

**THE UNIVERSITY OF SOUTH CAROLINA  
REGIONAL CAMPUSES FACULTY SENATE MINUTES  
USC - BEAUFORT  
HILTON HEAD COLLEGE CENTER  
APRIL 21, 1995**

**MORNING SESSION:** Library, College Center Building

The meeting was called to order by John Catalano, Chair. Dean Chris Plyler (USCBeaufort) welcomed senate members and university officers from the Regional Campuses and Lifelong Learning to the USC-Beaufort Hilton Head Center. Staff members from the USC-B Hilton Head Center were introduced. Following introductory remarks concerning the operation of the Hilton Head Center, two members of the SC Legislature were introduced as morning speakers.

**IA. The Honorable Scott Richardson - SC House of Representatives**

Representative Richardson (R) expressed disappointment with the current state of educational affairs in the state. Skepticism was expressed concerning the advisability of financing education "on the back" of the continuing operation of the Barnwell Nuclear waste facility. Mr. Richardson expressed strong support for increasing the legislature's priority for public higher education funding. RCFS members were encouraged to promote higher education benefits to the legislature. Several questions were responded to from the floor.

**IB. The Honorable Billy Keyserling - SC House of Representatives**

Representative Keyserling (I) reported that SC House activity affecting higher education included; a proposed budget cut, an examination of the tenure system, and a proposed tuition grant system to support private colleges and universities. Mr. Keyserling acknowledged feeling cynical and disillusioned towards the "anti-education" SC House mentality. A distinction was made between state government that promoted "headlines" rather than "headway". Mr. Keyserling advocated a reconfiguration of SC higher education by separating technical education from higher education and integrating it into the K-12 or K-14 grades/curriculum. An important issue that was also identified was the critical need to reduce duplication in the SC higher education system. Several questions were responded to from the floor.

**II. REPORTS OF DEANS**

**Lifelong Learning:** Dean Sally Boyd reported that Mike Schoen is chairing a task force of faculty and administrators to study the feasibility of beginning a Maymester session in 1996 involving Lifelong Learning.

**Sumter:** Dean Les Carpenter announced that USC-Sumter Professor Sal Macias has been elected president-elect of the SC Psychological Association. Several faculty positions on the Sumter campus have not been filled this year due to a mid-year hiring freeze. Recently all USC-S faculty and staff have been invited to participate in a

campus-wide effort to brainstorm effective budget reduction strategies for the campus. The long-range planning committee on the USC-S campus has now completed their report.

**Union:** Dean Jim Edwards introduced Professor Jean Denman as a new delegate from the Union campus (Sociology/Continuing Education). Funds for the Union campus from the city and the county have been cut. A recent outreach effort into an area industry has begun involving academic/writing skills instruction "after hours" to employees. Teacher cadets will arrive on campus next month. Awards day was conducted earlier this month (an ice cream social). Professor Susan Smith has arranged for a display of student art in the library on campus. Graduation is scheduled for May 9th, and Lt. Governor Bob Peeler will be the commencement speaker. GRS enrollment has recently increased, as has area high school enrollment on-site in USC-Union courses. U.S. Congressman Bob Inglis visited campus this past week. Several productive meetings have recently been held involving USC-Union and USC-Spartanburg faculty and administration to exchange information.

**Lancaster:** Professor Susan Pauly reported for Dean Pappin. Final Spring enrollment figures reveal that USC-Lancaster headcount is 1,034, down only 1.2% from last year. FTE is 571, down only 0.8% from last year. Pre-registration for Fall 95 has begun, an increase in the number of USC-L students pre-registering is expected due to increased retention efforts. Dr. Charles Hathaway, Chancellor from U. Arkansas-Little Rock visited the campus on March 30-31 for meetings with faculty, staff, students and the administration. A breakfast symposium was held on Friday morning. Rep. John Spratt is expected to visit the campus on April 25th to speak on the "first one hundred days in Congress". Commencement is May 6th, with noted theologian and author Michael Novak (American Enterprise Institute in Washington, D.C.) scheduled as the commencement speaker. Progress continues on the planned construction of the new classroom building. Professor Darlene McManus has been selected as the teacher of the year at USC-Lancaster.

**Salkehatchie:** Professor Wayne Chilcote reported for Dean Clayton, who asked that the following announcements be made: Spring (95) enrollments are up 3.3% from last year, and commencement is scheduled for May 8th at 7:30 pm. The commencement speaker is Ms. Leslie Price from Westinghouse-Savannah River Site.

**III. NOMINATING COMMITTEE REPORT** - The list of nominees for the RCFS Executive Committee was presented to the senate (Wayne Chilcote - Chair, Jerry Dockery - Vice chair, Jane Upshaw - Secretary, Mary Barton - At large, Robert Costello - At large). In addition, the following slate of nominees was presented for Special Committees: Robert Castleberry - Curriculum and Courses; Carolyn West - Faculty/Board of Trustees Liaison; David Heisser - Research and Productive Scholarship. Two nominations were requested by the chair from the floor for an administrative committee to review Vice Provost Duffy - Tandy Willis, Carolyn West were nominated.

#### **IV. STANDING COMMITTEES MET**

**AFTERNOON SESSION:** Library, College Center Building

**I. CORRECTION AND APPROVAL OF THE MINUTES.** The minutes of the February 17, 1995 RCFS meeting in Union were approved as submitted.

## **II. REPORTS OF UNIVERSITY OFFICERS**

**A. Report of Vice Provost John Duffy.** The Senate (SC Legislature) version of the appropriations bill will be passed next week - it restores all the cuts that were in the House version to higher education. Chances are good that after it goes to conference, the final version of the budget may not have serious cuts in it. Also, there is a 3% raise package in the bill. The bill on restructuring of governance of higher education is pending in both sides of the legislature. There will probably be a state-wide study of higher education this summer. The BAIS proposal will go next to the CHE subcommittee on academic affairs, probably this summer.

**B. Report of Associate Vice Provost John Gardner (Attachment 1).** **IV.**

## **REPORTS OF STANDING COMMITTEES**

**A. Rights and Responsibilities - Danny Faulkner, Chair:** (Attachment 2). *A motion was presented from committee to adopt a ballot to formalize the reporting of RCTP committee voting on candidates under review. **The motion passed.*** Professor Danny Faulkner was re-elected chair.

**B. Welfare - Nora Schukei, Chair:** A report was presented from committee (Attachment 3). A question was asked by Professor Haist (Beaufort) concerning faculty salary information provided to the committee and was responded to by the committee chair. Professor Kwame Dawes we elected chair.

**C. System Affairs - Stephen Bishoff, Chair:** The committee chair reviewed progress on the charges give to the committee last August by the Executive Committee (Attachment 4). A letter received by Professor Catalano from the Provost concerning the reactivation of the System Academic Advisory Committee was discussed (see Attachment 4a).

*A motion from committee was presented to have the RCFS make a written request to the Provost to activate the Academic Advisory Committee and mandate that the committee meet no less than twice per semester. **The motion passed.*** A second motion was presented from committee to have the Provost direct all ad hoc committees that have university-wide charges be attached to the Academic Advisory Committee. Following discussion, **the following amended motion passed :** *The RCFS recommends that the Provost's ad hoc committees that have university-wide charges have their reports reviewed by the Academic Advisory Committee. A third motion was presented from committee: The Academic Advisory Committee's ad hoc committee's reports be sent to all faculty governing bodies of the university to solicit input from those bodies prior to any decisions by the Academic Advisory Committee. Following discussion, **the following amended motion passed:** Any ad hoc committees of the*

*Academic Advisory Committee send reports to all faculty governing bodies of the university to solicit input from those bodies prior to any decisions by the Academic Advisory Committee.*

Interest was expressed by several senate members to have the motions pertaining to the Academic Advisory Committee be included in a letter (of explanation with a rationale) to the Provost from the RCFS. A motion from committee to have issues, policies and decisions submitted by all administrative and faculty governing bodies to the AAC for review failed to pass (voice vote followed by a show of hands).

Following discussion, **an amended motion passed** to *approve the the creation of RCAM 141, and RCAM 142*. The original motion was amended to change the word "may" not be used for major credit to "might" not be used for major credit in the course descriptors.

Professor Steve Bishoff reported that Professor Ellen Chamberlain was elected chair of the committee for next year.

**V. REPORT OF THE EXECUTIVE COMMITTEE** - The Secretary reported that the Executive Committee met on Friday, April 7th in Columbia (see Attachment 5).

**VI. REPORT OF THE VICE CHAIR** - Professor Wayne Chilcote reported that a copy of the manual changes that appeared in the February (95) RCFS minutes has been submitted to the Vice Provost's office. Also forwarded to this office were the motions approved at the last RCFS meeting; 1) authorizing the Vice Chair to take all motions from the RCFS forward to the appropriate administrative body, 2) the AAUP version of the sexual harrassment policy. Professor Chilcote reported that given recent changes the RCFS ad hoc committee on manual changes had been dissolved.

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

**A. University Library Committee** - Professor Bruce Nims reported that the Faculty Senate Committee on Libraries met April 7, 1995, but he was unable to attend. The committee meets next on Monday, April 24 at 3:30 p.m. A report will be given at the next RCFS meeting on committee work from both of these meetings.

**B. University Committee on Curricula and Courses** - Professor Robert Castleberry reported that the committee has met three times since the last RCFS meeting in Union. A request was made for the RCFS to provide directives for the senator assigned to this committee (Attachment 6).

**C. University Committee on Faculty Welfare** - Professor Roy Darby reported that the committee met on February 28th and March 29th in Columbia. No further meetings are expected prior to the end of the current academic year (Attachment 7). Professor Darby responded to a question from Professor West (Sumter) concerning the Columbia faculty senate's action towards increasing summer teaching stipends.

**D. Faculty/Board of Trustees Liaison Committee** - Prof. Deborah Cureton- no report

**E. Academic Advisory Committee** - Professor John Catalano (see report from System Affairs above and Attachment 4a).

**F. Research and Productive Scholarship Committee** - Professor David Heisser reported that he served on the subcommittee for social and behavioral sciences this year. The number of proposals from the regional campuses was not great this year (5) however, four of the proposals were funded for a total of over \$13,000. Faculty were encouraged to submit proposals next year. The Provost has asked the committee for a review of the guidelines and procedures of the grants process. A subcommittee of the Research Advisory Committee has undertaken this review and has produced a draft report with recommendations. The committee has been informed that there will be a recommendation to the Provost to restructure the RPSC into a different or new set of subcommittees.

**G. Savannah River Site Committee** - Professor Dan Ruff reported that the SRS Committee met on April 3rd . Discussion concerning the mission of the committee took place, a recommendation was made to the Columbia Faculty Senate to reaffirm the need for the committee (Attachment 8)

**H. Insurance and Annuities Committee** - Professor Jerry Dockery reported that the I&A committee last met on April 4th (see Attachment 9 for the minutes of the meeting).

**I. Conflict of Interest Committee** - Professor Tandy Willis reported that this committee has met three times since the last RCFS meeting (Attachment 10).

**J. Ad Hoc Committee on Teaching Effectiveness** - Professor Susan Pauly reminded the senate that at the last meeting *a motion was presented from committee that the RCFS request that the Provost accept the recommendations listed in the ad hoc committee's report to the Provost (page 64 of February 95 RCFS minutes)*. There was no discussion. **The motion passed.** Professor Pauly thanked members of the faculty who contributed to the Spring 1995 issue of "Professor as Teacher" and asked that a representative from each campus take a bundle back for distribution. Copies have been mailed to members of the CHE, USC Board of Trustees, select state legislators, as well as others.

**VII. Special Orders** - The chair asked for nominations from the floor for Executive Committee, as well as other committee assignments. No nominations were offered from the floor. The nominees were elected.

**VII. Unfinished Business** -none

**IX. New Business** - Professor Jerry Dockery (Lifelong Learning) announced that the SC chapter of AAUP is recruiting new members. A copy of "SC Academe" will be distributed to faculty on the campuses. *Professor Castleberry presented a motion from the floor that the descriptor for currently existing UCAM and RCAM courses contain the restriction or caveat that "these courses might not apply towards Associate degrees or Columbia baccalaureate degrees"*. Following discussion, **the motion passed.**

**X. Announcements** - The chair recognized Dr. John Duffy with a plaque that contained a resolution passed by the RCFS at the previous meeting recognizing his leadership and contributions to the development and effective functioning of the Regional Campuses Faculty Senate (Attachment 11). Professor Catalano was recognized for his leadership and service as chair of the RCFS for 1995-95.

**XI. Adjournment** - The meeting was adjourned by the new chair Professor Chilcote.

**REPORT OF THE ASSOCIATE VICE PROVOST  
REGIONAL CAMPUSES AND CONTINUING EDUCATION**  
*John N. Gardner*  
**TO THE REGIONAL CAMPUSES FACULTY SENATE**  
*April 21, 1995*

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As I trust, most of you are aware, the April meeting of the Regional Campuses Faculty Senate is being held on the same day as the University's Board of Trustees Meeting, which is also being held at a Regional Campus location, USC Salkehatchie. At the Request of Vice Provost Duffy, I will be representing our office and campuses at the Board meeting at Salkehatchie. Hence, I can not be with you and I did want you to know I regret this. I look forward each year to the wonderful hospitality that is offered by my friends at USC Beaufort. I also miss having the opportunity to interact with many of you and to support the productive business proceedings of the day.

**OFFICE ADMINISTRATION CURRICULUM REVISION**

Our office strongly supports the request from USC Salkehatchie and USC Lancaster on the revision of several courses which we previously offered under the Office Administration course designator. This will be presented to you as a matter of action at today's meeting. This is necessary because the Provost's office has requested that changes be made in the Office Administration curriculum in The College of Applied Professional Sciences. In turn, this is causing a necessary adjustment on the Regional Campuses. We have a long history of meeting local community, business, and student needs for courses in Office Administration. These courses and the Associate Degree Program at USC Lancaster contribute to the campus, the community, and to revenue generation. We have had excellent collegial communication from our faculty colleagues in Applied Professional Sciences in trying to effect these changes so as not to have any negative impact on the Regional Campuses. On behalf of our office we request support from the Senate for the changes which will be introduced as per the actions of the faculties at USC Lancaster and USC Salkehatchie.

**CHANGE OF NAME FOR LIFELONG LEARNING**

As will be explained from representatives from Lifelong Learning, we are taking steps to change the name, for administrative and publicity purposes of the Lifelong Learning academic programs in The Division of Continuing Education to Academic Credit Programs. We will also continue to offer noncredit programs through The Division of Continuing Education. This perhaps can be better explained

by representatives from this unit; let it just suffice here to say that the previous term of Lifelong Learning is, at best, ambiguous. We did not feel that it accurately conveyed the academic credit program mission of this unit. We hope and believe that the general public will be better able to understand and identify the academic credit program mission given this new name. However, for the sake of continuity, we will continue to refer to the faculty organization involved in the academic credit programs as Lifelong Learning.

