
- 2) Yes: 9
No: 6
- 3) Yes: 9
No:
- 4) Yes: 13
No: 2
- 5) Yes: 1
No: 11
N.A.: 2
Anticipate difficulties: 1

t
Dr. Safko
Page 3
June 7, 1994

- 6) Yes: 7
No: 8

- 7) Professor: 9
Associate Professor: 3
Assistant Professor: 3

C) Written responses are not summarized here but are on record for review.

This Committee, based on this survey, suggests that no other action be taken at this time beyond continued overview. However several members were anxious to go on record recommending that any junior faculty members discuss the impact of their research within their College and with their Department Chairs, or with their Dean, if applicable.

Professor Leon Ginsberg assumed the Chair of this Committee by unanimous vote, succeeding Professor Kanes who's term of service is now completed.

cc: Thomas Borg David
Cowen Leon
Ginsberg Paul
Huray John Logue
Peter Sederberg
Robert Weyeneth
Alan Nairn



OFFICE OF
**SPONSORED PROGRAMS
AND RESEARCH (SPAR)**

September 16, 1994

D95-07

SCUREF CALL FOR CONCEPT DEVELOPMENT PAPERS (CDP)

SCUREF and the Department of Energy (DOE) have entered into a cooperative agreement to support DOE's activities in the area of environmental restoration and waste management. i
Concept Development Papers of one to two pages are solicited in the following areas:

- Undergraduate and graduate education and research
- Technology transfer programs (including job creation and retention, regional economic development, small business development and worker retraining)
- Technical training programs and 2-year to 4-year college transition programs
- Public literacy/public awareness of environmental issues
- Projects related to assessment of environmental risks

Proposals will be evaluated by the SCUREF Educational Council on technical merit and the benefit to the target group per dollar spent. The following will be considered essential components for successful projects:

- Must be related to environmental restoration/waste management
- Must impact the State of South Carolina
- Must contain plans, methods, and funding estimates for program evaluation

Projects may be funded for one or more years. Currently, the funded projects average about \$60,000 and include some cost-sharing.

For copies of the application and budget forms, contact Kay McCoy at 7-7093. Four (4) copies of the proposal must be received in SPAR no later than Friday, October 7, 1994.

DEADLINE: OCTOBER 7, 1994

ATTAQRvMgT I

STATEMENT OF WORK
SOUTH CAROLINA UNIVERSITIES RESEARCH AND EDUCATION
FOUNDATION SUBCONTRACT AGREEMENT 14 SCOPE

This Agreement is a plan for research to be performed by the SCUREF universities directed toward expeditious solutions to DOE's environmental restoration and waste management challenges at the Savannah River Site.

The scope of this agreement shall support the Site's environmental restoration, waste management, technology transfer, economic development, education and training missions.

1.1 Areas of Research

1.1.1 In-situ Remediation of Waste Sites

Such as: in-situ groundwater remediation, in-situ bioremediation, and nucleic acid probes for bacteria.

1.1.2 Waste **Minimization**

Such as: detritiation studies, tritium extraction from irradiated targets, dissolution of irradiated fuel, U-AL fuel dissolution without Mercury, electrochemical denitration of salt solutions, and electrochemical oxidation.

1.1.3 Development of Closure Standards

1.1.4 Waste Site Characterization

Such as: in-situ sensors, detectors, data interpretation, remote environmental sensing.

1.1.5 Ecological and Health Risk Assessment 1.1.6

Robotics

1.1.7 Waste Treatment Technology

1.1.8 Advanced Computing Technology

1.1.9 Quality Assurance and Quality Management

1.1.10 Any other RE/WM research task within the scope of this agreement

1.2 Additional Activities

1.2.1 Technology Transfer and Economic Development Activities

WSRC may authorize SCUREF to provide technology transfer support to coordinate the sharing of technology among other universities, private industry and others as appropriate to facilitate the use of DOE technology.

WSRC may authorize SCUREF to assist in onal economic development by creating economic opportunities related to SRS operations and technologies for industries and small businesses in South Carolina.

1.2.2 *Research* and Technology Demonstration Programs at SRS:

- a. Conduct training of WSRC personnel by SCUREF faculty and students at SRS facilities.
- b. Support and participate in on-site research programs at SRS facilities.
- c. Encourage faculty and student access to industrial equipment and methodologies.

1.2.3 Disseminate technical and educational information to SCUREF member institutions and WSRC as required to enhance their participation n furthering the mission of the Savannah River Site.

1.2.4 Distinguished Scientist Activities

SCUREF may propose distinguished scientist(s) that perform Task Order work directly related to the Site's environmental restoration and waste management mission Should WSRC require such prominently recognized scientific expertise, SCUREF will *be* reimbursed for reasonable, allocable and allowable costs for the effort expended by the distinguished scientist.

TASK ORDERS ISSUED
MARCH 1989 - JUNE 1994

July 1994

TO #~	TIT LE	PI/INSTITUTION	AMOUNT
1	On-Board Computer Systems for Mobile Robots	Joseph S. Byrd/USC	\$68,650
2	Mobile Robot Dispatcher Program	Joseph S. Byrd/USC	77,644
3	Software Environment for Mobile Robots	Joseph S. Byrd/USC	49,462
4	A Radiation-Hardened Microcomputer for Robotics	Fred Sias/CU	77,273
5	A Study of Existing Technology for Underground Object Recog.	Joseph S. Byrd/USC	21,529
6	Navigation and Positioning Studies	Etan Bourkoff/USC	87,923
7	Summer Institute for Technology Transfer 1990	Dennis C. Rogers/USC-A	225,712
8	Experimental Bioreactor for Treatment of TCE and PCE-Contaminated SRS GroundWater	John Morse/USC	25,014
9	Demo. of a Computer Base for Understanding Environmental Concerns of Radioactivity	Larry Stephens/USC	36,600
10	Development of Functional Group Probes: Acetogens, N-Fixers, & Aromatic Degraders	Charles Lovell/USC	92,627
11	Predictive Geographic Information System Study	John Jensen/USC	218,394

12	Development of Procedures for Indent. of Organisms Capable of Degrading Trichloroethylene in the Environment	James Yates/USC-A	31,941
13	Field Tests to Investigate Ground Water Flow & Transport in the TNX Area	Mark A. Widdowson/USC	124,080
14	Compilation of Regional Geology	Allen J. Dennis/USC-A	197,594
15	Aqueous Detritiation Technology Evaluation & Demonstration	Vince VanBrunt/USC	580,000
16	Study of Ceramic Crucibles for Carbon Analysis	Eric Markel/USC	300,057
17	Computer Simulation Methodology for Waste Glass Technology	John'R. Ray/CU	150,905
18	Synthesis & Evaluation of Sodium Tetrakis Borate Salt as a Precipitant for Cesium	James C. Fanning/CU	49,676
19	An Evaluation of "PERALS" & Liquid-Liquid Extraction (LLE)	Bob Field/CU	272,360
20	Statewide Computer Network for Secondary School Science and Math Education	Bob Snelsire/CU	107,296
21	Development & Administration of a Mentor Training Program	Jeffrey Priest/USC-A	58,966
22	The Effects of Heterogeneity -& Diffusion on the Performance of a Recovery Well	Chris Cox/CU	207,151
23	An Experimental Study of Water	Mike Meadows/USC	378,806

Flow & Contaminant Transport in
the Unsaturated Zone

24	Porphyrin Compounds as Spectroscopic Indicators of Trace Metals	N. Datta-Gupta/SCSC	95,000
25	In-situ Gamma-ray Spectrometer System	Ron Williams/CU	80,342
26	Establishment of a Field Geohydrology Experimental Site	David Snipes/CU	1,098,481
27	Video Lessons in <i>Beginning</i> Algebra for Middle/H. S. Students	J. Luedeman/CU E. Dickey/USC	281,354
28	Establish a SCUREF Technology Transfer Council	Tom Higerd/MUSC	134,989
29	Sealing of Soil Pores Around Waste in Low Level Radioactive Lysimeters by In-situ Development of Mineral Depositing Bacteria	Duane*Yoch/USC	203,581
30	Transuranic (TRU) Waste Drum Study	J. E. Payne/SCSC (Rice U.)	128,822
31	Distinguished Scientists for Clemson University	Thomas M. Keinath/CU	150,000
32	Assistance in. Interfacing with Small Business	W. F. Littlejohn/USC	81,077
33	Outreach Activities for Technology Transfer Initiatives	Thomas B. Higerd/MUSC	30,000
34	An Expert System in Performing FMEA's	John B. Bowles/USC	419,496
35	Enhancem. of Removal of Radio-nuclides from Lysimeters Using Low Impact Complexing Agents	Alan Elzerman/CU	488,682
36	Technology Transfer Curriculum for ER/WM	John Logan/USC	187,733