## **TENURE AND PROMOTION REVIEW PROCESS**

I have received preliminary feedback from several of the Associate Provosts as to the continuation of the significant increasing professionalism of the appearance and substance of our tenure and promotion files. I want to thank all of you on the faculty who have worked with me on this important matter over the past several years.

## **MAY 1995 UNIVERSITY 101 FACULTY TRAINING WORKSHOP**

This is to invite any of my faculty colleagues on the Regional Campuses who either have not been a past participant or who might wish to participate again in the above referenced activity. The workshop will be held May 15-19 in Columbia. If you would like further information, please contact either myself or Professor Dan Berman at University 101 / 777-6029. The workshop looks at a variety of strategies to improve undergraduate teaching, especially in the first year and, of course, especially in freshman seminars. Participation in the workshop does not obligate you to teach University 101. It is possible for special sections on UNIV 101 to be developed for specific majors / disciplines and professional fields. This also a way to enhance faculty participation in the teaching of our freshman seminar.

## **TENURE BILL**

Attached to this report is a copy of a bill introduced in the House in this session of the General Assembly, which if adopted would alter the current practice of awarding tenure to professors at state colleges and universities. Unfortunately, as of the time of writing this report, I do not have more information on the status of this bill other than to say that it is currently in the House Education and Works Committee. Naturally, the University is following this matter very closely.

Attachments

1995\_04\_20

09:45

#46E P. 01, '01

- FROM : BUSINESS FIN NCE

803 - 5619

<b>Post It</b>		brand fax transmittal memo 7671	#of pages 1
To: John Gardner		From: Shirley Mills	
		<b>Co.</b>	
<b>Dept</b>		<b>Phones</b>	
<b>Fax s</b> 7-8840		<b>Fax s</b>	

## A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-101-365 SO AS TO PROVIDE THAT NO TENURE TO NONTENURED FACULTY AT ANY STATE PUBLIC COLLEGE OR UNIVERSITY MAY BE GRANTED, AND TO PROVIDE THAT THE GOVERNING BOARD OF EACH PUBLIC COLLEGE OR UNIVERSITY HAVING TENURED FACULTY WITHIN TWO YEARS SHALL DEVELOP A NEW EMPLOYMENT RELATIONSHIP ACCEPTABLE TO THE INSTITUTION AND TO THE TENURED FACULTY WHICH AS ONE COMPONENT WILL ELIMINATE TENURE AS A PART OF THE EMPLOYMENT RELATIONSHIP.

Be it enacted by the General Assembly of the State of South Carolina: SECTION 1.

The 1976 Code is amended by adding:

"Section 59-101-36S.No tenure to nontenured faculty at any state

public college or university may be granted after the effective date of this section. The governing board of each public college or university having tenured faculty, within two years after the effective date of this section, shall develop a new employment relationship acceptable to the institution and to the tenured faculty which as one component will eliminate tenure as a part of the employment relationship."

SECTION 2. This act takes effect upon approval by the Governor.

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BIL: 3767  
 TYP: General Bill GB  
 INS: House  
 IND: 19950308  
 PSP: Witherspoon,  
 SPO: Witherspoon, A. Young, Fleming, Kinon, Lanford, Hallman, Koon, Sharpe,  
 Littlejohn, Chamblee, Fair, Allison, Wofford, Bailey, Vaughn, Cato,  
 Kirsh, Meacham, Whatley, Knotts, Richardson, H. Brown, Fulmer, Cooper,  
 Rice, Robinson, Cotty, T. Brown, Stille, McKay, Dantzler, Law,  
 Davenport, Klauber, Simrill, Seithel, Tripp and Easterday

DDN: GJK\21346SD.95  
 REY: House  
 Cam: Education and Public Works Committee 21 HEPW  
 EST: 3767

Body	Date	Action Description	Com	Leg Involved
House	19950308	Introduced, read first time, referred to Committee	21 HEPW	

TXT

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*[Handwritten signature]*

**Attachment 2**

**Report of Rights and Responsibilities Committee  
Regional Campuses Faculty Senate April 21, 1995  
Professor Danny Faulkner**

We discussed our desire to receive from the administration vote totals from the campus and the Regional Campuses tenure and promotion committees.

We discussed the need to develop a mechanism for T&P applicants to receive some information about the justifications for T&P decisions. At this time applicants may only access this information by the grievance procedure.

We move that the RCFS adopt the following format for a RCTP committee ballot:

Candidate: \_\_\_\_\_

Action: Tenure \_\_\_\_\_ Promotion to: \_\_\_\_\_

Vote: yes \_\_\_\_\_ no \_\_\_\_\_ abstain \_\_\_\_\_

Justification: list all five areas and any additional comments. \_\_\_\_\_

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In other business, Professor Danny Faulkner was re-elected chair.

In Attendance

Danny Faulkner, Bruce Nims, John Logue, Maitland Rose, Susan Smith, Paul Stone, John Blair, Joanne Klein, Jeff Strong, Jerry Dockery, Gordon Haist.

### ATTACHMENT 3

Welfare Committee Report  
Nora Schukei, Chair  
Regional Campuses Faculty Senate  
April 21, 1995

The Welfare Committee leader for next year will be Professor Kwame Dawes.

As a result of the discussion this morning in the general session, the Welfare Committee has some ideas about its mission next year. As the faculty *welfare* committee, it seems appropriate that we contribute to the faculty's welfare - namely keeping job opportunities. So the committee would become involved in a grass roots movement to involve our campuses with the communities and vice versa.

The salary information is available. There are some problems that have been pointed out by individual campuses. The committee does not see any realistic ways for the welfare committee to respond to these problems.

In attendance:

Nora Schukei  
Kwame Dawes  
Nori Bohonak  
Mary Barton  
Dan Ruff  
Susan Pauly  
Carolyn West

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## SYSTEM AFFAIRS COMMITTEE

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

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Minutes of Meeting 21 APR 95

Professors: **Sumter:** Stephen T. Bishoff, Robert B. Castleberry, Susan Hendley, Robert Costello from the Executive Committee; **Beaufort:** Roy Darby, Ellen Chamberlain; **Union:** Jean Denman for Steve Buchanan; **Salkehatchie:** Marvin Light, Jennifer Viereck, Cynthia McMillian(v), David C.R. Heisser(v); **Lifelong Learning:** David Bowden; **Lancaster:** Carolyn Starnes, Wayne Thurmond, Carolyn Taylor(v), Becky Parker(v). (v=visitor)

I Charges and actions for 1994-95 were reviewed.

- A. **Charge:** Assess and recommend improvements in the Regional Campuses use of communications technology now available.  
**Action:** Marvin Light chaired the subcommittee assisted by David Bowden. Marvin deserves the lion's share of credit on this project. His report is attachment 1.
- B. **Charge:** Examine the suggested grading policy (the addition of minus grades).  
**Action:** Carolyn Starnes chaired with Diane Evans assisting her. Carolyn worked diligently through several rounds of assessment to determine the will of the Regional Campuses on this issue. Her report is attachment 2.
- C. **Charge:** Examine mechanisms to improve our relationship with the Columbia Faculty Senate.  
**Action:**
1. Ellen Chamberlain, Roy Darby, and Robert Castleberry worked on this subcommittee. Ellen and Roy were the principal authors of the Collegium.
  2. Despite the Regional Campuses Faculty Senate's opposition to this alteration to improve communication with the Columbia Faculty Senate, several of the concepts were extracted from this document (attachment 3). The committee approved these motions, and they were taken to the floor.

D. **Charge:** Examine the status of articulations between the campuses of the USC System and with schools outside the system.

**Action:** Wayne Thurman, Susan Hendley, and Jennifer Viereck had completed their task at the last meeting.

1. No unresolved articulation problems came to light during this year.
2. The committee requests that 2 charges be made for the SAC next year:
  - a. Re-examine the transferability of courses within the system.
  - b. Examine the need for guidelines for granting the approval to teach courses.

II. The creation of RCAM141 and 142 was requested by USC Salkehatchie and Lancaster, having been approved by their faculty organizations.

Since Columbia will delete OADM141 and 142 and redefine OADM143, USC Salkehatchie and Lancaster requested the creation of RCAM141 and 142 (see attachment 4). Visitors from the Salkehatchie and Lancaster campuses presented their positions on the need for these courses to support existing programs. The committee discussed the potential for these courses to blur the separate missions of the University and the technical colleges. However, their role in other courses and the distances of these campuses from other institutions that offered comparable courses persuaded the committee to approve the proposed courses. They were taken to the floor.

III. Election

Ellen Chamberlain was elected SAC Chair for 1995-96.

REGIONAL CAMPUS FACULTY SENATE  
SYSTEM AFFAIRS COMMITTEE  
COMMUNICATIONS TECHNOLOGY REPORT  
APRIL 21, 1995

CHARGE

The committee is charged with accessing and recommending improvements in the Regional Campuses use of communications technology that is currently available. The following questions were to be addressed:

A. Are computer links being exploited to their maximum to reduce the quantity of paper and supplies consumed while improving the efficiency of information sharing?

B. Can phone links be used more effectively to improve campus-to-campus communication and reduce travel time and expense?

C. Can the new satellite access be used for live or recorded transmission of portions of the Regional Campuses Senate meetings?

PROCEDURE:

A questionnaire (attachment A) was sent to key individuals within the system that could respond to one or more of the questions listed above. Results of the returns were reviewed in order to determine key concerns, comments and/or recommendations. Select individuals were contacted in order to gain additional information. Questionnaire responses were kept confidential.

COMMENTS:

Based on questionnaire returns as well as discussions with key personnel involved in regional campus activities, the committee reports the following as to the posed questions.

A: Computer links to reduce supplies consumption are being addressed. The Division of Regional Campuses and Continuing Education Office has employed Mr. Harry Catoe as Information Resources Consultant. He is assisting Salkehatchie, Beaufort, Lancaster and Union campuses in expanding their computer capabilities in order to improve communications.

Mr. Catoe helps present the coordination of computer interests of the regional campuses to the Computer Services Division in Columbia, and acts to ensure that systems are compatible with mainframe systems as applicable.

Hopefully there will be funding available to the

regional campuses in order for each campus to reach the level of connectivity that is currently available to students, faculty, and staff on the Columbia campus.

B: Phone links have been available through SCETV for audioconferencing from offices. This is a cost effective way to communicate by way of the telephone. Individuals can interconnect with other campuses/groups through this system. Costs are explained in item "C" below. Distance Education utilizes this system as part of instruction.

With the advent of computer transmission of voice, data, and video there is the need to have at least a T-1 or T-3 transmission link at each site in order to accommodate the speed and bandwidth requirements of desktop videoconferencing.

C: There has been a recent change of the South Carolina Educational Television Network (SCETV) from an analog/ instructional television fixed service (ITFS) to a digital satellite system. SCETV offers the University increased opportunities for television delivery statewide. The satellite expands the number of channels available to the University. Under the old system the University only had access to four channels and only after 4:30 in the afternoon.

Satellite delivery is not noticeably different but we now have the capacity to broadcast during the day. Because daytime delivery will be available, Regional Campus Faculty Senate meetings can be televised live from Columbia to other campuses.

When we have transmission capability from other campuses, suggested to be within the next few years, we will be able to televise from any campus.

It is reported that planning ahead for the scheduling of circuit time is possible. It may be difficult to schedule a room that will accommodate the size of the Senate and have the capability to generate a video signal.

Costs for a crew for audio and video would be no more than \$50 per hour. The Senate could meet in the Law, Belk, or Gambrell Auditoriums, or another location from which the University Distance Education Support can transmit. The main concern was the ability to schedule a room on the Columbia campus during class hours.

Taping of the meetings could be done for later transmission at the same cost. Tapes could be provided for each campus or arrangements for playback of the tapes through the satellite system could be arranged.

The system can be used for meetings not requiring two way

video. Phone system talkback is available at receiving sites on campuses so that all participants can talk to each other.

There is also the audioconferencing capability with the phone system. Up to 24 participants can be connected on a call from their offices. SCETV has an excellent audio bridge that costs \$1.20 per person per hour. This system is used by Distance Education routinely with regional and national conference calls. A well conducted conference call can accomplish a lot when visuals have been mailed out earlier.

Susan Bridwell, Director, Department of Distance Education and Instructional Support can provide further information about these options. She has contributed information to this report.

#### ADDITIONAL COMMUNICATIONS INFORMATION:

The Columbia Campus Faculty Senate Computer Committee -in its Final Report dated December 19, 1994 (attachment B)- has suggested mechanisms for effectively distributing information to members of the Columbia Senate and the faculty at large via the University's network.

#### CONCLUSION:

The need for computer literacy and training becomes more obvious as we increase our dependence on computers and networked systems for communications. There is the need for specific funding, at the Regional Campus level, in order to have parity with what is currently available on the Columbia campus.

Campuses are pursuing grants to improve communication effectiveness. Efforts have been made, through the Computer Services Division of Libraries and Information Systems, and the Office of Vice Provost, Regional Campuses and Continuing Education, to initiate funding requests on behalf of the Regional Campuses.

The committee feels that a funding effort needs to be made, by the University, in order to facilitate local area and wide area networking for the Regional Campuses. Efforts to address the long-term improvement of communications effectiveness throughout the University must continue.

UNIVERSITY OF SOUTH CAROLINA SALKEHATCHIE UNIVERSITY CAMPUS

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October 25, 1994

The System Affairs Committee of the Regional Campus Faculty Senate has been charged with assessing and recommending improvements in the Regional Campuses use of communications technology that is currently available. We would like your input in addressing the following questions, as well as suggestions you may have toward improving communications within the system.

Please respond to each question based on your professional knowledge and/or experience. Feel free to offer any constructive suggestions, recommendations, ideas to improve communications.

A. Are computer links being exploited to their maximum to reduce the quantity of paper and supplies consumed while improving the efficiency of information sharing?

B. Can phone links be used more effectively to improve campus-to-campus communication and reduce travel time and expense?

C. Can the new satellite access be used for live or recorded transmission of portions of the Regional Campuses Senate meetings?

Please indicate your name, campus, department/function and return your responses to me by November 11th. Your confidentiality is assured.

Marvin J. Light, Librarian, USC-Salkehatchie, Learning Resources Center - FAX (system 58-159 or 584-5038) or call 58-103 or 584-3446 or e-mail MJLIGHT@UNIVSCVM

Faculty Senate Computer Committee  
Final Report - December .19, 1994

Committee Charge:

To develop a mechanism for effectively distributing information to members of the Senate and the faculty at large via the University's network.

Recommendations:

- That the Faculty Senate office continue its present methods of distribution during the spring semester while faculty/staff work station hook-ups and training are completed.
- That the Faculty Senate office establish parallel distribution system on the USC network so that the system can be tested and refined.
- That the Faculty Senate office go "online" at the completion of the work station hook-ups and faculty and staff training.
- That after the electronic distribution system replaces the current paper copy system, the Faculty Senate office continue to send paper copies of all relevant materials to those faculty who are members of the Senate.

Basis of the Recommendations

In developing a plan to distribute Faculty Senate publications electronically, the committee met with Patrick Calhoun and a number of consultants at the Computer Services Division. Although work stations are rapidly being added to the network and training is underway, the committee felt that electronic distribution of information would be premature until we have a more functional network and well-trained users.

As several members of the committee pointed out, the faculty and staff have often been given computer resources with little or no training-or even adequate documentation on the use of those resources. Members also noted that in a number of instances, current network configurations do not allow them access to printers within their units.

Another problem noted by Calhoun is the lack of an accurate list of faculty and staff e-mail addresses. Faculty and staff use a wide variety of email software ranging from CMS-Mail on the mainframe to Pegasus Mail on Novell networks.

In short, while USC has made great strides toward its goal of networking the campus, we are still very much in a period of transition.

Faculty Senate Office On Line

In evaluating the material now distributed by the Faculty Senate office, the committee divided the current publications into two categories: 1) those which should be distributed to all faculty members; and 2) those which should be made available to the faculty.

## Faculty Senate Computer Committee Report-Page 2

Examples of first category items are the agendas and brief summaries or minutes of meetings; examples of the second are agenda-related items like committee reports as well as the extended summaries or transcripts of the meetings. First category items would be distributed by e-mail; second category items would be published on the USC Web Server Home Page for access via Mosaic. Second category material would also be accessible via the USC Gopher.

Posting on the Web Server will allow documents to be linked to each other. For example, if the agenda refers to a committee report, the agenda can contain a link which would allow the user to call up a copy of the committee's report, browse through it, and then return to the main agenda. Gopher access will allow users who cannot run Windows to review the documents, but it will not provide the linking facility of Mosaic.

Although we are recommending the use of e-mail for distributing a small number of items, the committee recognizes that this may in fact not be a long-term solution because it may over burden the physical resources of the network. If this problem arises, all Senate items will have to be limited to publication on the USC Web Server or Gopher.

The development of a Senate discussion list was raised in a briefing with the consultants at the CSD. This would be an open forum available for faculty and staff discussion of Senate issues. At the present time, the committee recommends that this be deferred until other on-line functions are in place and running smoothly.

For The Committee

David R. Chesnutt  
Chair

The Committee

Marilee Birchfield, Library-Reference  
Charlie Cook, USC Sumter  
Sibyl Hare, Computer Services Division  
Randy Mack, Art  
Manton Matthews, Computer Science  
Peggy Pickels, Faculty Senate Office  
John Safko, Physics and Astronomy

April 3, 1995

The Faculty Senate will be discussing and possibly voting on adding the minus grade to the University grading system at the regular Senate meeting in April. The data and discussion notes that the System Affairs Committee has follow. We thought that this information might give you a better feel for the problem when it is discussed at Senate

Raw data from all campuses.

15 In favor of the Penn State Model

25 Include C-, D+, and D

8 In favor Penn State/include C-, D+, D

1 Other/include C- and D+

49 Total in favor of some change

40 No changes in present grading system.

#### RESULTS OF SECOND CAMPUS VOTE:

Beaufort voted no grade change.

Sumter voted no grade change.

Salkehatchie voted yes for the minus grade.

Lifelong Learning voted yes for the minus grade.

#### COMMENTS from those polled:

Plus encourages grade inflation.

I can't see the rationale for having a wider range of B grades than we have for C grades.

I favor the change indicated above if the grade points can be determined on a different basis than that given on the preceding page. In my opinion, it would be more fair to have a B+ equal 3.33, an A- equal 3.67, etc.; so that all intervals between grades are the same.

I think that we have enough grades.

We now have seven passing grades to use that's enough.

The minus grade will increase the confusion among the students as to the meaning of the grade. I don't feel that any grading is precise enough to need further "stages."

I don't see much other than a bureaucratic difference between the Penn State model and a full +/- system. Indeed, it would seem more important to have a +/- for below "C," as a measure of hope for the truly earnest but struggling student."

We used the A, A-, B+, B, B-, C+, C, C-, D, F system at UNC and I thought it worked well.

The Penn model gives insufficient discrimination below average; if adopted please at least retain the D+. The current 9=8-level discrimination is about as fine as is reasonably justifiable..

I don't see that a change is necessary.

If grade inflation is a problem, changing our grading system will make it worse.

If it's been OK for all these years, why change the current system? What does it matter what PA State or ND do? Leave it as it is. Who cares about ND or PSU?

The Penn State model is a good one.

Changing the system would reduce the validity of comparisons across time which, I think would be a serious blow to correct assessment of institutional and student performance.

Why add insult to the lower end of a letter grade?

I am in favor of the current system, to invoke a new system we need to know the quality points involved in the plus and minus grades.

No, since we can't afford to change all the forms.

I prefer addition of minus grades, but my greater preference is to do what is done on the Columbia campus.

If you add the C- and the D+ to the current Penn State model, you have the Ohio State model, which excludes A+ and D-.

Current system inflates GPR's. This would reestablish a balance.

USC used to operate on a 6 point system, but the Penn State model seems more flexible.

I don't care, but if a change is coming then add C-, D+ and D- also.

I would say to get rid of "D", which is a grade rewarded for non-college level work, but the student still gets the hours. So figure. (A, A-, B+, B, B-, C+, C, F)

We definitely need more precise definition to our grading system; the minuses will help.

The Penn State model-although I really don't have strong feelings about this one way or the other.

The following pages are additional information that was passed on to us that you might find helpful in your decision making.

As indicated in my report on the activity of the Regional campuses Faculty Senate, the Senate dealt with several issues in its last meeting. Based on the last meeting, I will be making two separate motions at the upcoming Faculty Organization meeting.

MOTION 1. I MOVE THAT THE USC SUMTER FACULTY ORGANIZATION GO ON RECORD RECOMMENDING (THROUGH THE REGIONAL CAMPUSES FACULTY SENATE) THAT THE CURRENT GRADING SYSTEM NOT BE ALTERED TO INCLUDE MINUS GRADES.

REASON FOR THE MOTION: Members of the System Affairs Committee of the Regional Campuses Faculty Senate were requested to solicit information from their Faculty Organization concerning the proposed changes to the grading system.

BACKGROUND: A survey was recently done which requested your opinion about the minus grade (the System Affairs Committee of the RCFS has been charged with making a recommendation on this issue). The survey requested the number of people in favor of the Penn State model (22% preferred this), the number of people in favor of including C-, D+, and D- (35%), and the number of people who would prefer to make no changes to the current system (43%). Members of the System Affairs Committee were charged (within Committee) with getting specific feedback from their respective Faculty Organizations. The Options now seem to be:

A. Make no change -- have A, B+, B, C+, C, D+, D, F, I, W, WF (and U and S). These grades are recorded as 4, 3.5, 3, 2.5, 2, 1.5, 1, 0.

B. Tabled (Columbia) Senate Motion -- have A, A-, B+, B, B-, C+, C, C-, D+, D, F, I, W, WF (and U and S). These grades are to be recorded as 4, 3.67, 3.33, 3, 2.67, 2.33, 2, 1.67, 1.33, 1, 0.

C. Penn State Model -- transcripts and grade reports will record the grade (presumably all approaches above would be ok) as well as the median grade and number of students.

RATIONALE FOR MOTION: I was at the Columbia Senate when their committee first proposed the motion (modification of "B" above). The rationale for their proposal, as I understand it, involved:

- there are few Universities that have, our current grading system; there seems to be a trend toward including "minus" grades.
- our current system makes it difficult to evaluate transcripts from other institutions that use a minus grade.
- this will curb grade inflation.

I am singularly unimpressed by these arguments. I see no real need to use some other institutions grading system unless our own faculty really want to. The difficulty of evaluating transcripts

is really not that important. The courses and grades are evaluated at the Dean's level, and they can probably come up with a reasonable rule that would fit their college/school. Furthermore, I believe that all grades should transfer in with the same grade point value that the original institution assigns to a letter grade. For me the most pertinent argument is that adding minus grades will curb grade inflation. If that were true, it might be worth considering; but I just don't buy the argument. I still remember when we went from regular letter grades to adding the "plus" grade as an option. At the Senate meeting that the change was approved, two items of relevance arose: the move was seen as curbing grade inflation, and the motion from the floor to also allow for "minus" grades was defeated. I do not believe the change to the grading system curbed grade inflation then, and I don't think it will happen this time. With respect to the rejection of the allowing "minus" grades, a principle argument against adding the "minus" score was that such a move would add so many grading options that there was no good way to realistically discriminate between the different options (e.g., B+, B, or B-). Does it really help to go from 8 to 11 options? I do not think so.

Well, why not support the grade change and let the people who want to use B- use it; others could ignore the grade if they don't want to use it? All this really does is give more options to the faculty, so who would want to restrict their colleagues? If that was all there was to it, I would have no problem. But, going to a minus system changes several things. For one thing, the grades I now use will mean something different. A "B+" would no longer be worth 3.5 grade points. A "B+" that I give this semester (if I do) will not be the same as a "B+" I give under the new system. That is problematic for me. Another item that bothers me is that a "C-" is worth less than 2.0. For me, any "C" worth its name is worth at least 2.0.

I have nothing against the Penn State model, but I don't see that it is really necessary or that it really adds that much. As I read that model, all this would change is that more information (that would probably be ignored by most people) is provided on transcripts, etc. I am not sure it is worth the extra effort (and I assume it would cost us something to implement it).

## Attention College Students: The Easy 'A' May Disappear

10-18-94

By Laurel Shaper Walters  
Staff writer of *The Christian Science Monitor*

MANOVER. N.H.

FOR many of today's college students, receiving a C in a course is tantamount to failure. Rampant grade inflation, which began several decades ago, has caused students to feel entitled to high grades even with minimal effort.

Despite generally declining standardized-test scores, grade-point averages continue to escalate. From 1969 to 1983, the proportion of college students with grade-point averages of A-minus or higher almost quadrupled, according to a study by the Institute for Educational Management at Harvard University in Cambridge, Mass.

"Students think they are doing better and better, and they report better and better grades. But they

do worse on objective criteria. So we're giving them better grades for worse work," says Jackson Toby, a professor at Rutgers University in

New Brunswick, N.J., and a grade inflation critic.

Elevating nearly everyone to the top of the scale undermines the main purpose of grades, he argues. Students are no longer getting a fair representation of their individual performances and how they compare with those of their classmates.

After ignoring the situation, however, some top colleges are beginning to rethink grading policies. At Stanford University in Palo Alto, Calif., where 9 out of 10 grades last year were As or B's, it is possible to fail a course for the first time in 24 years. The university eliminated D's and F's in 1970. Although the D was reinstated five years later, a failing grade was brought back just this year.

Dartmouth College in Hanover,  
See **GRADE INFLATION** page 4

### GRADE INFLATION from-page 1

N.H., has taken the lead among the Ivy League schools in addressing the issue of grade inflation. Beginning with this year's freshman class all Dartmouth grade reports and transcripts will include additional information intended to put grades in context.

The overall grade-point average at Dartmouth has increased from 3.06 in 1976-77 to 3.23 last academic year (based on a 4.0 scale). But the average grades awarded by different academic departments vary dramatically. For example, the average grade in the humanities was 3.36, failing to 3.18 in the social sciences and 3.09 in the sciences. Research shows that this is a common occurrence in higher education.

"We knew something was amiss," says Gary Johnson, chair of the college's committee on instruction. "There had to be some way to try to understand grades in context."

The concern about grade inflation and "differential grading" led the committee to propose a new grading policy based on a long-term practice at McGill University in Montreal. The faculty overwhelmingly approved the policy change last spring.

Beginning with December grades for freshman, grade reports and transcripts will show the median course grade and the number of students in the class along with a student's individual grade in a course.

THIS way if a B-plus is below the class average, at least it will show," says Thomas Bickel, Dartmouth's registrar.

At the present time, that distinction is not on the transcript." At the same time, Professor Johnson adds, "a B-plus does not look like an onerous grade if that is the median."

Whether this will help curb grade inflation is still being debated at Dartmouth. But the move is getting the attention of other top-tier schools. "Dartmouth's changes are a step in the right direction," Professor Toby says. "But I don't expect things to change radically."

Although the overwhelming majority of Dartmouth faculty voted for the grading change, there are a few vocal opponents. "I'm very angry about it, and I resent it," says Delo Mook, a professor of physics at Dartmouth. "I consider it an infringement on my academic freedom to teach my course the way that I want to teach it."

The change feeds a competitive spirit among classmates that is destructive to the learning process, Professor Mook argues. "There's too much competition [among students] as it is," he says. To truly do something about grade inflation, Mook argues, would require "instilling a greater sense of responsibility in the faculty. After all, they are the ones giving the grades."

Student debate about the issue has been muted. But some students share Mook's resentment. "They perceive this as a problem with the professors, yet it's the students who will be affected and are being made to pay," says Yvonne Chiu, editor in chief of Dartmouth's student newspaper.

"Just because Dartmouth is doing this doesn't mean that the other Ivy League schools are," Ms. Chiu says. "Harvard could still be giving all of their students As, and those students will be competing with our students after graduation."

Johnson acknowledges that the policy change "could be viewed as a passive way of going after grade inflation."

"It would be better if we could find a way that more directly addressed the problem," Mr Bickel says. "But there isn't any way to really control how professors give grades. It's something that faculty members feel strongly is part of their freedom to run their courses."

"All of us dislike the anxiety surrounding grades," Johnson says. "But in fairness to students who work hard, they deserve some recognition."

Our faculty voted at the March 25, 1994 meeting 5 for and 16 against the proposed grade changes. However, when we voted in October of '94 we had the following results:

1 ---Penn State model

6----Add C- to Penn State

4----In favor of Penn State model /include C-, D+, and D-

11----Total for change

10---No change

Since the second vote is so close, we want to know how you want us to vote at the next Faculty Senate meeting. We are going to call for a motion to put this to a vote at our faculty meeting Friday, April 7.

Thank you,

---

SYSTEM AFFAIRS COMMITTEE  
Regional Campuses Faculty Senate  
Dr. Stephen T. Bishoff, Chair

---

Given the negative response to the Collegium concept, I propose that we make the original proposal into a bare-bones set of motions concerning the Academic Advisory Committee as follows.

The SAC feels that the existing Academic Advisory Committee has been used to its best advantage. Therefore, the following motions are made to be sent to the Provost as recommendations to make the committee more effective in sustaining a dialog between the governing bodies of the University's campuses.

**1. We move that the Academic Advisory Committee meet no less than 2 times per semester.**

Rationale: Information sharing has reached a low point and coordination of questions concerning sexual harassment policies and other issues need better coordination between campuses.

**-2. We move that the Provost's Ad Hoc Committees that have University-wide charges be attached to the Academic Advisory Committee.**

**3. We move that the Academic Advisory Committee's Ad Hoc Committees' reports be sent to all faculty governing bodies of the University to solicit input from those bodies prior to any decisions by the Academic Advisory Committee.**

Rationale for 2 and 3: Issues such as a mandatory 3 yr. P&T review for tenure track professors and assessment of general education have become mandates without sufficient review process to improve the specifics of the requirements and without broad distribution of the information. These motions would avoid that lack of communication and input.