37	Reimbursement of Administrative Costs for SCUREF (thru 6/30)	Judith Bostock/SCUREF	345,982
38	Implementation of a Mesoscale Atmospheric Model for Emergency Response at SRS	Shun Der Ko/USC/ (Colorado State)	584,944
39	Determine Rate of Release of C-14 by Bacteria from Ion Exchange Resin in Lysimeters	James Yates/USC-A	146,183
40	Distinguished Scientists for USC	Paul Huray/USC'	150,000
41	Seismic Potential of the Bluffton/Hilton Head Area	Pradeep Talwani/USC	199,996
42	Distinguished Scientists for MUSC	Peter J. Fischinger/MUSC	150,000
43	Demo. of a Computer Base for Understanding Environmental Concerns of Radioactivity	Larry Stephens/USC	215,716
44	Radioactive Waste Transport Inside Buildings Driven by Natural Circulation Gas Flow	Ranganathan Kumar/CU	162,008
45	Sensors for Waste Glass Quality Monitoring and Control .	H. D. Leigh/CU (Taylor)	99,460
46	Transfer of Technology to Small Business	John W. Gadson, Sr./SCSC	224,988
47	Summer Institute for Technology Transfer 1991	Dennis C. Rogers/USC-A	193,639
48	Field studies in Technology Transfer	Kurt Karwan/USC	24,365

In
20

49

Summer Technical Work Program for Secondary
School Science Teachers, Math Teachers and
Guidance Counselors

John **Carpenter/SCUREF**
(USC)

50,269

50	Summer Work Prgm for Promising Minority and Female HS Students	Jeff Priest/USC-A	25,541
51	Educate Health Care Professionals in Factual Perception of Risk	W. Allen Smith/MUSC	98,280
52	Development of a Strategic Plan for the Improvement of Pre-College Science and Math Education in South Carolina	Paul G. Huray/SCUREF (USC)	100,000
53	Sedimentology and Stratigraphy of the Upland Unit	Don Colquhoun/USC	454,675
54	SCUREF/WSRC Joint Faculty <i>Appointments</i>	Roy Isabel/SCSU Bill Pirkle/USC-A	.240,000
v'55 i	Soil-Structure-Interaction Analysis of SRS High Level Radioactive Waste Storage Tanks	D. Karabalis/USC	199,933
56	Interdigitated Combination Microelectrode Array Electrode	Kelvin F. Pool/CU J. Van Zee/USC	162,515
57	Increased Minority Enrollment in Electro <i>mechanical</i> Engineering Technology. f or SRS	S. N. Ihekweazu, R. Sandrapaty/SCSU	294,542
58	Surface Characterization of Aluminum in Mercury Contaning Nitric Acid Solutions	Richard Rice/CU J. Van Zee/USC	299,960
59	Automated Data Analysis for DWPF Final Canister Weld Closure	Robert J. Jannarone /USC	69,999
60	"Technology Today" - Television Program for Educational TV	Jerry Mallard/MUSC Jerry Keiter/USC	249,000
61	Enhance Science and Engineering Programs with ER/WM	Judith Bostock /SCUREF (CU, USC, USC-A)	29,797

62	Scholarship Prog. for Increasing the Supply of Female and Minority ER/WM Scientists Engs.	Stan E. Rachelson/SCUREF (USC)	229,120
63	Scholarship Program for Improvement of Secondary School Science and Math Teaching	Stan E. Rachelson/SCUREF (USC)	161,695
64	Scholarship Prog. for Increasing the Supply of Qualified Secondary School Sc. and Math Teachers	Stan E. Rachelson/SCUREF (USC)	229,120
65	Improved Computational Methods for Gound Water Modeling	Robert Sharpley/USC	475,000
66	Develop Strategy for Demo. of New Waste Management Technology by Industry at the SRS Engineering Test Facility (TNX)	Judith L. Bostock/CU	14,863
67	QA Program for Universities Performing R&D Activities for DOE	Catherine Bens/CU	119,999
68	Advanced Fracture Mechanics to Assess Complicated Piping Flaws	Yuh J. Chao/USC	50,000
69	Development of a Biotreatment System for Destruction of a Multi-Component Waste	M. Schmidt/MUSC C. Gooding/CU	199,947
70	Telerobot Control Software	Darren M. Dawson/CU	54,100
71	Total Quality Methods and Systems Technology Partnership	W.G Ferrel SCUREF (CU)	30,212
72	Test of Electron-Beam Tech. on SRL Low	Roger A. Dougal/USC	325,980

Activity Waste for Destruction of Benzene,
Benzene Derivatives, and Bacteria

73 Earth Science Institute for **Elementary** **Jeff Priest/USC-A**
School Teachers

58,021

74	Experimental Project to Remove Chloro-carbon Contaminants from Groundwater	Thomas M. Keinath/CU	13,007
75	Parallel and Distributed Processing for Environmental Applications at SRS	Robert Sharpley/USC	120,000
76	Assist WSRC Technical Personnel on a Scoping Study of Pretreatment of Transuranic Waste for Disposal by Vitrification	Thomas M. Keinath/CU	13,007
77	Development of Procedures for Indent. of Organisms Capable of Degrading Tri chloroethylene in the Environment	James Yates/USC-A	232,000
78	Experimental Bioreactor for Treatment of TCE and PCE-Contaminated SRS GroundWater	John Morse/USC	130,523
79	Development of Functional Group Probes: Acetogens, N-Fixers, & Aromatic Degrades	Charles Lovell/USC	261,415
80	Radio Frequency Glow Discharge Fourier Transform Mass Spectrometer	Kenneth Marcus/CU	165,563
81	Summer Technical Work Program for HS Science/Math. Teachers, and Guid. Counselors	Jeff Priest/USC-A	216,744
82	Savannah River Swamp Restoration and Mitigation Mapping	John R. Jenson/USC	119,677
83	High Resolution Seismic Interactive Workstation Reprocessing. Well Intergration, Geological and Geophysical Mapping of F & H Seismic Study Areas	Mike Waddell/USC	59,306
84	Synthesis and Evaluation of Sodium Borate Salt as a Precipitant for Cesium in Alkaline Media	a. Fanning/CU	73,000

85	Bound Porphyrin Compounds as Spectroscopic Sensors for Trace Metals (Task 24 spin)	N. Datta Gupta/SCSU	146,814
86	Summer Institute for Technology Transfer 1992	Dennis C. Rogers/USC-A	225,250
87	Technology Transfer to Small Business (Task 46 <i>Contin.</i>)	John W. Gasdon, Sr./SCSU	224,754
88	Flow Characterization of Materials	Henry Rack/CU	69,706
89	Subsurface Flow and Parameter Identification Via Inverse Simulation	Jim Brannan/CU	110,000
90	Thermodynamics of Sensors for Waste Glass Redox Species Monitoring and Control	Theodore Taylor/CU	100,000
91	Creep Resistance of INCONEL (TM) 690	Henry Rack/CU	72,303
92	Flow Characterization of Materials	Jed S. Lyons/USC	68,942
93	Earthquake Potential Analysis for Waste Facilities	Pradeep Talwani/USC	272,693
94	Determination of Hydraulic Properties of Aquifers	David S. Snipes/CU	375,150
95	Establishment of DOE/Industrial Center for Vitrification Research	Thomas J. Overcamp/CU	.435,417
96	Determination of Cation Concentration Via Statistical Analysis of Complexed Cation Ultraviolet-Visible Spectra	Ron Williams/CU	19,998

97

Automated Data Analysis Defense Waste
Processing Facility Final Canister Weld
Closure (Part II to Task Order 59)

Robert Jannarone/USC

92,622

98	Lost Lake Restoration and Wetlands Mitigation Monitoring	Harold Ornes/USC-A	42,635
99	Environmental Monitoring Fiber Optics Sensor System	William Pirkle/USC-A	550,000
100	Telerobot Torch Cutting	Darren M. Dawson/CU	66,581
101	Quality Improvement Initiatives for <i>Environmental</i> Restoration and Waste Management Processes	William G. Ferrell/CU	63,512
102	Geographic Information System (GIS) Development for Environmental Assessment, Mitigation and Emergency Response	David J. Cowen/USC	85,808
i w ' 103	Drum Inspection Robot On-Board Computers	Larry M. Stevens/USC	99,418
104	D-Area Oil Seepage Basin Study	George P. Cobb/CU	475,809
105	Analysis of DWPFF Explosion Hazards	Vince VanBrunt/USC	67,268
106	SCUREF Assistance with SRS Environmental Forums	G.D. Frey/MUSC	16,577
107	Summer Institute for Technology Transfer 1993	Dennis Rogers/USC-A	248,055
108	Assessment of Sediment Toxicity And Bioaccumulation Of Metals By Selected Plant Species In Tim's Branch, SRS	Stephen J. Klaine/CU	100,739
109	Wildlife Toxicology Support	K.R. Dixon/CU	227,729
110	Reptile and Amphibian Recolonization of Lost Lake Wetlands Restoration 1993	Hugh G. Hanlin/USC-A	55,800

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Environmental Impact Data Analysis and
Retrieval System Development

David J. Cowen/USC
John R. **Jenson/USC**

12/8

261,532

SCUREF/DOE Co-operative Agreement Projects

07/29/94

<i>PROJECT NUAIBER</i>	<i>PROJECT TITLE</i>	<i>PERFORMANCE PERIOD</i>	<i>BUDGET</i>	<i>PRINCIPAL INVESTIGATOR & INSTITUTION</i>
00	SCUREF Administrative Fees	01/05/93 - 01/04/94	\$ 84,000	Judith L. Bostock SCUREF
00-94	SCUREF Administrative Fees	01/05/94 - 01/04/95	84,000	
01*	Spectrum '92	08/07/92 - 09/30/92	11,517	Judith L. Bostock SCUREF
02	Minority Math Excellence Workshop	07/01/92 - 11/30/92	51,936	Robert Snelsire CLEMSON UNIVERSITY
03	Study of Buoyancy Exchange Flow in Horizontal Partitions	06/01/92 - 06/30/93	44,450	Ranganathan Kumar CLEMSON UNIVERSITY
04	Scholarship Program for Increasing The Supply of Female and Minority Scientist and Engineers	01/31/93 - 06/15/96	198,945	Stanley Rachelson/Laurie Martin UNIVERSITY OF SC
04-94	Scholarship Program for Increasing The Supply of Female and Minority Scientist and Engineers	02/01/94 - 06/30/96	177,144	John Carpenter UNIVERSITY OF SC
05	Scholarship Program for Improving Secondary Science and Math Teaching	01/31/93 - 06/15/96	125,988	Stanley Rachelson/Laurie Martin UNIVERSITY OF SC
06	Scholarship Program for Increasing the Supply of Qualified Science and Math Teachers	01/31/93 - 06/15/97	198,945	Stanley Rachelson/Laurie Martin UNIVERSITY OF SC
07	CSRA Traveling Demonstration Program	02/01/93 - 06/30/94	35,008	Jeffrey Priest UNIVERSITY OF SC-AIKEN
08	Remediation of Organics From Soils and Groundwater by Integrated Demonstrations at Arid and Non-Arid Sites	01/04/93 - 01/03/94	128,263	Frank Parker CLEMSON UNIVERSITY
08-94	Remediation of Organics From Soils and Goundwater by Integrated Demonstrations at Arid and Non-Arid Sites	08/15/94 - 08/14/95	130,185	Robert Fjeld CLEMSON UNIVERSITY
09	Summer Internship for SCUREF/Westinghouse Scholars	05/15/93 - 07/30/93	10,018	Walter E. Castro CLEMSON UNIVERSITY

09-94	Summer Internship For SCUREF/Westinghouse Scholars	01/01/94 - 07/30/94	50,810	Stephen Melsheimer CLEMSON UNIVERSITY
10	The Use of Video to Teach Mathematics Modelling the NCTM Curriculum and Evaluation Standards	05/01/93 - 08/30/94	53,420	John Luedeman CLEMSON UNIVERSITY
11	Museum Display and Educational Materials for Technology Integration	05/15/93 - 01/14/95	41,615	Virgil Quisenberry CLEMSON UNIVERSITY
12*	Natural Resource/Environmental Education Program (126,718 for 1st year)	06/01/93 - 08/14/95	250,248	Jeffery Priest UNIVERSITY OF SC-AIKEN
13	South Carolina Forest Environmental Education	06/01/93 - 06/01/95	95,223	William Leonard/Barbara Speziale CLEMSON UNIVERSITY
14	Technology Today Environmental Science as a Career Path	08/15/93 - 08/15/94	135,677	C. Wise/M. Schmidt/T. Bassler MEDICAL UNIVERSITY OF SC
15-94	Distinguished Scientist/CU	01/01/94 - 12/31/94	125,000	Frank Parker CLEMSON.UNIVERSITY
16-94	Distinguished Scientist/USC	01/01/94 - 12/31/94	125,000	Ralph White UNIVERSITY OF SC
17-94	Distinguished Scientist/MUSC	01/01/94 - 12/31/94	125,000	David Hoel MEDICAL UNIVERSITY OF SC
18	Computer Technology for Earth science Teachers	09/01/93 - 06/30/95	67,158	Gary Senn UNIVERSITY OF SC-AIKEN
19	SCUREF Summer Research Scholars Program	05/01/93 - 04/30/94	251,531	DeWitt Stone
19-94	SCUREF Summer Research Scholars Program	05/01/94 - 02/28/95	257,181	DeWitt Stone CLEMSON UNIVERSITY
20	A Program for High School Students and Teachers to Enhance Awareness of "Waste Disposal in Landfills" Through Experimentation	06/01/93 - 05/31/94	26,293	Nadim Aziz CLEMSON UNIVERSITY
20-94	A Program for High School Students and Teachers to Enhance Awareness of "Waste Disposal in Landfills" Through Experimentation	06/01/94 - 05/31/95	26,806	Nadim Aziz CLEMSON UNIVERSITY

21	Preparing Teachers to Teach Kids About the Environment	08/01/93 - 09/30/94	62,321	George D. Kessler CLEMSON UNIVERSITY
22	Middle School Science and Mathematics Early Intervention Project (EIP)"	06/01/93 - 05/31/94	111,673	Judith D. Salley SC STATE UNIVERSITY
23	Effectiveness of Science Coaches in Getting Limited Resource Youth "Hooked" On math and Science That Emphasize Hands-on Environmental Restoration and-Waste Management Experiences"	08/01/93 - 07/30/94	54,000	Kenneth Mosley SC STATE UNIVERSITY
24*	Teacher's Aide Program	01/04/93 - 12/31/96	62,400	Frank Shelton USC-SALKEHATCHIE
24-94	Teacher's Aide Program	01/04/94 - 01/03/95	60,828	Frank Shelton USC-SALKEHATCHIE
25	Educational Initiative to Attract Minority Students into Careers in Environmental Health Sciences	06/01/93 - 05/31/94	83,089	David Jollow MEDICAL UNIVERSITY OF SC
25-94	Educational Initiative to Attract Minority Students into Careers in Environmental Health Science	06/01/94 - 05/31/95	88,598	David follow MEDICAL UNIVERSITY OF SC
26	Enhancing the Summer Science Program of the Governor's School for Science and Mathematics	09/01/93.- 08/31/94	57,725	DeWitt Stone CLEMSON UNIVERSITY
26-94	Enhancing the Summer Science Program of the Governor's School for Science and Mathematics	09/01/94 - 06/30/95	62,902	DeWitt Stone CLEMSON UNIVERSITY
27	Maturation of the Integrated Membrane BioReactor Technology for Destruction of Dilute Vapor Phase organics	07/01/93 - 10/31/93	65,388	Michael G. Schmidt MEDICAL UNIVERSITY OF SC
28*	Aiken County HUB Science Teaching And Revitalization Team (STAR-Team)	09/30/93 - 09/29/94	35,000	Gwen Johnson UNIVERSITY OF SC-AIKEN
29-94	Establishment of a Field Geohydrology Experimental Site	01/15/94 - 01/14/95	235,012	David Snipes CLEMSON UNIVERSITY
30-94	Relative Risk Profiles: A Methodology for Assessing Community Risk	05/15/94 - 05/14/45	55,597	Daniel Wagner UNIVERSITY OF SC