**4. We move that any of the following governing bodies or individuals may by their own internal process submit an issue, policy, and/or decision to the Academic Advisory Committee for review.**

**Provost  
Columbia Faculty Senate  
Regional Campuses Faculty Senate  
Aiken Faculty Senate Spartanburg  
Faculty Senate**

Rationale: This provides access to the committee's agenda without any loss of power by the individual governing bodies.

## ATTACHMENT 4, p.17

April 17, 1995

Chair, System Affairs Committee  
University Campuses Faculty Senate

## RENUMBERING OF OADM COURSES

A program reorganization in the College of Applied Professional Sciences has resulted in the deletion, renumbering, and change of course content in several of the courses currently taught at USC-Lancaster and Salkehatchie.

We have reviewed the changes and the resulting impact on our students. The courses which are being deleted are used extensively on our campuses. Since most academic areas now use computer technology in some capacity, the keyboarding course (RCAM 141, old OADM 143) is used by advisors and students from all disciplines. The document processing class (RCAM 142, old OADM 141) meets a skill level that is not addressed by a student's previous keyboarding experience but will be needed for our students to succeed in more advanced courses.

The changes which will affect our programs and our proposed recommendations are as follows:

## COLUMBIA CHANGE:

OADM 142-Delete

## RECOMMENDATION:

## RENUMBERED COURSE

RCAM 141, Introduction to Computer Keyboarding.  
(3) Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills.

This course is used extensively by nursing, computer science, pharmacy, journalism and business students who require the keyboarding skills taught in this course. It is strictly for beginners and teaches the touch system and basic format for a letter, report, resume. This course has significant enrollment on our campuses. May not be used for degree credit.

## RENUMBERED COURSE

RCAM 142, Business Document Preparation. (3) (Prereq: RCAM 141 or equivalent proficiency).

OADM 141--Delete

The above recommendations have been approved by the Lancaster and Salkehatchie faculty. We request your help in retaining these courses.

UNIVERSITY OF  
SouTHCARoLINA

ATTACHMENT 4a

JAMES C. MOESER  
VICE PRESIDENT FOR  
ACADEMIC AFFAIRS AND PROVOST

March 31, 1995

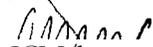
John Catalano, Chairman  
Regional Campuses Faculty Senate  
USC Lancaster  
P.O. Box 889  
Lancaster, SC 29721

Dear John,

Thank you for your letter of March 24, 1995 in which you request reactivation of the System Academic Advisory Committee. I agree that there are some issues that need attention, but frankly I found the process of dealing with this committee so incredibly tedious I am not sure that the effort is worth the result. Nevertheless I will consider your request. All best wishes.

Very sincerely,

James C.

  
JCM/ba

## ATTACHMENT 5

### **Report of the Executive Committee April 7, 1995 Submitted by Mike Schoen, Secretary**

---

The Executive Committee met Friday, April 7th in the 5th floor conference room at Carolina Plaza in Columbia.

The following Executive Committee members from the Regional Campuses were present: Wayne Chilcote (Salkehatchie), Mike Schoen (Lifelong Learning), Jane Upshaw (Beaufort), Robert Costello (Sumter), Tandy Willis (Union), Ellen Chamberlain (Beaufort) and Danny Faulkner (Lancaster). Associate Vice Provost John Gardner and Kathy Gue' were present from the Vice Provost's office.

Following reports from the campuses, Secretary Mike Schoen reported that the minutes from the February meeting were ready and needed to be taken back to each campus for distribution.

Professor Gardner reported that the Provost has reviewed the Guide to Regional Campuses Tenure and Promotion Procedures, and has indicated his approval with the exception of notifying the candidate of RCTP vote counts.

A memorandum from USC-Salkehatchie concerning the deletion, renumbering, and course content change of several OADM courses was discussed and will be sent to the System Affairs Committee.

Professor Chilcote presented the report listing the slate from the Nominating Committee which will be presented to the Senate at the April meeting in Hilton Head (see Attachment 16 of the February minutes).

The meeting was adjourned.

# **Report on Courses & Curriculum Committee Regional Campuses Faculty Senate: April 21, 1995 Professor Robert Castleberry (Sumter)**

Since this Senate's last meeting the Committee has met three times (March 17, April 7, and April 14). The Columbia Senate met March 1 and April 5; it will meet again on May 3. Please peruse the minutes of the Senate to keep current on the course and curricular changes which have been approved and are potentially relevant for you.

Please note that I did not attend the April 7 meeting since I was attending a psychology conference at that time. However, I did take some action on the basis of the printed agenda. I raise this point to indicate a potential problem for this body (the fact that your representative may not participate in all meetings), but I have no concrete suggestions for you about this problem.

The Committee has recommended to the Senate the following changes of potential interest to you:

1. Changes to the THSP curriculum, and several course changes.
2. Changes to the CSCI curriculum, and some course changes.
3. Changes to the ANTH curriculum.
4. Extensive changes to OADM (now know as AIME) including the deletion of OADM 141, 142, and 144.
5. Rather extensive changes to EXSC.
6. Many changes to PSYC. Mostly this involved slight wording changes, but two significant course deletions had been proposed by psychology .... PSYC 340 (Individual Differences) and PSYC 360 (Applied Psychology). After it was suggested that these changes had a direct impact on our campuses, Dr. Keith Davis withdrew the deletion of PSYC 360. However, the PSYC 340 course was deleted as part of the upgrade of courses dealing with testing issues (PSYC 583 - - Psychological Tests and Measurement). I apologize to the campuses for not getting back to the you about this before now.

Our Committee is also working with the Graduate Council to standardize the forms we use to consider course or curricular changes. I note this since this body may wish to consider creating a form for our own changes.

Lastly, please recall that last year at this time I indicated a desire to get some firm directives from this body concerning my own role on the Courses and Curricula Committee. I respectfully suggest that I still believe that such information would still be helpful. I may as well escalate and suggest that ALL of your representatives on other Committees might find such guidance to be helpful. I further suggest that I believe that the Executive Committee could discuss this, present a framework to this body or one of its Committee, and that a written "policy" could be generated which would be given to your representatives when they are elected.

USC Columbia Faculty Welfare Committee  
Report to the Regional Campuses Faculty Senate  
April 21, 1995

The Faculty Welfare Committee of the USC Columbia Faculty Senate met on February 28, and on March 29, 1995, at the Faculty House, USC Columbia.

The Committee informally discussed legislative efforts to do with academic tenure. The Committee determined that it should not initiate any activity at this time. Professor Zingmark will approach Marcia Welch asking her to inquire of the President and the Provost regarding the response of the University. Professor Wedlock provided a historical perspective of the tenure process and professors Zingmark and Strobel reported on alternatives to the tenure system (e.g., 5 year renewable contracts) which have been implemented at other institutions.

**SALARY COMPRESSION SUBCOMMITTEE:** The resolutions proposed by the Committee were passed by the Columbia Senate at the March meeting with only minor amendments. These resolutions encourage the University's administration to seek salary equity.

**SUMMER TEACHING STIPENDS SUBCOMMITTEE:** The Committee conducted lengthy discussion and made final revisions to the report and recommendations regarding summer school stipends in preparation for submission to the Senate. Professor Wedlock will make the corrections to the document and send it to the Faculty Senate Office for inclusion on the agenda of the April meeting.

Professor Eldon Wedlock (Law) was elected as the incoming chair of this committee. Professors Strobel and Zingmark will rotate off of the committee.

No further meetings of the Faculty Welfare Committee are anticipated before the end of the academic year.

Roy . Darby, III, P D.  
RCFS representative F  
Faculty Welfare Committee

## Annual Report, Savannah River Review Committee

April 3, 1995

The Committee, which consists of David Adcock, Department of Radiology; David Cowen, Humanities/Social Sciences Computing Lab; Leon Ginsberg (chair,) College of Social Work; Alan Nairn, Department of Geological Sciences; John Rich, USC/Aiken; Dan Ruff, USC/Salkehatchie; Ardis Savory, Sponsored Programs and Research; and Robert Weyeneth, Department of History, met twice during the 1994-95 Academic Year.

At its fall meeting, members Ginsberg, Savory, and Weyeneth, were in attendance. At its spring meeting on March 30, members Adcock, Cowen, Ginsberg, Nail-n, Ruff, and Savory were in attendance.

During both of its meetings, the Committee reviewed current research and training grant activity between the University of South Carolina and its regional campuses and the Savannah River Site, which is channeled through SCUREF (South Carolina Universities Research and Education Foundation.)

At its spring meeting, the Committee discussed its mission, which is to "...continuously review the relationship between the University and the . consortium formed with Clemson University and the Medical University of South Carolina, and between the University and the Savannah River Laboratory. The committee shall be charged with making periodic recommendations concerning policy governing these relationships and shall have access to all information needed to fulfill this charge." The Committee asked that the University Senate reaffirm its mission and that the faculty senates at the involved regional campuses similarly reaffirm the Committee's mission.

There was some discussion of modifying and expanding that mission to include advocacy for the development of projects with and for SRS. The Committee did not agree on any such change in its mission but suggested that the University Senate and related governance bodies at the regional campuses might want to examine such modifications.

For the current academic year, the Committee has no recommendations concerning policy governing USC's relationship with SCUREF or with the Savannah River Site.

Leon Ginsberg, Chair  
1994-1996

# SCUREF

## ACTIVITY SUMMARY

Inception to February 1995

### Westinghouse Savannah River Company

Fund Value	\$ 36,744,168
Task Order Award Total	S 31,405,434
Number of Task Orders	181

### DOE: Co-operative Agreement-Savannah River Site

Fund Value	S 19,200,000
Project Award Total	S 7,989,997
Number of Projects	74
<i>(FY95-Projects Pending Award - \$2,448,194)</i>	

### DOE: Morgantown Energy Technology Center

Fund Value	\$ 3,996,913
Task Order Award Total	S 2,215,555
Number of Task Orders	11

### Hazardous Waste Management Research Fund

Fund Value	S 3,133,719
*Task Order Award Total	S 3,281,426
Number of Task Orders	36

*\*Contingent upon restoration of normal activity at the Laidlaw facility.*

*South Carolina National Science Foundation State Systemic Initiative  
13 Hubs - SCUREF is Fiscal Agent for 5 Hubs*

### Summary:

Funds Values	\$ 63,074,800
Award Totals	\$ 44,892,412
Number of Awards	302

February 1995

HAZARDOUS WASTE MANAGEMENT RESEARCH  
FUND

Fund Value	\$3,133,719.02
*Task Order Award Total	\$3,281,425.89
Number of Task Orders	36

AWARD DISTRIBUTION BY INSTITUTION

Clemson	\$1,598,458.50	56%
MUSC	\$66,655.00	02%
USC	\$1,189,144.39	41%
SCSU	\$1000.00	01%
	<hr/>	
SUB-TOTAL:	\$2,835,257.89	100%
HWMRF Control Center	\$426,168	
	<hr/>	
TOTAL:	\$3,281,425.89	

\*Contingent upon restoration of normal activity at the Laidlaw facility.

SCUREF/DOE CO-OPERATIVE AGREEMENT PROJECTS

1993 - 1995

<u>Project#</u>	<u>TITLE</u>	<u>PI/INSTITUTION</u>	<u>Amount</u>
		Judith Bostock/SCUREF	\$ 11,517
01	Spectrum 1992	Robert Sncisire/CU	51,936
02	Minority Math Excellence Workshop	Itauganathan IGuuar/CU	44,450
03	Study of Buoyancy Exchange Flow in Horizontal Partitions		553,233
04	Scholarship Program for Increasing the Supply of Female and Minority Scientist and Engineers	S. Rachclson, L. Martin, J. Carpenter/USC	
05	Scholarship Program for Improving Secondary Science and Math Teaching	S. Rachclson, L.Martin/USC	125,988
06	Scholarship Program for Increasing (lie Supply of Qualified Science and Math Teachers	S. Rachclson, L. Marlin/USC	198,945
07	CSRA Traveling Demonstration Program	Jeffrey Priest/USC-Aiken	35,008
08	Remediation of Organics From Soils and Groundwater by Integrated Demonstrations at Arid and Non-Arid Sites	F. Parker, It. Fjeld/CU	258,448
09	Summer Internship for SCUREF/Westinghouse Scholars	W. Cash-o, S. Mcishcimer/CU	111,558
10	The Use of Video to Teach Mathematics Modelling the NCTM Curriculum and Evaluation Standards	John Lucdeman/CU	53,420
11	Museum Display and Educational Materials for Tech Integration	Virgil Quisenbcrry/CU	41,615
12	Natural Resource/Environmental Education Program	Jeffrey Priest/USC-Aiken	250,248

13	South Carolina Forest Environmental Education	\V. Leonard, 13. Speiale/CU	95,223
14	Technology Today Environmental Science as a Career Path	C. Wise, M. Sclunidt, T. 13assler/MUSC	272,676
15	Distinguished Scientist/Clemson University	Frank Parker/CU	250,000
16	Distinguished Scientist/University of South Carolina	Ralph White/USC	250,000
17	Distinguished Scientist/Medical University of South Carolina	David Ilocl/MUSC	250,000
18	Computer Technology for Earth Science Teachers	Gary Scnn/USC-Aiken	67,158
19	SCUREF Summer Research Scholars Program	DeWitt Stone/CU	784,385
20	A Program for High School Students and Teachers to Enhance Awareness of "Waste Disposal in Landfills" Through Experimentation	Nadim Aziz/CU	80,808
21	Preparing Teachers to Teach Kids About the Environment	George Kessler/CU	62,321
22	Middle School Science and Mathematics Early Intervention (EIP)	Judith Sallcy/SCSU	111,673
23	Effectiveness of Science Coaches in Getting Limited Resource Youth "hooked" On Math and Science That Emphasize (lauds-on Environmental Restoration and Waste Management Experiences	Kenneth Mosley/scsu	54,000
24	Teacher's Aide Program	Frank Shelton/USC-Sall(ehatchic	175,478
25	Educational Initiative to Attract Minority Students into Careers in Environmental Health Sciences	David Jollow/MUSC	273,049
26	Enhancing the summer Science Program of the Governor's School for Science and Mathematics	DeWitt Stone/CU	120,627