31-94	COMMUNICATION: The Key to Public Education on Environmental Concerns--A Study of Effective DOE Initiatives and Activities at the Fernald Nuclear Weapons Plant	05/16/94 - 05/15/95	29,961	Sonya Forte Duhe' UNIVERSITY OF SC
32-94	Enhancement of Undergraduate Research in Microbial Conversion of Solid Waste	05/16/94 - 05/16/95	51,891	Fred Stutzenberger CLEMSON UNIVERSITY01*
33-94	Creating Public Awareness of ER/WM Issues Through Infusion of Curriculum Modules Within Relevant Community/Technical College Curricula	07/01/94 - 06/30/95	52,695	Pamela E. Mack CLEMSON UNIVERSITY
34-94	Making and Testing Immobilized Porphyrins to Make Optical Sensors for Toxic Metals and Gases	06/01/94 - 05/31/95	59,365	N. Datta-Gupta SC STATE UNIVERSITY
35-94	Development of Computerized Laboratory Course Material for Graduate Students in Environmental Studies	04/01/94 - 03/31/95	46,000	Zhen Zhang MEDICAL UNIVERSITY OF SC
36-94	A Model for Outdoor Laboratory for Interdisciplinary Study of Environmental Restoration by Middle School Students	08/15/94 - 08/14/95	51,886	Diana C. Rice UNIVERSITY OF SC-AIKEN
37-94	Establishing Effective, Multi-University, Student Teams for Addressing Interdisciplinary Projects	07/01/94 - 06/30/95	65,295	Marvin W. Dixon CLEMSON UNIVERSITY
38-94	South Carolina State University Summer Engineering Science Institute (SCSU/SESI)	06/12/94 - 07/23/94	30,908	R.R. Sandrapaty SC STATE UNIVERSITY
39-94	Summer Undergraduate Research Training Program in Environmental Health Sciences: Hands-on Investigations Leading to Life-long Commitment to Research	05/01/94 - 04/30/95	47,400	Henry F. Martin MEDICAL UNIVERSITY OF SC
40-94	Summer Technical Work Program for Secondary School Science Teachers, Math Teachers and Guidance Counselors	05/01/94 - 05/31/95	100,680	Jeffrey M. Priest UNIVERSITY OF SC-AIKEN
41-94	Assess the Effectiveness of Westinghouse Savannah River Company/SCUREF/Department of Energy Scholarship Programs	07/01/94 - 06/30/95	9,236	John R. Carpenter UNIVERSITY OF SC
42-94	Increased Minority Enrollment in Electromechanical Engineering Technology for the SRS	05/01/94 - 08/31/94	75,022	R.Sandrapaty & S. Ihekweazu SC STATE UNIVERSITY
43-94	Video Lessons in Beginning Algebra for Middle and high School Students	05/01/94 - 01/30/95	19,601	John Luedeman CLEMSON UNIVERSITY

44-94	Filtration Technology Demonstration Center	05/16/94 - 10/31/95	1,927,000	Vincent VanBrunt UNIVERSITY OF SC
45.4.:4	Scholarship Program for Increasing the Supply of Female and Minority ER/WM Scientists and Engineers	05/01/94 - 05/31/95	86,573	Laurie Martin UNIVERSITY OF SC
	Scholarship Program for Improvement of Secondary School Science and Math Teaching	05/01/94 - 05/31/95	27,400	Laurie Martin UNIVERSITY OF SC
7=44	Scholarship Program for Increasing the Supply of Qualified Secondary School Science & Math Teachers	05/01/94 - 05/31/95	88,326	Laurie Martin UNIVERSITY OF SC
	Development and Assessment of Course Modules for Video Presentation	05/30/94 - 10/15/94	9,986	John N. Gowdy CLEMSON UNIVERSITY
49-94	Delineating DNAPLs using 2-D and 3-D Shallow High-resolution Reflection Seismic	06/94 - 06/95	154,517	
.....:	Spectrum 1994	07/01/94 - 09/30/94	4,236	
	Graduate Courses at SRS, Fall 1994	7/15/94 12/31/94	28,000	

*Not funded by ER/WM

Note: shaded project numbers pending approval from DOE.

Hazardous Waste Management Research Fund 1991 - 1994 Funded Projects by Priority Area

I. Technology and Manufacturing Processes

Technology Transfer

- John Morse, USC Waste Minimization Industrial Assistance Project \$45,720
- Richard L. Smith, USC A Unit Operations Approach to Waste Minimization \$64,250
- Eric Snider, Clemson University
Waste Reduction in the Electroplating Industry: A Collaborative Project with MECO, Inc.
\$29,020
- Richard Smith, Jamil Khan, John Morse, Kathy Powell, USC SC 33/50 Pollution Prevention
Reduction of EPA Targeted Top 17 Priority Pollutants with Technology Demonstration and Assistance
\$50,000 with additional \$50,000 from EPA

New Technology Development

- C.P. Leslie Grady, Craig Adams, Robert Cowan, Clemson Univ.
Elimination of 1,4-Dioxane from Polyester Fiber Manufacturing Wastewater through Point-Of-Generation Pretreatment \$142,855
- Andrew E. Farrell, John Weidner, USC Electrochemical Removal of Chromium and Zinc from Dilute Industrial Waste Streams
\$49,492

U. Education for South Carolina Hazardous Waste Generators

- Eric Snider, Clemson University Develop and Conduct Workshops and Specialty Programs in Waste Minimization \$54,959
- Heyward Hornsby, USC Develop and Conduct Workshops and Specialty Programs in Waste Minimization \$33,052
- L. Douglas Dobson, USC
P2SC: Pollution Prevention in South Carolina
A Proposal for a Quarterly Pollution Prevention Publication
\$157,045.07
- Robert J. Mussro, Clemson University Public Service, Education and Technology Transfer for Pollution Reduction to South Carolina Public and Industry -- Funding for an Environmental Engineering Position \$130,430.50
- Janet Temple, MUS C Establishment of a Council on Medical Waste \$2,500
- James B. Edwards, MUSC
Faculty and Staff Support for Professional Development at the Medical University of South Carolina
\$480
- Thomas Whitney, SCSU
Faculty and Staff Support for Professional Development at South Carolina State University
\$1,000
- Thomas M. Keinath, Clemson University Faculty and- Staff Support for Professional Development at Clemson University
\$1,000
- Richard Smith, USC
A New Educational Approach for Hazardous Waste Reduction. I.
An Industrial Project-Oriented Unit Operations Laboratory \$34,900

- Eric Snider, Clemson University
Extended Education and Hazardous Waste Reduction Technology
Transfer for South Carolina Hazardous Waste Generators
\$65,873

III. Site Remediation

- Marjorie Aelion, USC
Field Demonstration of *In Situ* Bioremediation of Subsurface Jet Fuel
Contamination: Microbial Processes and *Contaminant* Fate, Hanahan,
S. C.
\$114,257
- C. P. Leslie Grady, Robert Cowan, Clemson University Chemically and
Biochemically Facilitated Removal of Organic Pollutants Sorbed to Soils
\$149,218
- Kevin Farley, Ronald Falta, Clemson University Remediation of Hydrocarbon-
Contaminated Groundwater by Alcohol Flooding
\$114,408
- Rudolph Abramovitch, Clemson University Destruction of PCBs and Chlorinated
Dibenzodioxins in Waste Sites and Soil by Microwave Energy \$131,389
- George Cobb, Michael Hooper, Clemson University Bioavailability: A New
Approach for Ranking *Environmental* Hazards at Waste Sites
\$178,023
- Richard Ray, Howard Reeves, Marjorie Aelion, USC In-Situ Stripping and
Bioremediation of Petroleum-Derived Contamination in Soil and Groundwater
\$120,786.94

IV. Incineration

- Thomas J. Overcamp, Frank Watts, Clemson University Emission and
Control of Heavy Metals from Hazardous Waste Incinerators
\$348,240