27	Maturation of the Integrated Membrane BioReactor Technology for Destruction of Dilute Vapor Phase Organics	Michael Schmidt/MUSC	390,353
28	Aiken County HUB Science Teaching and Revitalization Team (STAR-Team)	Given Johnson/USC-Aiken	35,000
29	Establishment of a Field Geohydrology Experimental Site	David Snipes/CU	442,922
30	Relative Risk Profiles: A Methodology for Assessing Community Risk	Daniel Wagner/USC	55,597
31	COMMUNICATION: The Key to Public Education on Environmental Concerns-A Study of Effective DOE Initiatives and Activities at the Fernald Nuclear Weapons Plant	Sonya Forte Duhe'/USC	29,961
32	Enhancement of Undergraduate Research in Microbial Conversion of Solid Waste	Fred Stutzenberger/CU	114,169
33	Creating Public Awareness of ER/WM Issues Through Infusion of Curriculum Modules Within Community/Technical College Curricula	Pamela Mack/CU	52,695
34	Making and Testing Immobilized Porphyrins to Make Optical Sensors for Toxic Metals and Gases	N. Datta-Gupta/SCSU	59,365
35	Development of Computerized Laboratory Course Material for Graduate Students in Environmental Studies	Zhen Zhang/MUSC	46,000
36	A Model for Outdoor Laboratory for Interdisciplinary Study of Environmental Restoration by Middle School Students	Diana Rice/USC-Aiken	51,886
37	Establishing Effective, Multi-University, Student Teams for Addressing Interdisciplinary Projects	Marvin Dixon/CU	65,295
38	South Carolina State University Summer Engineering Science Institute (SCSU/SES1)	R. Sandrapaty/SCSU	30,908

39	Summer Undergraduate Research Training Prog. in Environmental Health Sciences: Hands-on Investigations Leading to Life-long Commitment to Research	Henry Martin/MUSC	47,400
40	Summer Technical Work Program for Secondary School Science Teachers, Math Teachers and Guidance Counselors	Jeffrey Priest/USC-Aiken	100,680
41	Assess (the Effectiveness of Westinghouse Savannah River Company/ SCUREF/Department of Energy Scholarship Programs	John Carpenter/USC	9,236
42	Increased Minority Enrollment in Electromechanical Engineering Technology for the SRS	R. Sandrapaty, S. Ihekweazu SCSU	75,022
43	Video Lessons in Beginning Algebra for Middle-high School Students	John Luedeman/CU	19,601
44	Filtration Technology Demonstration Center (FRED)	Vincent VanBrunt/USC	1,927,000
45	Scholarship Program for Increasing the Supply of Female and Minority ER/WM Scientists and Engineers	Laurie Marlin/USC	86,573
46	Scholarship Program for Improvement of Secondary School Science and Math Teaching	Laurie Marlin/USC	27,400
47	Scholarship Program for Increasing the Supply of Qualified Secondary School Science & Math Teachers	Laurie Martin/USC	88,326
48	Development and Assessment of Course Modules for Video Presentation	John Gowdy/CU	9,986
49	Delineating DNAPLs using 2-D and 3-D Shallow High-resolution Reflection Seismic	Mike Waddell/USC	154,517
50	Spectrum 1994	Bud Lewendowski/USC	4,236

51	Graduate Courses at SRS, Fall 1994	Bob Field/CU Dwight Underhill/USC	28,000
52	Environmental Education Project	.Jeffrey Priest/USC-Aiken	68,616
53	Development of a Method to Determine the Storativity of Confined Uncemented Granular Aquifers Utilizing Geophysical Well Logs	David Snipes/CU	97,481
54	Bench-Scale Treatability Study of the Stabilization of Low-Level and Mixed Waste in a Shale-Like Glass-Ceramic Matrix	James Resee/CU	200,000
55	Hydraulic Properties of Aquifers	David Snipes/CU	159,927
56	Time Lapse Analysis of Reclaimed Waste Disposal Sites Using GIS/CD-ROM Educational Technology as a Means of Enhancing Rational Decision Making by Students	John carp cutter/USC	56,322
57	Rapid Bio-Assessment to Measure Stream Restoration: An Introduction of Students to the Culture of Scientific Research	John Dcan/USC	89,646
58	Environmental Student Service of South Carolina	Darrell Yardley/CU	32,136
59	A SC Maps Based Approach to Introduce Environmental Restoration and Waste Management Concepts to Undergraduate General Education Students	John Wagner/CU	56,366
60	Edisto River Environmental Project: Effects of Watershed Land Use On Water Quality	Ambrose Anoruo/SCSU	63,803
61	Recycling a Point Source Solid Waste (Yard Waste) to Reduce Ground Water Pollution/Resource Recovery for Environmental Protection	Francis Wolak/CU Ashok Satpathy/SCSU	100,000
62	Measuring Environmental Equity in South Carolina	Susan Cutter/USC	33,338

63	Communicating Environmental Restoration: A Model Plan for Nuclear Weapon Sites	Sonya Duhe'/USC	47,827
64	Environmental Education and Awareness Forums at the American Chemical Society Biennial Conference on Chemical Education	Alan Elzerman/CU	8,537
65	South Carolina College and University Student Environmental Forums	Alan Elzerman/CU	17,195
66	Summer Technical Program for Secondary Science Teachers, Mathematics Teachers, and Guidance Counselors	Jeffrey Priest/USC-Aiken	78,195
67	Improving Science Teachers' Understanding of the Environment	George Kessler/CU	64,468
68	The Siting Dilemma in EM: A GIS Based Training Module for College and 6th Through 12th Grade Students	Langdon Warner/USC	68,244
69	Center for Policy Studies Workshop in Environmental Policy for Undergraduate/Graduate Students	Bruce Yandle/CU	14,600
70	Graduate Course at SRS (Spring 1995)	Alan Elzerman/CU	14,410
71	Cooperative Natural Resources, Science, Mathematics and Engineering Education Program	Jeffrey Priest/USC-Aiken	319,266
72	SCUREF/DOE/SRS Joint Faculty Appointments-USC-Aiken	William Pirkle/USC-Aiken	120,000
73	SCUREF/DOE/SRS Joint Faculty Appointments-SCSU	Roy Isabel/SCSU	120,000
74	Graduate Research Internships	Robert Field/CU	310,933

**HAZARDOUS WASTE MANAGEMENT FILES**  
(HWM90-0001-USC to I-IWM95-MOO1-USC)

	FILE NUMBER	PROJECT TITLE	P.I.	INST
ZGOI	IIWM90-GOOI-USC	Hazardous Waste Management Research Control Center Continuation Request	D. Dobson	USC
ZH01	FIWM91-11001-USC	Continuous Monitoring of Incinerator EMI	J. Morse	USC
ZH02	I-IWM91-11002-USC	Hazardous Waste Reduction Through Technology Transfer I, A Unit Operations	R. Smith	USC
ZH03	IIWM91-11003-USC	Waste Minimization Industrial Assistance Project - Renewal	J. Morse	USC
ZH04	IIWM91-11004-CU	Develop and Conduct Workshops & Specialty Programs in Waste Minimization	E. Snider	CU
ZH05	HWM91-11005-CU	Emission of Heavy Metals from Hazardous Waste Incinerators	T. Overcamp	CU
ZH06	I-IWM91-11006-MUSC	Establishment of a Council on Medical Waste	J. Temple	MUSC
ZH07	IIWM91-1-1007-USC	Waste Management Reduction	H. Hornsby	USC
ZH08	HWM91-11008-CU	Remediation of Hydrocarbon-Contaminated Groundwater by Alcohol Flooding	K. Farley	CU
ZH09	IIWM91-11009-CU	Chemically and Biochemically Facilitated Removal of Organic Pollutants Sorbed to Soils	C. Grady	CU
ZH10	IIWM91-11010-USC	Field Demonstration in In-Situ Bioremediation of Subsurface Jet Fuel Contamination: Microbial Processes and Contaminant Fate	C. Aelion	USC
ZH11	IIWM91-1-1011-USC	Assess the Feasibility of Developing a Proposal to Study the Health Effect Associated with Hazardous Waste Incineration in South Carolina	C. Feigley	USC
ZH12	IIWM91-11012-USC	Waste Reduction in the Electroplating Industry: a Collaborative Project with MECO, Inc.	D. Dobson	USC
ZH13	I-IWM91-1-1013-USC	Hazardous Waste Management Research Fund	D. Dobson	USC

ZJO1	HWM92-1001-CU	Destruction of PCB's and Chlorinated Dibenzodioxins in Waste Sites and Soil by Microwave Energy	R. Abramovitch	CU
ZJ02	HWM92-J002-CU	Technical Training in Pollution Prevention for SC Industry	E. Snider	CU
ZJ03	HWM92-JO03-CU	Elimination of 1,4-Dioxane from Polyester Fiber Manufacturing Wastewater Through Point-of-Generation Pretreatment	L. Grady	CU
ZJ04	HWM92-JO04-CU	Recrystallization of Incinerator Residuals to Produce Environmentally Safe Construction Materials	D. Brosnan	CU
ZJ05	HWM92-JO05-CU	Bioavailability: A New Approach for Ranking Environmental Hazards at Waste Sites	G. Cobb	CU
ZJO6	HWM92-JO06-USC	Community Health Effects of a Hazardous Waste Incinerator	C. Feigley	USC
ZJ07	HWM92-JO07-MUSC	Waste Management Health Information System for SC, Beginning a Morbidity, Mortality-Based Component	D. Lackland	MUSC
ZJO8	HWM92-JO08-USC	In-Situ Stripping and Remediation of Petroleum-Derived Contamination in Soil and Groundwater	M. Widdowson	USC
ZJ09	HWM92-JO09-MUSC	Faculty and Staff Support for Professional Development at MUSC	J. Edwards	MUSC
ZJ 10	HWM92-J010-SCSU	Faculty and Staff Support for Professional Development at SCSU	T. Whitney	SCSU
ZJI I	HWM92-J01 I-CU	Faculty and Staff Support for Professional Development at CU	T. Keinath	CU
ZJ12	HWM92-J012-USC	P2SC: Pollution Prevention in South Carolina	D. Dobson	USC
ZJ13	HWM92-JO13-USC	Hazardous Waste Management Research Control Center Continuation Request	D. Dobson	USC
ZKOI	HWM93-K001-USC	Pollution Prevention Reducation of EPA-17	R. Smith	USC
ZK02	HWM93-KO02-USC	A New Approach to hazardous Waste Management	R. Smith	USC
ZK03	HWM93-KO03-USC	State Superfund Management in South Carolina	J. Dean	USC
ZK04	HWM93-KO04-CU	Extended Education and Hazardous Waste Reduction Tech Transfer for South Carolina Hazardous Waste Generators	E. Snider	CU
ZK05	HWM93-KO05-USC	Electrochemical Removal of Chromium and Zinc	A. Farell	USC

ZK06	HWM93-KO06-CU	State Policy and Program Development for Handling Household Hazardous Waste	R. White	CU
ZMOI	HWM95-MOO1-USC	1994 Annual Conference	D. Dobson	USC

TASK ORDERS ISSUED  
MARCH 1989 - FEBRUARY 1995

TO #	TITLE	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 Recognition	Joseph S. Byrd/USC	21,474
6	Navigation and Positioning Studies	Etan Bourkoff/USC	87,922
7	Summer Institute for Technology Transfer 1990	D. Rogern/USC-Aiken	225,712
8	Experimental Bioreactor for Treatment of TCE and PCE-Contaminated SRS GroundWater	John Morse/USC	25,014
9	Demonstration 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 Degradars	Charles Lovell/USC	92,627
11	Predictive Geographic Information System Study	John Jensen/USC	218,394
12	Development of Procedures for Identification of Organism Capable of Degrading Trichloroethylene in the Environment	J. Yates/USC-Aiken	31,941
13	Field Tests to Investigate Ground Water Flow & Transport in the TNX Area	M. A. Widdowson/USC	124,080
14	Compilation of Regional Geology	A. Dennis/USC-Aiken	197,594

## SCUREF Task Orders Innuos - 2

15	aqueous Detritiation Technology Evaluation and Demonstration	V. VanBrunt/USC	30,000
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	J. 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	J. Priest/USC-Aiken	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 Flow & Contaminant Transport in the Unsaturated Zone	Mike Meadows/USC	370,806
24	Porphyrin Compounds as Spectroscopic Indicators of Trace Metals	N. DattaGupta/SCSU	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 Beginning Algebra for Middle and High School 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

203,501

30	Transuranic (TRU) Waste Drum Study	J. E. Payne/SCSU (Rice University)	128,822
31	Distinguished Scientists for Clemson University	T. M. Keinath/CU	150,000
32	Assistance in Interfacing with Small Business	W. Littlejohn/USC	01,077
33	Outreach Activities for Technology Transfer Initiatives	T. Higerd/MUSC	30,000
34	An Expert System in Performing FMEA's	J. Bowles/USC	419,496
35	Enhancement of Removal of Radio-nuclides from Lysimeters Using Low Impact Complexing Agents	A. Elzerman/CU	488,682
36	Technology Transfer Curriculum for ER/WM	John Logan/USC	187,733
37	Reimbursement of Administrative Costs for <i>SCUREF</i>	J. 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	J. Yates/USC-Aiken	146,103
40	Distinguished Scientists for the University of South Carolina	Paul Huray/USC	150,000
41	Seismic Potential of the Bluff ton/Hilton Head Area	P. Talwani/USC	199,996
42	Distinguished Scientists for the Medical University of South Carolina	P. Fischinger/MUSC	150,000
43	Demonstration of a Computer Base for Understanding Environmental Concerns of Radioactivity	L. Stephens/USC	215,716
44	Radioactive Waste Transport Inside Buildings Driven by Natural Circulation Gas Flow	R. Kumar/CU	162,008
45	Sensors for Waste Glass Quality Monitoring and Control	H. D. Leigh/CU	99,460

46	Transfer of Technology to Small Business	J..Gadson,Sr./SCSU	224,988
47	Summer Institute for Technology Transfer 1991	D. Rogers/USC-Aiken	193,639
48	Field Studies in Technology Transfer	Kurt Karwan/USC	24,365
49	Summer Technical Work Program for Secondary School Science Teachers, Math Teachers and Guidance Counselors	John Carpenter/USC	50,269
50	Summer Work Program for Promising Minority and Female High School Students	J. Priest/USC-Aiken	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 SC	Paul G. Huray/USC	100,000
53	Sedimentology and Stratigraphy of the Upland Unit	Don Colquhoun/USC	454,675
54	SCUREF/WSRC Joint Faculty Appointments	Roy Isabel/SCSU Wm Pirkle/USC-Aiken	240,000
55	Soil-Structure-Interaction Analysis of SRS High Level Radioactive Waste Storage Tanks	D. Karabalia/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-mechanical Engineering Technology for SRSR.	S. N. Ihekweazu, Sandrapaty/SCSU	294,542
58	Surface Characterization of Aluminum in Mercury Containing Nitric Acid Solutions	Richard Rice/CU J. Van Zee/USC	299,960
59	Automated Data Analysis for DWPF Final Canister	R. Jannarone/USC	69,999