- John Morse, USC
Continuous Monitoring of Incinerator Emissions: Pipe Dream or Possibility?
\$5,400
- Charles E. Feigley, Carol Macera, USC
Daniel Lackland, MUSC
Assess the Feasibility of Developing a Proposal to Study the Health Effects
Associated with Hazardous Waste Incineration in South Carolina \$10,989
- Charles E. Feigley, Carol A. Macera, Carlton A. Hornung, USC Community
Health Effects of a Hazardous Waste Incinerator \$346,141

V. Industrial Recycling and Reuse

- Denis Brosnan, Clemson University
Recrystallization of Incinerator Residuals to Produce
Environmentally Safe Construction Materials \$112,091

VI. Social-Institutional Policy Issues

- Daniel T. Lackland, MUSC
Waste Management Health Information System for South Carolina:
Beginning a Morbidity, Mortality - Based Component \$21,675
- John Mark Dean, Ann Bowman, Debra Dahlin, USC State Superfund Management
in South Carolina: A Comparative Study with Five Model States
\$42,529
- Richard K. White, Clemson University State Policy and Program Development for
Handling Household Hazardous Waste
\$77,532

July 29, 1994

SCUREF: The South Carolina Universities Research and Education Foundation

The South Carolina Universities Research and Education Foundation (SCUREF) was incorporated in 1988 by these four major state supported academic institutions;

- Clemson University
- Medical University of South Carolina
- South Carolina State College
- University of South Carolina

The intent was to pool their resources and talents and to develop special programs, technologies, and expertise to conduct research and enhance educational opportunities in the State of South Carolina.

Four Public Institutions Cooperating To Accomplish A Wide-ranging Agenda

These four institutions have combined faculties and staffs of nearly 15,000, a total student enrollment of 63,000 (27% of whom are minority students) and annually attract \$100 Million in competitive research awards and other sponsored programs. Building on the combined strength of these SCUREF institutions, the Westinghouse Savannah River Company (WSRC) negotiated a contract with the U. S. Department of Energy (DOE) to establish one of only three Pilot Centers for Waste Management Research and Environmental Restoration in the United States. The SCUREF center focuses on four principal themes:

- Research related to waste management and environmental restoration.
- Creation of a Technology Transfer Program.
- Establishment of a Distinguished Scientists Program.
- Develop a significant program in Science and Math Education. (Designed to attract women and minorities into technical disciplines)

With Federal, State, And Private Support

In fiscal year 1991, DOE provided (through WSRC) a total of \$10 Million in funds for these projects. The state of South Carolina shares in these efforts by providing partial matching funds and by supporting a

complementary program in Hazardous Waste and Environmental Restoration for other sites within the state.

Addressing National Goals

At The State Level

Support for SCUREF research activities comes from the highest levels in DOE, other Federal agencies, and the legislative branch of the U. S. government. The Bayh-Doyle and Stevenson-Wydler Acts, the Federal Technology Transfer Act, the Presidential Executive Order 12591 of April 1987, The National Competitiveness Technology Transfer Act of 1989, and locally, the DOE-SR Order 5800.1, all encourage that technology transfer be aggressively pursued by federal laboratories. SCUREF technology transfer activities are supervised by a Technology Transfer Council comprised mainly of faculty from each of the academic institutions and representatives from WSRC. The educational initiative to create distinguished professorships is designed to support environmental restoration and waste management issues at the highest levels of competence for both WSRC and the member institutions. The distinguished scientists will have joint appointments on a cost-shared basis at Savannah River and the participating institutions. The Pilot Center will interact with additional studies on modeling, monitoring, and ecological impacts supported by other agencies such as the National Science Foundation and the Environmental Protection Agency.

Harnessing Existing Resources To Improve Educational Potential

SCUREF is administered through a Board of Directors consisting of the Presidents of the four academic institutions; the chair of the board rotates annually among the members. Administrative support is provided by a Chief Operating Officer with a permanent office and staff, located at the Strom Thurmond Institute in Clemson, South Carolina. In addition to the Board, SCUREF activities are supported on a day-to-day basis by a working group, consisting of faculty and staff from each of the academic institutions and WSRC. This working group meets monthly to facilitate and coordinate communication between researchers at the academic institutions and WSRC, to funnel Statements of Need (SON's) and Requests for Proposals (RFP's) to appropriate researchers, and to coordinate new educational programs conducted at the four institutions. An Educational Council comprised of faculty from each academic institution and WSRC representatives also meet monthly to discuss the needs of WSRC and State of South Carolina's educational programs in science and mathematics from kindergarten through graduate degrees.

Technology Transfer Curriculum...

A Plan To Put Ideas To Work

The Problem

growing interest in technology transfer and working relationships with the Westinghouse Savannah River

Management in American industry has often been criticized in recent years for overemphasizing short-run profitability and underemphasizing investments in new plants, equipment, and technology while simultaneously underfunding research and development activities. Although it is generally acknowledged that the US remains the world leader in pure research and inventing, it is also recognized that several other countries have moved ahead of our country in an ability to convert inventions and new technologies into marketable products.

The Solution

Part of the long-term solution to this problem

lies in changing our educational system to better prepare students in several key disciplines to compete in the global arena by expanding their awareness of Federal legislation and by exposing them to programs explicitly designed to simplify the processes by which private firms may utilize technologies and discoveries originating from universities and the federal sector.

Graduate and undergraduate program development in four key disciplines will be targeted immediately in order to increase student exposure to issues involving Entrepreneurship/Innovation-Technology Transfer (EITT).

- Business Administration
- Engineering
- Law
- The Physical and Life Sciences

However, these four disciplinary areas represent only the tip of the iceberg of our overall challenge. Curriculum materials will also be collected, distributed, and/or developed on an interdisciplinary basis to insure ease of communication on an interdisciplinary basis through common language, initially university-wide, but later extending to the general business community.

Why SCUREF?

The five SCUREF institutions, because of a

Company, are in a good position to assume a leadership role in collecting, pilot testing, and disseminating EITT materials for use both in university classes and management development seminars.

Utilizing the existing consortium of five universities will allow full advantage to be taken of the various strengths and areas of expertise existing in each institution. The initial focus will concentrate on graduate and undergraduate programs in business administration and engineering, and graduate programs in law and microbiology (medical sciences).

Teams of researchers organized along these four specific disciplines will work on stated tasks specifically within their academic areas. Later, interdisciplinary teams will work on the much needed cross-fertilization of ideas in the area of technology transfer. This model is uniquely suited to enhance the dissemination of technology transfer issues and materials into the various curricula of institutions of higher education.

Objectives

- Collect and select current curriculum materials appropriate for incorporation into selected courses in business administration, engineering, law and the sciences.
- Develop new courses in these fields, as appropriate.

Select materials for private sector executive development seminars:

Three day seminars for regional, and possibly national, business executives on technology transfer issues and on opportunities featuring a mixture of practitioners, academics, and key government officials.

- Select materials for training university faculty
- Disseminate materials to the U. S. academic and business communities.

Inquiries should be directed to:

Chairman of the Technology Transfer Council
SCUREF
Strom Thurmond Institute
Clemson, SC 29634

Field Studies In Technology Transfer

The University of South Carolina-Columbia, requires all day-time MBA students to be involved in its Field Studies Program during the summer between their first and second years. These group projects, each conducted under the direction of a full time faculty member in the College of Business Administration, act essentially as low cost consulting services for businesses, government agencies, and not-for-profit organizations.

Both USC-Columbia and USC-Aiken also offer regular courses and internships/independent studies during the academic year that, in part, require research projects entailing market research and the assessment of new technologies. These course projects also typically involve the study of problems in existing organizations and, again, offer an ideal, low cost way to study some of the issues confronted by organizations such as WSRC's Office of Technology Transfer.

Objectives

- To assist the client organization with some of its current needs and to provide a good learning experience for the student groups.
- To assess the market for and develop business plans to commercialize a software package and other selected technologies developed at WSRC.
- To plan and conduct licensing meetings for SRS technologies that have received patents.
- To develop feasibility studies for SRS technologies provided by the WSRC Technology Transfer Office.

Methodology

Three tasks will be undertaken:

- Writing Specific Business Plans
- Conducting Licensing Meetings
- Carrying Out Feasibility Studies

Business Plans

Regular meetings between the participating students and the client's technology transfer personnel will be scheduled over a 6 to 8 week period. The inventors of the technologies are interviewed at their convenience to obtain background information. Detailed outlines or oral presentations of business plans are made to client representatives as interim reports. Finalized business plans will incorporate client input. Research will be conducted primarily through telephone interviews and library research, however selective personal interviews may be necessary as information becomes available.

Licensing Meetings

Licensing meetings with potential licensees will be conducted by Field Study and other student groups. Documentation for these meetings are then prepared with the assistance of the inventor, and faculty and SRS will approve all agenda decisions. These meetings then refer attendees interested in securing a license, or more information, to the client's Technology Transfer Office.

Feasibility Studies

Client technologies are selected for study from among those recommended by the client's Technology Transfer Office. For each selected technology an evaluation is prepared of the technical and commercial potential that will address at a minimum:

- The significance of the technology relative to competing technologies.
- The current state of development relative to competing technologies.
- The Identification of potential markets and providing of a preliminary estimate of size.
- Recommendations for further action.

For further information contact:

Dr. Niren Vyas
University of South Carolina-Aiken
171 University Parkway
Aiken, SC 29801
(803) 648-6851

Summer Institute For Technology Transfer

Project Overview

In April 1990, the Westinghouse Savannah River Company (WSRC) distributed a "Statement of Work" to member institutions of SCUREF calling for proposals to establish an experimental project designed to train selected students in technology transfer procedures. Using specific disclosures created by the scientific personnel at WSRC, the students were to select, examine, research, recommend and prepare business reports for further action by the Office of Technology Transfer at the Savannah River Site (SRS). The University of South Carolina-Aiken submitted a response and was granted authorization to establish a ten week Summer Institute on Technology Transfer (SITT).

The Initial session of the Summer Institute on Technology Transfer was conducted at USC-Aiken June through August 1990. A second session was held in the summer of 1991. Students were selected from the five SCUREF institutions. Both graduate and undergraduate students were chosen, with majors in business, engineering, medicine, pharmacy, computer science, biology, geology, physics, and chemistry.

In 1990 faculty from three institutions provided orientation and training and directed the work of a task group. In addition a "floating" faculty expert with industrial experience assisted the task groups. In 1991 four PhD students served as working group leaders, with faculty members providing orientation and training and serving in an advisory capacity.

Objectives

Included in the stated objectives of SITT are:

- Evaluate the technical and commercial feasibility of SRS technologies in the Waste Management and Environmental Restoration area. This evaluation will result in a priority ranking of the disclosures so that licensing can be pursued for those with the greatest commercial potential.
- To provide training in the Technology Transfer process for participants in this pilot program.

- To make appropriate parts of this training available to the community at large.
- To document results of this pilot program and make available the results as a resource for similar programs given in the future. Also, to provide experience and information for the future development of an academic curriculum to be incorporated in graduate business programs or other academic programs of professional education.

Production Results

Both programs began with a week of orientation and training. Students were given an overview of the Savannah River Site operations and the Technology Transfer program. They also learned telephone techniques, business plan preparation, and research skills as well as being trained in how to evaluate the disclosures.

An initial screening of 133 Westinghouse invention disclosures was accomplished in 1990 by the SITT participants (15 students). These disclosures were prioritized into four groups representing those assumed to have the clearest potential for patentability, those perceived to have medium potential, those with projected low potential and finally those thought to have no possibility. From this evaluation the students selected 57 inventions (approximately 43%) as candidates for further examination.

To enhance their understanding of the selection process within an actual corporate setting, the students then attended a Westinghouse patent committee's review. The committee participated in a joint discussion with the SITT students, reviewing the recommendations and priorities made earlier by the students. The results of the decisions by the students were seen, with few exceptions, as having viability.

The research conducted by the students determined that 30 disclosures (inventions) had sufficient potential for further evaluation. As of early

October 1991, Westinghouse had acted on these as follows:

- Prior-art search in progress 6
- Patent application in progress 7
- Patent application filed 15
- Abandoned 16

The other disclosures underwent similar corporate review or further development.

During the 1991 Summer Institute 76 reports were completed on WSRC disclosures by 18 students. By the fall of 1991 Westinghouse had applied for patents on 13 of these inventions. Patents also have been applied for to protect the inventions for site use on 13 additional disclosures; and copyrights have been applied for on four disclosures. Thirteen more have been referred for additional technical development and 33 have been abandoned at this time.

Educational Experience

During individually structured exit interviews, all of the participants felt the project had been "exciting", "challenging", and a worthwhile experience. Most of the fifteen students indicated it was a learning experience which will benefit them in their future careers. Several indicated serious career reconsiderations which will include technology transfer occupations.

A six week public lecture series was held each Thursday evening during the Summer Institute in 1991. Speakers from both the government and private sector explained Technology Transfer from the federal government's point of view as well as from the viewpoint of individual entrepreneurs. Other topics included a comparison of Technology Transfer programs at different Department of Energy laboratories, evaluating the commercial potential of new technologies, patent law, financing sources, and the role of creativity. The lectures were video taped and copies are available for educational use.

Additional Results

- Finalist in competition for Southern Business Administration Association 1990 Innovative Awards Program.
- Presentation at the Federal Laboratory Consortium Fall Meeting (New Orleans, LA, Nov. 12-15, 1990).
- Presentation at the 9th Annual Nontraditional/Interdisciplinary Programs Conference (Virginia Beach, VA, May 13-15, 1991).
- Presentation at the 9th Annual National Entrepreneurship Education Forum (Philadelphia, PA, May 15-18, 1991).
- Presentation at the 1991 Conference of the Technology Transfer Society (Denver, CO, June 9-11, 1991).
- Waste Management '92 Symposium Poster Session (Tucson, AZ, March 1-5, 1992).

For more information contact:

Mr. Dennis Rogers
 University of South Carolina - Aiken
 171 University Parkway
 Aiken, SC 29801
 (803) 648-6851

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Technology Transfer To Small Business...

Putting Good Ideas To Work.

The Problem

While the United States remains the recognized world leader in pure research and invention, it is argued that we have relinquished leadership in the conversion of research generated ideas, techniques and inventions into marketable products to other countries.

The Solution

New statutes have been enacted granting federal laboratories, such as Westinghouse-Savannah River Company (WSRC), the authority to facilitate the process of transferring new product ideas, new systems, new applications for processing and manufacturing, as well as improvements to existing products and processing systems to the business community, small and large.

Each year the federal government spends as much as \$21 billion on Research and Development in federal laboratories. This R&D produces thousands of potentially marketable ideas and systems that the private sector could utilize. Now legislation has been enacted which would allow private businesses to capitalize on these inventions through special licensing agreements with the laboratories. Some of the technological categories include:

- Mechanical Devices
- Electronics
- Health
- Chemical Processes
- Bio-Remediation Technologies
- Safety
- Analytical Processes
- Optics
- Environmental Technologies
- Software

SCUREF, the South Carolina Universities Research and Education Foundation, a consortium of the major public universities in South Carolina has been

formed, in part, to foster technology transfer to the private sector. The Technology Transfer Council, a unit within the Foundation, serves in an oversight capacity to this technology transfer project for WSRC.

Future plans include incorporating university innovations and processes in the activities of the Council.

Goals

1. Identify and evaluate 50 to 100 WSRC inventions as candidates for transfer to small businesses for development into commercial products or services.
2. Inform existing business and industries of the opportunities to participate in this technology transfer process.
3. Encourage firms interested in commercializing a WSRC technology to apply for a license from the U. S. Department of Energy.
4. Encourage firms interested in one or more of the technologies to contact one of the SCUREF institutions listed for information and assistance.
5. Provide assistance to South Carolina's businesses with the application process for authority to commercialize the WSRC and Department of Energy technologies.

For More Information, Interested firms may contact SCUREF directly or one of the following institutions:

- Clemson University Martin Hall, Room 319 Clemson, SC 29615 (803) 656-3816 Contact: John P. Smith
- Medical University of South Carolina 171 Ashley Avenue Charleston, SC 29452 (803) 792-2078 Contact: Anthony Strelkauskas
- South Carolina State College 300 College Avenue, NE P.O. Box 1676 Orangeburg, SC 29117 (803) 536-8445 Contact: John W. Gadson, Sr.
- University of South Carolina/Aiken 171 University Parkway Aiken, SC 29801 (803) 648-6851 Contact: Niren Vyas
- University of South Carolina/Columbia Office of Technology Transfer LeGare 102 Columbia, SC 29208 (803) 777-9394 Contact: Bill Littlejohn

Minimizing Hazardous Waste, And Putting It To Good Use.