Weld Closure

60	"Technology Today" A Television Program for Educational TV	Jerry Mallard/MUSC Jerry Keiter/USC	249,000
61	Enhance Science and Engineering Programs with ER/WM	J. Bostock/SCUREF (CU, USC, USC-Aiken)	29,797
62	Scholarship Program for Increasing the Supply of Female Female and Minority ER/WM Scientists Engineers	S. Rachelson/USC	229,120
63	Scholarship Program for Improvement of Secondary School Science and Math Teaching	S. Rachelson/USC	161,695
64	Scholarship Program for Increasing the Supply of Qualified Secondary School Sc. and Math Teachers	S. Rachelson/USC	229,120
65	Improved Computational Methods for Ground-Water Modeling	R. Sharples/USC	475,000
66	Develop Strategy for Demo. of New Waste Management Technology by Industry at the SRS Engineering Test Facility (TNX)	Zinunerer/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	D. M. Dawson/CU	54,100
71	Total Quality Methods and Systems Technology Partnership	W.G Ferrel/CU	30,212
72	Test of Electron-Beam Tech. on SRL Low-Activity Waste for Destruction of Benzene, Benzene Derivatives, and Bacteria	R. A. Dougal/USC	325,980

73	Earth Science Institute for Elementary School Teachers	J.-Priest/USC-Aiken	50,021
74	Experimental Project to Remove Chloro-carbon Contaminants from Groundwater	T. M. Keinath/CU	13,007
75	Parallel and Distributed Processing for Environmental Applications at SRS	R. Sharpley/USC	120,000
76	Assist WSRC Technical Personnel on a Scoping Study of Pretreatment of Transuranic Waste for Disposal by Vitrification	T. M. Keinath/CU	13,007
77	Development of Procedures for Indent. of Organisms Capable of Degrading Trichloroethylene in the Environment	J. Yates/USC-Aiken	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 Transforms Mass Spectrometer	Kenneth Marcus/CU	214,697
81	Summer Technical Work Program for HIGH SCHOOL Science /Math Teachers, and Guidance Counselors	J. Priest/USC-Aiken	216,744
82	Savannah River Swamp Restoration and Mitigation Mapping	John R. Jenson/USC	119,677
83	High Resolution Seismic Interactive Workstation Reprocessing. Well Integration, 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	J. Fanning/CU	73,000
85	Bound Porphyrin Compounds as Spectroscopic Sensors for Trace Metals (Task 24 spin)	N. DattaGupta/SCSU	146,814



86	Summer. Institute for Technology Transfer 1992	D. Rogers/USC-Aiken	225,250
87	Technology Transfer to Small Business (Task 46 Contin.)	J. W. Gasdon/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	109,061
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 Material	Jed S. Lyons/USC	68,942
93	Earthquake Potential Analysis for Waste Facilities	P. 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	T. J. Overcamp/CU	435,417
96	Determination of Cation Concentration Via Statistical Analysis of Complexed Cation Ultraviolet Visible Spectra	Ron Williams/CU	19,990
97	Automated Data Analysis Defense Waste Processing Facility Final Canister Weld Closure(Part II - 1159)	R. Jannarone/USC	92,622
98	Lost Lake Restoration and Wetlands Mitigation Monitoring	H. Ornes/USC-Aiken	42,635
99	Environmental Monitoring Fiber Optics Sensor System	Wm Pirkle/USC-Aiken	550,000
100	Telerobot Torch Cutting	D. M. Dawson/CU	66,581
101	Quality Improvement Initiatives for Environmental Restoration and Waste Management Processes	Wm. G. Ferrell/CU	63,512

102	Geographic Information System (GIS) Development for Environmental Assessment, Mitigation and Emergency Response	David J. Cowen/USC	05,808
103	Drum Inspection Robot On-Board Computers	L. M. Stevens/USC	119,396
104	D-Area Oil Seepage Basin Study	George P. Cobb/CU	475,809
105	Analysis of DWPF 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	D. Rogers/USC-Aiken	240,055
108	Assessment of Sediment Toxicity & Bioaccumulation of Metals by Selected Plant Species-Tim's Branch, SRS	S. J. Klaine/CU	100,739
109	Wildlife Toxicology Support	K.R. Dixon/CU	227,729
110	Reptile and Amphibian Recolonization of Lost Lake Lake Wetlands Restoration 1993	H. Hanlin/USC-Aiken	55,800
111	Environmental Impact Data Analysis and Retrieval System Development	David J. Cowen/USC John R. Jenson/USC	387,108
112	Electrochemical Treatment of Liquid Radioactive Wastes	Ralph E. White/USC	704,700
113	Synthesis and Exam of Cobalt (III) Dicarbollide Anion and Related Compounds as Precipitation Reagents for Cesium in Alkaline Solutions	J.C. Fanning/CU	284,881
114	Atomistic Simulation Strategies and Simulations for Waste Management and Storage	John R. Ray/CU	137,641
115	Demonstration of Fabrication Facilities	W. Ranson/USC	15,895
116	Sensitivity Analysis Methodology for SRS Waste	A.E. Farell/USC	50,959

Management Simulation Model

119	Soil-Structure Interaction Analysis of SRS Waste Management Facilities	L. Karabalis/USC	528,931
120	Development and Evaluation of Remediation Alternatives for Subsurface NAPL Contamination	R.W. Falta/CU	270,936
121	Sedimentology and Stratigraphy of the Upland Unit Phase III	D. Colquhoun/USC	290,000
122	High Resolution Reflection Seismology-Phase III	M.G. Waddell/USC	291,076
123	Demonstration of Vitrification on Surrogate Wasteforms in Support of DOE Process Based Delisting Petitions	T.J. Overcamp/CU	2,204,075
124			
125	Late Wash Demonstration	V. VanBrunt/USC	530,541
		T.B. Higerd/USC	140,903
126	SCUREF Technology Transfer Council	V.VanBrunt/USC	38,553
	Evaluation of Explosion-General Aerosols	R.E. White/USC	104,400
127			
128	Modeling of Electrokinetic Migration of Charmote Ion in SRS Soil	T.C. Hulsey/MUSC	820,376
129	Health Risk Assessments/Continued Health Surveillance of SRS Workers	H.J. Rack/CU	176,833
130		K.R. Karwan/USC	39,896
	Creep Resistance of Inconel 690 (TM)		42,520
131	Field Studies in Technology Transfer	H. Ornes/USC-Aiken	
	Lost Lake Restoration and Wetlands Mitigation Monitoring, Year II	R.J. Schalkoff/CU	77,123
	Advance Process Control Programs (Fuzzy Logic Programs and Associated Equipment) )	J.A. Ritter/USC	171,216
	Waste Minimization Methods and Equipment Development for Analytical Instrumentation Effluents		

132	On-Line Monitoring for Defense Waste Processing Closure Weld and Holledge Gauge Failures	R. Jannarone/USC	156,590
133	Waste Curie Balance Review	V. VanBrunt/USC	41,760
134	Obtain and Evaluate ALGOL Strains for use in a Bioremediation Process Being Developed at SRS	R. Zingmark/USC	34,019
135	Fate and the Effect of Metals in the Sediments and Flood Plain of Tim's Branch/Steed's Pond, SRS	S. Klaine/CU	116,745
136	Productivity improvement at Savannah River	B. Ferrell/CU	21,419
137	Summer Institute for Technology Transfer	D. Rogers/USC-Aiken	322,363
138	Dissolution of Contaminated Fiberglass Filters	J.A. Ritter/USC	140,940
139	Motif GUI Application Builder for Genisas Control Software	L. Stephens/USC	99,813
140	Crown Ethers and Porphyrins as Complexants for Trace Radionuclides	N. DattaGupta/SCSU	18,996
141	Reptile and Amphibian Recolonization of Lost Lake Wetlands Restoration 1994	H. Hanlin/USC-Aiken	58,210
142	Evaluation of Fiber Optic Probe Technologies Raman Spectroscopy	Mike Angel/USC	104,989
143	Commercial Application of TNX Facilities and Capabilities	Charles Duke/CU	92,782
144	Assessment of Technology Needs for Small Manufacturing Firms in South Carolina	Kirk Karwan/USC	50,000
145	South Carolina Seismic Monitoring Network	P. Talwani/USC	107,897
146	Feasibility Study for Transfer of Radioactive Scrap Metal Recycling Technologies in Support of the SRS Beneficial Reuse Program	Glen Harrison/USC	78,329

147	Evaluation of Rock as a Replacement for CYC	L. Stephens/USC	77,111
148	Rapid Bioassessment Methods: Vegetation Studies	Stephen Klaine/CU	168,599
149	Toxicity Testing of Indigenous Species of Zooplankton	Tom Lapoint/CU	70,299
150	Insitu Monitoring	Wm Pirkle/USC-Aiken	197,790
151	Development of a Portable Fiber Optic Spectrometer for Remote Analyses	Ronald Williams/CU	159,732
152	SCUREF Industrial Assistance Support	Doug Dobson/USC	310,651
153	Reptile and Amphibian Characterization of Pen Branch Corridor at the Beginning of Restoration	H. Hanlin/USC-Aiken	158,850
154	In-Tank Precipitation Grout Injection Tent Area Soil Analysis	Don Colquhoun/USG	21,697
155	SRTC Environmental Technology Field Tent Platform Liaison	Tom Higerd/MUSC	93,734
156	Task Management	Wm Pirkle/USC-Aiken	104,668
157	GIS/Data Entry Subtask	Carl Horton/USC	466,023
158	Geographical Support	David Cowen/USC	5,948
159	QA/QC Verification	Wm Pirkle/USC-Aiken	5,001
160	Data Review and Acquisition	Win Pirkle/USC-Aiken	2,610
161	Soils, Groundwater and Contaminant Mapping	John M. Shafer/USC	4,316
162	Landmark Interpretation-Visualization	M. O. Waddell/USC	300,000
163	<i>Upland Study</i> Continuation	D. Colquhoun/USC	17,786
164	Type Well	Wallace Fallaw/CU	60,000
165	Sea Level Curve Derivation	C. J. Kendall/USC	17,492



166	Seismic Reflection-Refraction	M. G. Waddell/USC	27,274
167	Ground Penetration Radar	M. G. Waddell/USC	15,859
168	Bald Head Compilation and Meeting	D. J. Colquhoun/USC	9,515
169	Regional Structural Controls	M. Bartholomew/USC	12,794
170	Compilation of Regional Geology	A. Dennis/USC-Aiken	11,625
171	Charleston Seismogenic Features	P. Talwani/USC	63,269
172	Camden Fault Mapping Project	Don J. Secor/USC	10,552
173	Neotectonism in the Atlantic Coastal Plain	D. Colquohoun/USC	20,325
174	Glow Discharge Optical Emission of Plutonium and Plutonium Waste	Ken Marcus/CU	66,802
175	Technical Assistance to Business Enterprises in the Utilization of Technologies Developed at the SRS	John Gadson/SCSU	185,527
176	Index of Biotic Integrity	John Mark Dean/USC	72,053
177	Macroinvertebrate Characterization of Pen Branch Corridor at the Beginning of Restoration	John Morse/CU	51,961
178	Extension of the Optimization Method for the SRS Waste Management Simulation Model	A.E. Farell/USC	53,902
179	Hydride Electrodes for Hydride Battery Applications	Ralph E. White/USC	79,866
180	Interatomic Potentials for Atomistic Simulation of Glasses	Murray Daw/CU	77,628
181	Aquatic Macroinvertebrate Surveys in Upper Three Runs and Pen Branch	John C. Morse/CU	88,289

SAMPLE

D95-07

ATTACHMENT 8, p. 24

# USC

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

September 16, 1994

## 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. 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.

## INSURANCE AND ANNUITIES COMMITTEE MEETING

### SUMMARY OF MINUTES

April 4, 1995

**MEMBERS PRESENT:** Michael Smith, Russ Putnam, Travis Pritchett, Bill Higgins, Carey Huffman, James Kaufman, Jeff Cargile, Carol Bonnette

**MEMBERS ABSENT:** Gerald Goings, John Freeman, Helen Doeringhaus, Jerry Dockery,

#### Approval of Minutes

The minutes for January 17, 1995 were approved.

#### Review of Aegon Cancer Plan submitted by the Palmetto Marketing Group

The Committee reviewed a proposal submitted by the Palmetto Marketing Group, for the Aegon Cancer Plan.

Travis Pritchett noted that although the proposed plan offers broader benefits than the current USC plan, the additional benefits duplicate coverage currently available under the health plan, while the premiums are significantly higher than the current plan. Jeff Cargile reminded that USC designed the current plan specifically to offer a basic plan with low costs. The Committee agreed that we will not pursue this plan at this time.

#### Chairs Report on Recent Invitation for Bids for State Supplemental LTD Plan

The Chair briefed the Committee on an Invitation for Bids for a State Supplemental LTD Plan recently initiated by the State Division of Insurance Services. The proposed plan would offer a higher monthly benefit than the Paul Revere plan; it would have a 3 month rather than 6 month "look-back" period, and it would have cost of living increases. However, the guaranteed minimum benefit would be \$100 rather than 15%, as is offered under the Paul Revere Plan. Chairman Bonnette reported that comments from prospective bidders in the pre-bid conference indicated that not many companies will bid on the plan since the State LTD (employer paid) plan will not be included. Bidders also expressed concern that the proposed benefit (65% of salary) is too rich. She is of the opinion that rates quoted may be higher than for the Paul Revere Plan. USC will have an option as to whether to participate in the State supplemental plan. The Committee will be kept informed on the results of the bid process.

### Status of Auto and Homeowners Insurance Plan

The Chair provided a report on the Administrative Council's decision concerning the recommendation to approve the Merastar Automobile and Homeowners Insurance plan for payroll deduction. The Council expressed overriding concern about the possible negative impact this would have on the outside business community, and the undesirability of setting a precedence for the inclusion of "non-core" type benefits in the benefits package. The Administrative Council therefore declined approval for this plan. Merastar and MetLife will be so informed.

### Update on Prudential Plan

The Chair reported that the Prudential amendments approved in the last meeting have been incorporated. New booklets and brochures, including the amendments, will soon be ready for distribution.

The new brochures will be sent to all permanent employees, and the Booklet/Certificates will be sent to all current Prudential members. An article about Prudential will also be included in a Benefits Newsletter which will soon be sent to all permanent employees. It is hopeful that this informational effort will result in new subscribers to this plan.

### Report on Paul Revere Plan

The Chair reported that relatively few administrative problems have occurred during implementation of the Paul Revere plan. She commended the plan's Service Representative, Robbie Bowers for his timely and effective resolution of the few problems which have occurred.

She informed the Committee of the recent death of Robbie's father, Ed Bowers, who developed the original USC Pilot Life disability income plan. The Committee remembers Mr. Bowers with fondness and wishes to extend our sincere condolences to Robbie.

As a follow-up to the last meeting, Travis Pritchett provided an evaluation of the two options offered by Paul Revere to amend the pre-existing exclusion currently provided under the plan. The reason for the desired amendment and the options proposed are summarized in the January 17, 1995 minutes.