The Hazardous Waste Management Research Fund represents SCUREF's commitment to addressing hazardous waste management research needs of the state of South Carolina as well as its commitment to providing:

- service to the State and its business community by marshalling resources to help solve existing and future hazardous waste management problems;
- support for research and educational programs which help contribute to the reduction or minimization of hazardous wastes without promoting the transfer of wastes from one environmental medium to another;
- assistance to implement cost effective waste minimization and reduction programs for industry within South Carolina;
- increases in the ability of in-state businesses (and hence of the State itself) to compete on a global basis.

The fund was created in 1989 and is financed by a five dollar per ton fee levied on waste discarded in the state of South Carolina.

1991 Priorities

Priorities in any given year are established by the Technical Advisory Committee of the Hazardous Waste Management Research Fund. Membership on this committee consists of environmentalists and academics, as well as representatives from industry and government.

Program priorities for 1991 resulted from research findings and suggestions of participants at the 1990 Joint Conference on Hazardous Waste Reduction. The Call for Proposals based on these priorities was disseminated to faculty at SCUREF institutions. The 1991 Fund priorities focused on three areas: Waste Reduction, Waste Management, and Education.

Waste Reduction

To further its waste reduction objectives the Call for proposals requested written responses to address research needs relating to Technology and Manufacturing Processes. The fund encouraged proposals to develop university-industry partnerships

that address critical industry needs in South Carolina, including:

- **Technology Transfer:** Practical approaches to transferring technology from one location or industry to another.
- **Technology Demonstration and Evaluation:** Assessment of costeffectiveness of new, but untried technologies.
- **New Technology Development Projects:** these projects were to focus on:
 - **Feedstock Substitution:** The replacement of potentially hazardous chemical additives with non-hazardous chemical additives.
 - **Replacement of Hazardous Materials.**
 - **Reduction in Air Toxic Emissions.**

A second priority area called for proposals to address the issue of Industrial Recycling and **Reuse**. Proposals were encouraged to address strategies to strengthen industrial recycling and waste exchange markets.

Additionally, proposals were solicited on several important **Social-Institutional** Policy Issues, including:

- Measurement of waste generation levels and changes, including the Toxic Release Inventory.
- Analysis of Toxic Use Reduction Issue.
- Analysis of Incentives and Disincentives for Waste Reduction/Recycling.
- As Assessment of the Impact of out-of-state wastes on South Carolina, including Inter State Regulatory Consistency.

Waste Management

To further its waste management objectives, the Fund called for research addressing:

- The problem of **Remediating Abandoned and Uncontrolled Sites;**
- In-situ **Remediation of Soils and Groundwater;**

- **Incineration.**

Particular interest was expressed in proposals addressing: Instrumentation for Continuous Monitoring; Ambient Air Quality Monitoring; the Fate of Heavy Metals; and the need for Local Epidemiological Studies.

Educational Outreach Program

government agencies, 12% were graduate students,

The Call for Proposals requested concepts for establishing an **Aggressive Educational Outreach Program** that will inform South Carolina industries regarding the development of **Effective Strategies to Reduce and Manage Hazardous Waste**. Particular interest focussed on programs designed to reach small to middle-sized industries in the state.

Currently the Fund is sponsoring a variety of seminars and workshops in waste reduction for specific businesses such as the printing and electroplating industries as a result of previous research results of HWMF projects. Other workshops and specialty educational programs in waste minimization are being developed, also based on previously funded research results.

Working Paper Series

A mandate for the HWMRF is to ensure that

results. of research and other programs are disseminated to industries throughout the state. The distribution of the first of the series occurred at the 1991 Joint Conference on Hazardous Waste Reduction:

- Analysis of Hazardous Waste Generation in South Carolina
- Assessment of Waste Minimization in South Carolina industry
- The Status of Hazardous Waste Management Research in the Southeast
- Issues in the Development of Waste Reduction Programs
- The Potential of Biological Processes-for Remediation of Contamination Produced by.. Industries in South Carolina
- Issues in Abandoned Hazardous Waste Site Management
- Profile on Management of Infectious Waste in South Carolina Hospitals
- Issues in Hazardous Waste Incineration

Participation in the 1991 Conference increased by more than 30% over the 1990 Conference; 180 people from throughout the state attended. Of those attending 26% were from industry, 18% were from

30% were SCUREF faculty, and 14% represented environmental groups. A key event was a Pollution Prevention Roundtable. The roundtable provided a forum for industry and environmental representatives to share and explore ideas about means of preventing on-going and future pollution problems.

Other Activities

The Fund also supports South Carolina's Governor to determine the recipients of the Governor's Annual Pollution Prevention Award. The award is intended to recognize the achievements of South Carolina businesses and industries that have already exhibited an outstanding commitment to protecting the state's environment through innovative hazardous waste reduction and minimization practices.

Together with the state's Department of Health and Environmental Control (DHEC), the Fund has been awarded a (federal) EPA Pollution Prevention Incentive Grant. It will support a South Carolina 33/50 Industrial Assistance Project. The Fund and DHEC will work with South Carolina's top 3 hazardous waste generators as identified by EF Toxic Release Index (TRI). The objective of the project is to assist these generators in efforts to reduce total releases by 33% by 1992 and by 50% by 1995. It will provide special training opportunities for these companies and even direct assistance to selected companies based on the magnitude of total TRI wastes generated.

As the project develops relevant results will be incorporated into industry education programs supported by the Fund and delivered by the Continuing Engineering Education offices of Clemson University and the University of South Carolina. Initially, there will be one educational seminar a month. The HWMF will match EPA's funding on a one-for-one basis.

For more information contact:

Dr. L. Douglas Dobson
Executive Director, HWMRF
Institute of Public Affairs
University of South Carolina
Columbia, SC 29208
(803) 777-8157

The Savannah River Integrated Demonstration Program

What is an Integrated Demonstration?

An integrated demonstration is a full scale, pilot project in which alternative technical solutions to a specific problem can be tested in parallel, but also resulting in a complete restoration of the target area. This concept was developed to facilitate efficient application of new and enhanced technologies to meet environmental restoration needs. The Department of Energy supports this **integrated** approach to utilize effectively government funding, minimize duplication of effort, and assure rapid evaluation of new technologies which have a high probability of gaining public acceptance.

this horizontal well technology were:

- Air injection and extraction using horizontal wells allows for contaminant extraction

The Savannah River Integrated Demonstration Project

...involves new technologies for the remediation of ground water and soil.

The objectives of this first integrated demonstration are:

- Demonstration of new technologies to remediate groundwater and soil in place.
- Demonstration of new technologies for characterization, monitoring, and modeling for environmental restoration activities.
- Development of standards for future DOE integrated demonstrations.

Technology Description

The first full scale field demonstration centered on horizontal wells for environmental restoration. Two horizontal wells have been installed along an abandoned process sewer line known to have leaked trichloroethylene and **tetrachlorethylene**, two volatile organic hydrocarbons.

Among the benefits discovered from the testing of

following natural paths of high permeability (most likely to be the same paths taken by the contaminant as it leaked downward from the upper levels of the soil strata); Horizontal wells can be used for access under surface structures and buildings, allowing remediation of contaminants from storage tanks and lines associated with industrial operations to be accessed without demolition of above ground structures or installation of a vertical drilling right within the structure;

Supporting technologies for the site air stripping included biomolecular probes, geophysical tomography, in-place fluid flow sensors, helium tracer testing, and the cone penetrometer.

Biomolecular Probes are new, rapid laboratory analysis techniques to characterize microorganisms in the ground. Present naturally in soil and groundwater at the site, even in contaminated areas, microorganisms have the capacity to degrade toxic chemicals like trichloroethylene. Rather than transfer contaminants from one location to another, scientists at SRS used the natural cleansing capacity of selective microorganisms in the subsurface to degrade these chemicals without having to remove them.

Geophysical Tomography generates and records the progress of various man-made waves as they move through the ground. Interpretation of the patterns made by these waves was used to map fluid (water) saturation distributions in the subsurface before, during, and after the 'in-situ air stripping remediation at SRS.

In-Place Fluid Flow Sensors are patented devices that use a single point to measure and monitor the groundwater flow direction and rate in three dimensions during the in-situ air stripping process. They provide detailed information on the extent of the cleanup throughout the contaminated zone and indicate when an ongoing cleanup is not operating correctly or at full capacity.

Helium Tracer Testing was used during the demonstration to determine if the injected and purged gases were quantitatively recovered, or more simply, if the system was working efficiently. The results of this tracer testing enhance the understanding of flow paths, residence times and distribution of the gases between the air injection and extraction wells.

Participants and Consultants in the Savannah River Integrated Demonstration

The Cone Penetrometer is a uniquely engineered, truck-mounted device which allows rapid penetration of the ground for collection of real-time geological, geophysical, and geochemical data to depths down to 200 feet below the surface.

The Cone Penetrometer literally pushes the probe through the soil and subsurface using high-pressure hydraulic rams. This method offers the benefits of enhanced speed of operations as well as the elimination of contaminated soil displacement up to the surface. Removal of the probe can be accompanied by automatic grouting of the hole to seal it and eliminate a possible new route for further contaminant movement.

Plans for Future Testing

Techniques and strategies to be considered for future testing at SRS include the following:

- new technologies for installation of horizontal wells;
- in-situ bioremediation;
- chemical sensors;
- steam stripping;
- new off-gas treatment technologies.

For more information contact:

Mr. Jack C. Corey
Manager, Technology Transfer
Westinghouse Savannah River Company
P. O. Box 616
Aiken, South Carolina 29802
(803) 725-3020

U.S. Department of Energy, Savannah River
Operations & Headquarters Westinghouse
Savannah River Company, Savannah River
Laboratory Lawrence Livermore National
Laboratory Sandia National Laboratory Martin
Marietta, HAZWRAP U.S. Army Corps of
Engineers Environmental Protection Agency
South Carolina Department of Health &
Environmental Control Oak Ridge National
Laboratory Pacific Northwest Laboratory
Brookhaven National Laboratory Los Alamos
National Laboratory Eastman Christensen
Company Terra Vac, Inc.
Graves Well Digging
Sirrinc Environmental
University of Tennessee
Idaho National Engineering Laboratory
Stanford University Lawrence Berkeley
Laboratory University of California,
Berkeley Westinghouse Hanford
Company Gas Research Institute

New Directions In Ground Water & Soil Remediation Using Horizontal Wells

Reducing Costs And Improving Effectiveness.

An innovative environmental restoration technology, in situ air stripping, has been demonstrated at the U.S. Department of Energy's (DOE) Savannah River Site (SRS) in South Carolina. This process, using horizontal wells, is designed to remediate concurrently unsaturated-zone soils and ground water containing volatile organic compounds (VOCs). In situ technologies have the potential to substantially reduce costs and time required for remediation as well as improve effectiveness of remediation. Horizontal wells were selected to deliver and extract fluids from the subsurface because their geometry can maximize the efficiency of a remediation system and they have great potential for remediating contaminant sources under existing structures.

The in situ air stripping concept utilizes two parallel horizontal wells: one below the water table and another in the unsaturated zone. The deeper well is used as a delivery system for the air injection. VOCs are stripped from the ground water into the injected vapor phase and are removed from the subsurface by drawing a vacuum on the shallower well in the vadose zone.

A Short-term Demonstration Yields positive Results.

The first demonstration of this new technology lasted for a period of twenty weeks. A vacuum was first drawn on the vadose zone well until a steady-state removal of VOCs was obtained. Air was then injected at three different rates and at two different temperatures. An extensive characterization program was conducted at the site and an extensive monitoring network was installed prior to initiation of the test. Significant quantities of VOCs have been removed from the subsurface (equivalent to an eleven-well 500 amp pump-and-treat system at the same site). Concentrations of VOCs in the ground water have been significantly reduced in a number of the monitoring wells. In addition, the activity of the indigenous microorganisms was increased by as much as two orders of magnitude during the air injection.

This system works well in relatively homogeneous soil. The fluid is injected uniformly

into the plume and percolates upwards at approximately the same rate along the entire length of the injection well. However, problems may arise in areas where the subsurface conditions are not uniform. These may include regions of mixed soil types, areas of varying permeability, rocky soil, subsurface fissures, etc. In such areas, fluid flowing from the injection well into the plume tends to find preferential pathways through the soil. With the above system, the overall rate of fluid flow into the injection well can be regulated. The rate of flow into the soil at each point of the well cannot be adjusted. Therefore, more fluid passes through some areas of the plume and these areas are decontaminated faster than others. In order to decontaminate the entire plume, treatment must continue for a longer time, using more materials, and a greater cost than in areas of uniform subsurface conditions.

In order to treat a contaminated plume most effectively, it would be desirable to monitor the amount of fluid released along the injection well and differentially adjust the flow so that uniform amounts are injected along the entire length of the plume. Such a control system would minimize the overall treatment time and fluid wastage due to overtreatment of some areas, thus maximizing the efficiency of the process. Preferably, the apparatus could be added to the existing control system wherever pre-treatment testing indicated the presence of nonuniform subsurface soil conditions. Alternatively, it could be incorporated into the system for use as needed.

Allowing Remediation Under Existing Structures.

Horizontal wells, in theory can be installed to remediate beneath buildings waste sites, to remediate linear sources of contamination such as pipelines or streams, and to prevent the spread of the edge of a plume or to introduce reactants for bioremediation purposes. A variety of competing directional drilling methods have been developed. Each of these represents a possible new approach to installing delivery/removal systems to improve environmental restoration.

Comparison of the horizontal vacuum extraction well to a vertical vacuum extraction well operated at the same test site indicates that the horizontal geometry increased the VOC extraction efficiency **by** a factor of approximately five.

You Could Spend Millions of Dollars Developing a Fully-staffed Research and Demonstration Facility...

Or You Can Use Ours, Consider: The TNX Facility Of The Savannah River Site

What Is The TNX Facility?

The TNX Facility was developed as a research facility to develop and test the technologies to be employed at the Savannah River Site reactors and separations process facilities.

The TNX Facility is more than brick and mortar; more than laboratory and electronic facilities; it's skilled technically trained talent. Engineers and technicians with years of hands-on operating experience are available to ensure that your project can successfully be completed in a professional and timely manner.

In reality, TNX is more than just the resources at Savannah River. The established relationship with the research universities of South Carolina (Clemson University, University of South Carolina, The Medical University of South Carolina and South Carolina State College) allows a potential tenant of the TNX Facility to draw upon the "knowledgebase" of the state. How many facilities can offer such a depth of talent which can be acquired on an "as needed basis"?

What Are The Physical Facilities At TNX?

Consider what is available at TNX for your use!

- 80,000 sq/ft of experimental process areas
- 38,000 sq/ft of office space

- Research and Development Center for Glass Vitrification
- State-of-the-Art Computer Support System
- Robotics and Robotics Test Facility
- Various Incineration Systems
- Process Effluents are treated through SCDHEC permitted waste treatment facilities with state-licensed operators

Blending Knowledge, Experience, and Facilities

Rarely does such an opportunity present itself to industry: Access to a state-of-the-art facility with professional and technical support personnel with decades of work experience of high technology processes, and further access to the facilities and resources of the research universities of a state.

Environmental restoration and waste reduction is the primary focus of this facility and its people. This facility and its staff stand willing to work with private firms, university consortiums, and other research and development organizations to convert ideas into fully demonstrated and proven technologies. Consider what this means for your organization and how the TNX facility can become a part of your future in the development, testing and full-scale demonstration of your technologies.

For additional information and to make an appointment to visit TNX, call or write to:

Mr. Gene Lunn

- 7,000 sq/ft analytical laboratory
Pilot Plant for Chemical Hydrolysis
- Portable Smog Test Facility
Full Scale Slurry and Transfer Pump
- Development and Acceptance Test Facility
- Experimental Containment Processing Facility

TNX Operations Section Facility
Westinghouse Savannah River Company
P.O. Box 616
Aiken, South Carolina 29802
(803) 725-6318

ATTACHMENT 13

Motion: Professor Sal Macia (Sumter)

The question of consensual sexual and/or romantic relationships between instructional staff and students addresses issues of both individual rights and professional responsibilities. Since the academic integrity of the classroom and university is of paramount concern, it should be understood that such relationships are ill-advised and subject to potential abuse and misunderstanding both by the participants and by other members of the university and community at large. Therefore, excepting situations involving spousal relationships, instructional staff shall refrain from sexual relations with students over whom they have supervisory or academic control.