Travis feels that option two is the most desirable of the two options. However concern was expressed as to the legality of changing the "look-back" period from 6 to 12 months for current members. Russ Putnam is of the opinion that this could present liability. An alternative was suggested to amend the policy for all new members and

offer current members a one-time opportunity to make a written election, choosing between the old and new pre-existing provisions. Russ felt this alternative would be acceptable. Chairman Bonnette will present this proposal to Paul Revere.

Meeting Adjourned

Post-script: The following information not discussed in the meeting, is provided for inclusion in the minutes:

According to the Paul Revere contract, May first is the plan anniversary date April is the month designated for information about the plan to be sent out to all employees. The contract provides that all employees who were hired after May 1, 1994 will have a new one-time opportunity to enroll with guaranteed issue. Because of the lateness in sending this information out, Carol Bonnette has requested that Paul Revere extend the enrollment opportunity to May 15th, with a May 1 effective date of coverage.

date for the next meeting is set for August 30, 1995, from 2:00 to 4:00 p.m. in the lower level training room. Members are asked to call Felecia Paxton, 777-6650 if you cannot attend on this date.

CONFLICT OF INTEREST COMMITTEE REPORT

April 21, 1995

Tandy Willis, USC-Union

Since the last Senate meeting, the Committee has met three times: February 27, March 22, and April 11.

During these meetings, the primary task has been to review both original and revised outside professional activities policies from various tenure and promotion units throughout the University.

As of now, the committee has received all 45 policies. It has recommended for approval and sent forward twenty policies to the Provost. The committee recommended the Regional Campuses policy as it was approved by the Senate at USC-Union on February 17, 1995. By the end of the semester, the committee has every hope of recommending for approval the remaining 25 policies.

The next meeting will be May 16, 1995. In addition to finishing up the remaining policies, the committee will discuss the Provost's policy for faculty who report to the Provost (i.e. deans, vice provosts, etc.) and will consider three revisions to the University Conflict of Interest Policy (ACAF 1.50).

One key issue raised by these revisions is the addition of language to the policy in order to address enforcement and penalties for non-compliance.

Another issue directly related to the Regional Campuses concerns membership on the committee. Suggested revisions include requiring that representatives from USC-Aiken, USC-Spartanburg, and the Regional Campuses be permanent members of the committee and also allowing each of these units to select its representatives.

Last, the chair of the committee, Ardis Savory (SPAR), has asked me to emphasize to you that faculty members should view the Conflict of Interest committee as "a panel of peers," and should not be seen as an administrative reviewing board.

UNIVERSITY OF SOUTH CAROLINA  
REGIONAL CAMPUSES FACULTY SENATE

*Resolution*

**WHEREAS**, DR. JOHN J. DUFFY, *through his foresight and leadership, was instrumental in the establishment of the University of South Carolina Regional Campuses Faculty Senate in order to provide a system of faculty governance, a forum for the free exchange of ideas, and a sense of community among geographically--dispersed colleagues, and*

**WHEREAS**, *in the intervening years, DR. JOHN J. DUFFY has continued to nurture the growth and empowerment of the University of South Carolina Regional Campus Faculty Senate, and through his wisdom, support, generosity, and advice has steadily encouraged that body to develop a high sense of purpose, to develop a deep concern for maintaining professional integrity, and to develop a true collegial relationship among its faculty and administrative members, and*

**WHEREAS**, *the unwavering loyalty of DR. JOHN J. DUFFY to the highest principles governing fairness, tolerance, and cooperation has led the Regional Campuses Faculty Senate to become an organization dedicated to fulfilling its obligations and responsibilities in a deliberate and judicious manner,*

**THEREFORE BE IT RESOLVED**, *that the University of South Carolina Regional Campuses Faculty Senate hereby wishes to acknowledge publicly the great debt all faculty, staff and administrators in the Regional Campus System owe to the enlightened leadership of DR. JOHN J. DUFFY, and, further, that the university of South Carolina Regional Campuses Faculty Senate hereby wishes, with great affection, to thank DR. JOHN J. DUFFY for his longstanding support and advocacy of the University of South Carolina Regional Campuses and looks forward to the continued benefit of his guidance and support.*

**PRESENTED THIS TWENTY-FIRST DAY OF APRIL, NINETEEN HUNDRED NINETY-FIVE**

John Catalano

Chair

Regional Campuses Faculty Senate



**REPORT OF THE ASSOCIATE VICE PROVOST  
REGIONAL CAMPUSES AND CONTINUING EDUCATION**  
*John N. Gardner*  
**TO THE REGIONAL CAMPUSES FACULTY SENATE**  
*April 21, 1995*

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As I trust, most of you are aware, the April meeting of the Regional Campuses Faculty Senate is being held on the same day as the University's Board of Trustees Meeting, which is also being held at a Regional Campus location, USC Salkehatchie. At the Request of Vice Provost Duffy, I will be representing our office and campuses at the Board meeting at Salkehatchie. Hence, I can not be with you and I did want you to know I regret this. I look forward each year to the wonderful hospitality that is offered by my friends at USC Beaufort. I also miss having the opportunity to interact with many of you and to support the productive business proceedings of the day.

**OFFICE ADMINISTRATION CURRICULUM REVISION**

Our office strongly supports the request from USC Salkehatchie and USC Lancaster on the revision of several courses which we previously offered under the Office Administration course designator. This will be presented to you as a matter of action at today's meeting. This is necessary because the Provost's office has requested that changes be made in the Office Administration curriculum in The College of Applied Professional Sciences. In turn, this is causing a necessary adjustment on the Regional Campuses. We have a long history of meeting local community, business, and student needs for courses in Office Administration. These courses and the Associate Degree Program at USC Lancaster contribute to the campus, the community, and to revenue generation. We have had excellent collegial communication from our faculty colleagues in Applied Professional Sciences in trying to effect these changes so as not to have any negative impact on the Regional Campuses. On behalf of our office we request support from the Senate for the changes which will be introduced as per the actions of the faculties at USC Lancaster and USC Salkehatchie.

**CHANGE OF NAME FOR LIFELONG LEARNING**

As will be explained from representatives from Lifelong Learning, we are taking steps to change the name, for administrative and publicity purposes of the Lifelong Learning academic programs in The Division of Continuing Education to Academic Credit Programs. We will also continue to offer noncredit programs through The Division of Continuing Education. This perhaps can be better explained

## Attachments

by representatives from this unit; let it just suffice here to say that the previous term of Lifelong Learning is, at best, ambiguous. We did not feel that it accurately conveyed the academic credit program mission of this unit. We hope and believe that the general public will be better able to understand and identify the academic credit program mission given this new name. However, for the sake of continuity, we will continue to refer to the faculty organization involved in the academic credit programs as Lifelong Learning.

### **TENURE AND PROMOTION REVIEW PROCESS**

I have received preliminary feedback from several of the Associate Provosts as to the continuation of the significant increasing professionalism of the appearance and substance of our tenure and promotion files. I want to thank all of you on the faculty who have worked with me on this important matter over the past several years.

### **MAY 1995 UNIVERSITY 101 FACULTY TRAINING WORKSHOP**

This is to invite any of my faculty colleagues on the Regional Campuses who either have not been a past participant or who might wish to participate again in the above referenced activity. The workshop will be held May 15-19 in Columbia. If you would like further information, please contact either myself or Professor Dan Berman at University 101 / 777-6029. The workshop looks at a variety of strategies to improve undergraduate teaching, especially in the first year and, of course, especially in freshman seminars. Participation in the workshop does not obligate you to teach University 101. It is possible for special sections on UNIV 101 to be developed for specific majors / disciplines and professional fields. This also a way to enhance faculty participation in the teaching of our freshman seminar.

### **TENURE BILL**

Attached to this report is a copy of a bill introduced in the House in this session of the General Assembly, which if adopted would alter the current practice of awarding tenure to professors at state colleges and universities. Unfortunately, as of the time of writing this report, I do not have more information on the status of this bill other than to say that it is currently in the House Education and Works Committee. Naturally, the University is following this matter very closely.

<b>Post-It"</b> brand fax transmittal memo 7671		# of pages 1
John Gardner	Shirley Mills	
Dept.	hone #	
	Fax #	

## A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-101-365 SO AS TO PROVIDE THAT NO TENURE TO NONTENURED FACULTY AT ANY STATE PUBLIC COLLEGE OR UNIVERSITY MAY BE GRANTED, AND TO PROVIDE THAT THE GOVERNING BOARD OF EACH PUBLIC COLLEGE OR UNIVERSITY HAVING TENURED FACULTY WITHIN TWO YEARS SHALL DEVELOP A NEW EMPLOYMENT RELATIONSHIP ACCEPTABLE TO THE INSTITUTION AND TO THE TENURED FACULTY WHICH AS ONE COMPONENT WILL ELIMINATE TENURE AS A PART OF THE EMPLOYMENT RELATIONSHIP.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. The 1976 Code is amended by adding:

"Section 59-101-365.No tenure to nontenured faculty at any state public college or university may be granted after the effective date of this section. The governing board of each public college or university having tenured faculty, within two years after the effective date of this section, shall develop a new employment relationship acceptable to the institution and to the tenured faculty which as one component will eliminate tenure as a part of the employment relationship."

SECTION 2. This act takes effect upon approval by the Governor.

XX- --



THE UNIVERSITY OF SOUTH CAROLINA  
Regional Campuses Faculty Senate  
USC BEAUFORT  
HILTON HEAD COLLEGE CENTER

Friday. April 21, 1995

Coffee ----- 9:30-10:00 a.m.  
Library

Morning Session ----- 10:00-10:30 a.m.  
Library

Welcome  
Deans' Reports  
Nominating Committee Report

Standing Committees ----- 10.30-12.15 p.m.

I. Rights and Responsibilities  
Room 403

II. Welfare  
Room 402

III. System Affairs  
Room 401

Executive Committee ----- 10:30-12:15 p.m.  
Room 404

Deans' Meeting ----- 10:30-12:15 p.m.  
First Floor Conference Room

Luncheon ----- 12:30- 1:45 p.  
Charlie's, L'Etoile Verte m.

Afternoon Session ----- 2:00- 4:00 p.m.  
Library

Reception ----- 4.30- 6.00 p.m.  
Home of Tom and Jane Upshaw  
54 Saw Timber Drive, Moss Creek

## AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: February 17, 1995  
USC Union Union,  
SC
- III. Reports from University Officers -
  - A. Dr. John J. Duffy, Vice Provost
  - B. Professor John N. Gardner, Associate Vice Provost
- IV. Reports from Standing Committees
  - A. Rights and Responsibilities - Professor Danny Faulkner B. Welfare - Professor Nora Schukei
  - C. System Affairs - Professor Stephen Bishoff
- V. Executive Committee -
  - A. Professor Mike Schoen
  - B. Professor Wayne Chilcote
- Vi. Reports from Special Committees
  - A. University Library Committee - Professor Bruce Nims B. University Committee on Curricula and Courses - Professor Robert B. Castleberry
  - C. University Committee on Faculty Welfare - Professor Roy Darby
  - D. Faculty/Board of Trustees Liaison Committee - Professor Deborah Cureton
  - E. Academic Advisory Committee - Professor John Catalano F. Research and Productive Scholarship Committee Professor David Heisser
  - G. Savannah River Site Committee - Professor Dan Ruff H. Insurance and Annuities Committee - Professor Jerry Dockery
  - I. Other Committees
    - Conflict of Interest Committee - Professor Tandy Willis
    - Ad Hoc Committee on Teaching Effectiveness - Professor Susan Pauly
    - Ad Hoc Committee on Manual Changes - Professor Wayne Chilcote
- VII. Special Orders  
Elections
- VIII. Unfinished Business
  - A. Substantive Motions from February 17, 1995
- IX. New Business
- X. Announcements
- XI. Adjournment

## Report to the Provost on the Use of Student Evaluations in Evaluating Faculty Performance

### The Ad Hoc Committee on Teaching Effectiveness of the Regional Campuses Faculty Senate

The research literature clearly affirms the value of student ratings in evaluating the teaching effectiveness of faculty (Arreola, 1994; Cohen, 1980; Cashin, 1988; Seldin, 1980; Seldin, 1984). Carefully designed, properly administered and judiciously interpreted, student evaluations constitute one of the most reliable and valid measures of several areas of instructor performance in the classroom. Studies examining the relationship between student evaluations of instructors and courses and student learning outcome measures generally obtain higher correlations than any other single measure of teaching effectiveness. According to Arreola (1994), in order to generate the same degree of reliability as student evaluations, an instructor would have to be observed in the classroom by at least 3-4 trained peer observers on at least 8-9 occasions by each one.

Curiously, while there is extensive research literature concerning the use of student evaluations over the last seventy years, there remain widely held myths among even the most rigorous and tough-minded faculty scholars. Some of the more common misconceptions include:

1. Student ratings are nothing more than popularity contests.

In reviewing studies of both written student comments and objective ratings, Aleamoni (1976) found that students did praise instructors for friendly and humorous behavior. However, if the course itself was poorly run or the methods used to stimulate students were ineffective, students equally strongly criticized them in those areas.

2. Peers, not students, are the only ones qualified to evaluate the quality of instruction. Students cannot make consistent judgments about the instructor and instruction because of their immaturity, lack of experience and capriciousness.

Evidence dating back to 1924 suggests that this is simply not true. Student ratings tend to remain stable from one year to the next obtaining correlation coefficients ranging from .70 to .87 (Arreola, 1994).

The widely held belief that good instruction and good research and good teaching are closely related is challenged by objective research. While some studies (e.g., McDaniel and Feldhusen, (1970) show weak positive correlations, others (e.g., Aleamoni and Yimer, 1973) show no significant relationship between research productivity and colleagues' ratings of their effectiveness.

3. Instructors who grade more liberally or require less of students obtain higher ratings than those who grade more stringently or require more work.

Arreola (1994) cites 22 studies in which there was zero relationship between the grades received and ratings of course and instructor and 28 in which the correlation was positive but weak. The mean correlation of these latter studies was .18 with a standard deviation of .16. In all there are over 400 studies which have addressed this question and the results clearly do not support the belief that student ratings are highly correlated with grades either anticipated or actually received.

Cashin (1988) notes that there is a correlation between workload and student evaluations; however, it is positive! Students give higher ratings in difficult courses in which they have had to work hard.

4. Students tend to evaluate instructors more favorably after completion of the course, after graduation and after being out of school for several years, i.e., when they have had time to recognize the value of their instructors.

This popular belief is largely supported through anecdotal evidence passed from instructor to instructor. However, studies of alumni, five to ten years after they were enrolled tend to show that the alumni tend to rate instructors much the same as students currently enrolled (e.g., Marsh and Overall, 1979).

5. Student ratings are both unreliable and invalid.

While this may be true for most of the student rating forms in use today, in those studies in which professional, well-developed student rating forms were used, reliabilities averaged from .81 to .98 (Costin et al., 1971; Aleamoni, 1978)

Fourteen studies cited by Aleamoni and Hexner (1980) comparing student ratings to (1) colleague rating, (2) expert judges' ratings, (3) graduating seniors' and alumni ratings and (4) student learning measures, indicated moderate to high positive correlations.

While these myths do not withstand the challenge of scientific inquiry, these same studies do reveal features of student evaluation data which have significant impact on their interpretation.

1. Some disciplines do\_ tend to obtain statistically lower ratings than others.

Cashin (1988) cites studies which suggest that humanities and arts

type courses receive higher ratings than social science type courses which in turn receive higher ratings than math-science type courses. This has been found for 44 academic fields using a reliable and valid instrument (the iDEA). The reason for these differences is not clear.

2. Required courses obtain overall lower ratings than elective course.

Higher ratings were received from students who took a course because of general interest or were taking the course for elective credit rather than because it was required (e.g., Pohlmann, 1975; Marsh, 1984; Marsh, 1987).

3. The level of the course (e.g., freshman, sophomore, junior, senior, graduate) affects the rating of a course.

Aleamoni and Hexner (1980) found eighteen studies reporting higher ratings for graduate and/or upper division course and only eight which showed no significant relationship.

4. While students may legitimately and accurately evaluate instructional delivery skills and, perhaps, instructional design skills, there are aspects of teaching effectiveness that students cannot reliably evaluate, e.g., content expertise of instructor, appropriateness and comprehensiveness of specific course objectives, and course management (e.g., bureaucratic skills such as making arrangements for facilities and resources required in the teaching of a course).

The total teaching act requires a number of component skills. No one person or group can have a sufficiently detailed and comprehensive view of the entire process of teaching, nor the expertise to properly evaluate these skills.

5. Most importantly, student evaluations should never be the sole measure of teaching effectiveness. Rather, they should be part of a battery of measures derived from students, peers and administrators (e.g., department heads) (Seldin, 1980; Cashin, 1988; Arreola, 1994).

**Underlying the extensive body of research on student evaluations is the important assumption that the evaluative instrument being used has been systematically and scientifically designed and has demonstrated high statistical reliability and validity.** These two statistical measures, reliability and validity directly affect the confidence with which conclusions regarding a faculty member's classroom performance may be made. When the conclusions are to be used for "summative" purposes, those which determine tenure, retention, promotion, pay raises, teaching assignments, etc., the necessity of accurate measurement

becomes even more critical. Nationally, an increasing number of legal actions are being brought by faculty based on the premise that there was a lack of due process and an absence of objective evaluative procedures used by administrators in the decision-making process. Increasingly, administrators are being compelled to justify their decisions based on "objective" data, inevitably raising the reliability-validity question (Seldin, 1984).

Reliability refers to the statistical consistency of measurement. A student evaluation instrument which obtains widely varying scores from student to student, between items of similar design or between different sections of the same class, seriously limits the confidence with which conclusions regarding the attribute being measured may be made. When items are ambiguous, (subject to varying interpretations) reliability is poor. For example, "the instructor allows ample time for expressing myself and asking questions and respects my opinions" is a multi-part question subject to several interpretations. What is the meaning of a number of "Disagree" responses on the numerical summary on this question? Is it that the instructor does not allow time for expressing opinions? Does he/she not allow time for questions? Or, does the instructor not respect student opinions? Similarly, what would be the meaning of a low (strongly disagree rating on the item "the instructor meets class for the scheduled time." Does this mean the instructor was seldom there or does it mean that he kept the class well beyond the scheduled length. These question would likely have large variability and low reliability. Some researchers recommend that student comments not be revealed to evaluators because they tend to be weighted more heavily while lacking any objective reliability (Arreola, 1994).

Validity refers to how well an instrument actually measures what it purports to measure, the truthfulness of the measure. Thus, "construct validity" represents the extent to which the instrument actually reflects the theoretical construct it is intended to measure. For example, the questions "the instructor has a pretty smile, and "the instructor always begins class on time," may have high reliability (most students strongly agree or strongly disagree) and yet have little to do with teaching effectiveness.

If the results of student evaluations are to be truly useful, the results must be viewed in context, i.e., the scores must be compared to some reference group. Such comparisons may be made with all faculty at an institution, only with faculty of the same rank, only faculty in the same discipline at the institution, only faculty teaching the same course at the institution or comparisons may be made with a much broader group, e.g., other 2 or 4 year institutions or all institutions of higher education. The larger and more specific the comparison group upon which norms are base, the more meaningful the comparisons become. Ratings of an instructor by a freshman level chemistry class are much more meaningful if they are compared nationally to a large number of other instructors in their freshman chemistry classes. Many well-researched instruments present such comparative data using a decile format to aid in interpretation. This method is used because it has been found that numerical data obtained from faculty evaluations tend not to be distributed normally, but rather are positively skewed.

The foregoing review suggests that obtaining accurate and meaningful data regarding teaching effectiveness based on student evaluations is necessarily a difficult and painstaking process.

**There is no single evaluative instrument or common set of procedures currently in use on the Regional Campuses.** None of the instruments have been produced or validated following rigorous psychometric and statistical procedures required to produce a professional, welldeveloped student rating form with established validity and reliability. The most common procedure has been for a committee of experienced faculty to generate questions that they believe intuitively would yield useful information. The data collected in this fashion, especially the comments by students, may well provide interesting feedback which an instructor may use to improve his classroom performance, . However, to claim that data collected from these instruments is representative of a faculty member's teaching effectiveness does not appear to be empirically justified.

Several commercial forms (e.g., Student Instructional Report (SIR), Course Instructor Evaluation Questionnaire (CIEQ), and the Instructional Development and Effectiveness Assessment (IDEA)) with high reliability and validity are available. These instruments in addition to their statistical soundness have a substantial research base and extensive normative data upon which summary reports may be generated. Most of the commercial forms allow considerable flexibility in providing additional data to an instructor by allowing the inclusion of additional items generated by the instructor or the institution.

An alternative approach to remedying the current lack of an acceptable student evaluation form is to generate one from within the system. Professional estimates (e.g., Arreola, 1994) project at least a two-year process and one which involves the collection of items, construction of the test, pilot studies, revisions, and the construction of a data base upon which to generate norms. It also requires the skills of persons trained in psychometrics and test design. It would take several additional years to have enough experience with the instrument to comfortably make interpretations based on local norms.

It would be more convenient if all campuses use the same student evaluation form since proper interpretation of summary reports is based on familiarity with the instrument being used for the assessment. Thus, if six different forms are being used on the Regional Campuses, it would prove more difficult for the system tenure and promotion committee members as well as administrators to interpret six different presentations of data.

**CONCLUSIONS:** The Ad Hoc Committee on Teaching Effectiveness concludes that:

1. Student evaluations of instructors have a legitimate role in the overall evaluation of teaching effectiveness.
2. It is essential that student evaluations not constitute the sole basis upon which administrative decisions regarding faculty members (e.g., tenure, promotion, merit salary increases and teaching assignments) are made. Multiple measures from multiple sources, including the faculty member, students, peers and administrators provide the most comprehensive and valid view of faculty performance.

3. If student evaluations are to be used for decision making, such evaluations must have adequate, documented reliability and validity.
4. Administrators and other persons using student evaluation data must be knowledgeable regarding the capabilities and limitations of the instrument.
5. Numerical summaries of student evaluations should be accompanied by reliable normative data and the group used for comparison purposes clearly identified.
6. There are no student evaluation instruments currently in use on the Regional Campuses which meet the requirements for providing reliable and valid data upon which to base personnel decisions regarding faculty members.
7. There is a need on the Regional Campuses for a valid and reliable student evaluation instrument. The options available are to purchase commercially available instruments or to generate one from within.
8. Standard procedures need to be established for the administration and handling of student evaluations.

RECOMMENDATIONS: The Committee recommends that:

1. Student evaluations should never be used as the sole basis upon which to evaluate a faculty member's teaching effectiveness.
2. A standard commercial evaluation form selected by the Regional Campuses Faculty Senate be used on all the Regional Campuses.
3. A standard set of guidelines for the administration and handling of student evaluation forms be established for the Regional Campuses.
4. In the interim, data from student evaluations should be viewed with caution and with an awareness of the specific deficiencies in the evaluation form upon which the data is based.
5. The portfolio method be used in compiling tenure and promotion files. The provost and local tenure and promotion units should specify which elements are required in the portfolio.
6. Numerical summaries should be based on appropriate norms which have been developed through sound statistical procedures. Such normative data should accompany any summary of student evaluations of faculty.

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UNIVERSITY OF  
**South Carolina**  
SALKEHATCHIE

To: John Catalano, Chair  
From: Wayne Chilcote, Vice-Chair  
Date: March 17, 1995 Re:  
Nominating Committee report

The Nominating Committee of the RCFS met on March 10 and reports the following nominees to the Executive and Special Committees.

Executive Committee

Chair: Prof. Wayne Chilcote (Salkehatchie)  
Vice -Chair/Chair Elect: Prof Jerry Dockey (Lifelong Learning)  
Secretary: Prof. Jane Upshaw (Beaufort) At Large: Prof. Robert Costello (Sumter) At Large: Prof Mary Barton (Union)

Special Committees

University Committee on Curricula and Courses: Prof. Robert Castleberry (Sumter)  
Faculty/Board of Trustees Liason Committee: Prof. Carolyn West (Sumter)  
Research and Productive Scholarship Committee: Prof. David Heiser (Salkehatchie)

c: Mike Schoen, Secretary

\*\* DRAFT \*\*

USC INSTITUTIONAL FACULTY GOVERNANCE REORGANIZATION PROPOSAL  
Submitted by Ellen Chamberlain, M.L.S. and Roy Darby, Ph.D.  
Regional Campuses Faculty Senate Subcommittee  
on System Reorganization

INSTITUTION-WIDE ISSUES

The first step is to identify and mutually agree upon those issues that extend beyond individual campus boundaries to affect students, faculty, and staff at other campuses of the institution. Examples of possible issues are as follows:

Institutional Curricula

- Course designations
- Course descriptions
- Core requirements
- Role of distance education
- Role of developmental education
- Library & technical support

Institutional Policies

- Transferability/acceptance of courses
- Sexual harassment, etc. Benefits
- Salary equity compression
- Welfare
- inter-campus degree-delivery agreements
- Jurisdiction/authority/duplication

Faculty Development/Scholarship

- Institution-wide departmental credential approval
- Sanctioning experimental courses Faculty exchange
- Allocation of laboratory/office space on main campus

BASIC ASSUMPTIONS

In order for any reorganization to succeed, we believe it must build upon structures currently in place. These structures have developed over many years and serve a useful function in formulating our plan, we accepted the following basic assumptions:

1. it is unlikely that the system of faculty governance currently in place at all USC campuses will be changed or dramatically altered in our lifetimes. Any plan that tampers with this organization in a substantive way will fail. We must work within the present structure.

individual faculty senates and organizations are responsible for their own internal governance and the RCFS is responsible for decision-making on issues pertaining to its member institutions.

3. Currently, there are no established lines of communication between the four-year faculty senates and the Columbia faculty senate or the four-year faculty senates and the RCFS. For the benefit of the University as a whole, there is a real and pressing need for greater coordination and collaboration at the faculty leadership level among the campuses.
4. Representatives from the RCFS who sit on USC Columbia faculty committees have little or no voice in the decision-making process. While their attendance may expedite the flow of information from the Columbia campus outward, there is no corresponding flow in the other direction. This situation needs to be rectified.

#### INCREASED OPPORTUNITIES

By creating the Collegium, a door is opened to increased opportunities institution-wide for cooperation and for support of faculty development, research and scholarship activities. As we begin to work together and know each other better, mutual respect and understanding grow. Some examples follow:

1. If Columbia campus academic department chairs were given the opportunity to sign-off on all new regional campus faculty hires, they would have a greater proprietary interest in these people and accept them more readily as peers and as departmental colleagues.
2. Avenues could be created for the approval of experimental courses developed on regional campuses as regular course offerings within the University on campuses.
3. Regional campus faculty may arrange for exchange of teaching assignments with other USC faculty on the Columbia campus or on a four-year or other regional campus.
4. A regional campus might arrange teaching schedules to give faculty members useful blocks of time to work away from the home campus and the sister campus might allocate laboratory and/or office space to them so that they could pursue research and scholarship activities.
5. The institution may call an annual meeting of faculty members from all campuses to be addressed by the President and by the Provost.

\*\* DRAFT \*\*  
REORGANIZATION PLAN

USC COLLEGIUM

Description

The USC Collegium is a unicameral body of faculty representatives drawn from all segments of the institution for the purpose of addressing institution-wide faculty governance issues in order to advise the Provost and to alert individual faculty senates on the impact of their actions upon other campuses and administrative offices of the institution. The Collegium will meet quarterly.

Procedure

The Provost, Columbia campus faculty senate, either four year campus faculty senate, or the Regional Campuses Faculty Senate (RCFS) may determine that an issue, policy or decision exceeds individual campus boundaries and is an appropriate subject for review by the Collegium. At this point in time, they shall submit it to the Collegium.

When an issue, policy or decision is brought before the Collegium, the Collegium shall create an Ad Hoc Committee to address the problem. Members appointed by the Collegium to the Ad Hoc Committee shall come from all areas of the institution, some neutral and some having a stake in outcome. The Ad Hoc Committee shall look into the problem and prepare a report of its findings and recommendations. This report shall first be sent to the Columbia faculty senate, to the four-year campus faculty senates and to the Regional Campus Faculty Senate (RCFS) for comment and input. The RCFS, in turn, shall send the report to its campus faculty organizations for comment and input. Any of these groups may append additional information or comments to the report as they see fit. The report of the Ad Hoc Committee, with addenda, shall then be sent back to the Collegium for its final recommendation. The Collegium shall decide the issue on the basis of the information put before it.

It should be understood from the outset, however, that the extent of the authority of the Collegium is advisory to the Provost who makes the final decisions. In addition, each representative should not forget that he/she is still accountable to his/her own senate or constituency.

## Organization

There is no need to create a new body to serve as the Collegium for the University. The currently constituted Academic Advisory Committee, with representative institutional membership and headed by the Provost, represents a prototypical model for the proposed Collegium. We understand its present membership breakdown is as follows:

- Provost, Chair
- 3 Columbia ex-faculty senate chairs
- 2 Aiken faculty departmental chairs
- 2 Spartanburg faculty departmental chairs
- 2 representatives for RCFS (1 chair of organization; 1 elected by membership and approved by the Vice Provost)
- representative from <sup>the</sup> Legal office

At the outset, in order to avoid a Collegium of unwieldy size, we recommend the present membership of the Academic Advisement Committee become the membership of the Collegium. However, once the new faculty governance organization is operational, we recommend the Collegium membership be expanded to ensure greater participation and representation from individual campuses, distance education, and lifelong learning.

## RESULTS

One of the problems cited by University of Wisconsin personnel is that, even when considered sensible and fair, institutional policy decisions made by the main campus in Madison are opposed by the other campuses simply because the others have had no voice in the decision-making process.

As a more formally structured body, the Collegium could avoid such problem by concentrating on disseminating information in all directions and building cooperation and consensus among all the campuses on faculty

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