

REGIONAL CAMPUSES FACULTY SENATE MINUTES  
NOVEMBER 15, 1996  
USC UNION

Morning session

Professor Jerry Dockery (Continuing Education), Chair, called the meeting to order and recognized Jim Edwards, Dean of the University, USC Union.

Dean Edwards welcomed the Senate to the Union campus and introduced Dr. Ann Bowles, Associate Dean for Academic Affairs.

Jerry Dockery, Chair, noting that the agenda had been changed to provide more time for committee work, adjourned the morning session.

Afternoon session

I. Call to Order

Professor Jerry Dockery called the meeting to order and yielded the floor to Dean Edwards, who encouraged those in attendance to visit the art show on the first floor and the reequipped computer lab on the second floor.

II. Correction and Approval of Minutes: September 20, 1996  
USC Columbia

Professor Danny Faulkner (Lancaster) made the following corrections to the list of senators from his campus which was included in a Deans' report. Delete the names of Carolyn Taylor and Wayne Thurman and add the name of Peter Barry. The minutes were approved as corrected.

III. Reports from University Officers

A. Dr. John Duffy, Vice Provost & Executive Dean

The Faculty Manual has been approved by the Board and will be available on the homepage as soon as we finish proofing it again.

In the recent elections we had two members of our group elected to office. Margaret Gamble was elected in Lexington County and Bill Bowers was elected from Hampton & Beaufort counties.

Within two or three years USC will be able to offer the complete Bachelor's degree in business via television. Interactions between Regional Campus and Columbia business faculties are positive and Columbia faculty have conveyed

their appreciation of the importance of the Regional Campuses in producing students for them.

Regional Campus needs will be met by the newly reorganized library. Linda Allman has prepared a report on libraries containing some recommendations based on ALA standards. This will be of some significance to us, with a self-study four or five years away.

There are teaching opportunities for our faculty in Ecuador; interested faculty should contact Tom Davis in Columbia. We had a couple faculty last time from Salkehatchie. I think they found it an interesting experience. Ecuador is an interesting country, one of the few countries in the world where the last election was between a man nicknamed "El Loco" and the other was "the Antichrist." El Loco won.

Suzanne Stroman, Associate Dean of APS, is interested in meeting with students on Regional Campuses who might be interested in transferring into APS programs in Columbia.

The CAPS project - Carolina Administrative Process System - is proceeding at pace. Dunn & Bradstreet has contributed \$500,000.

The Associate Vice Provost position, formerly held by John Gardner, probably will be filled next year due to budgetary considerations.

The Sector Committees have been meeting. David Hunter, who represents the Office of the Vice Provost, and Carolyn West have been at all of them. Dr. Duffy yielded the floor to Dr. West to comment on Sector Committee activities.

Professor Carolyn West (Sumter): The Committee has met three times and ranked all 37 indicators in terms of priorities. Two groups of indicators ranked as most important were quality of faculty and quality of instruction. These two groups will be weighed most heavily at the end of the process. User friendliness may also be in that group, but this has problems with definition. Cooperation with other institutions and research were less heavily weighed. Work on benchmarks is progressing, but may change from its present status due to the tremendous mass of data current proposals would generate, probably beyond the means and inclination of CHE to handle. Fifteen indicators are supposed to be implemented this first year with the others to be gradually phased in by 1999. Next time it will be clearer where problems for us may exist. One being addressed by the Administration is different definitions for different parts of the budgets from campus to campus.

Dr. Duffy: We are trying to get our definitions honed up - do them according to the NQBO standards. One of the key things we're looking at is percent of the money that goes into instruction. Our campuses range from 43-48% on that vs. a national average of 46%; so we seem to be right on target overall. I frankly appreciate the fact that we have undertaken this kind of study because it has been an eye-opener for me that in some areas I have a proliferation of administration; and we will address that shortly. Some of it is interesting. The Associate Dean for Academic Affairs position used to be pretty simple. You picked a faculty member and asked them to do it and gave them a reduced load. It seems to me that we've moved away from that model. Frankly, I prefer that model because when you have to fire an Associate Dean it's nice to have something that person can teach - not that we're ever going to fire any Associate Deans. This part of the exercise is useful as far as my Office is concerned.

### III. Reports from Standing Committees

#### A. Rights and Responsibilities - Professor Stephen Anderson

A written report was submitted. (Attachment 1)

Two motions were prepared by the Committee: Motion 1 is that the definition of scholarship be accepted by this Senate as described on pages 4-5 of the handout entitled "Qualifications for Academic Rank," (Attachment 2) as the definition by which T & P decisions are made on the Regional Campuses and that the definition be included in an appropriate appendix of the Regional Campuses Faculty Manual. Motion 2 is for the RCFS to vote on which version of the Qualifications for Academic Rank be accepted as the version by which T & P decisions are made at the Regional Campuses. The Committee split 5-5 on which version to recommend to the Senate. After a brief discussion the decision was made to vote on Motion 1 at this meeting in the appropriate part of the agenda, but that Motion 2 would be ruled substantive and voted on at the February meeting.

#### B. Welfare: Professor Tye Johnson (Salkehatchie)

Tye Johnson, Salkehatchie, [REDACTED] properly identified.

The committee Chair has contacted people in the other two regional campus systems in the United States that are similar to ours: Kent State and Penn State regarding the issue of regional campus faculty salaries vis-a-vis those of main campus faculty salaries. They have similar pay situations, but we are ahead of them in that we are actively

studying the issue. The data examined by the committee indicate that our salary relationship with Columbia faculty has remained relatively constant, suggesting to the committee that one approach would be to establish a lower limit bar below which our percentage relationship with Columbia salaries should not fall.

The issues of adjunct faculty pay and faculty overload pay also were discussed. Data is continuing to be gathered on these. There is some sentiment on the committee in favor of uniformity among the Regional Campuses, especially as pertains to faculty overload pay.

The committee also discussed the possibility of standardizing the peer review form among the Regional Campuses.

Professor Carolyn West (Sumter) suggested that the Committee also obtain and present data comparing the average rate of pay increases for Deans vs. faculty.

Chair Jerry Dockery (Continuing Education) charged the Welfare Committee chair to form an ad hoc committee to look at peer evaluation forms including those used by departments on the Columbia campus.

C. System Affairs: Professor Roy Darby (Beaufort)

The Committee welcomed Professor Nancy Hazam from USC Lancaster. It is her first time here.

The committee received the report of the subcommittee on evaluating the current structure of communications between the Regional Campuses Faculty Senate and the local faculty organizations. It was affirmed by the Committee that each campus' faculty is responsible for the oversight of its elected Senators and for developing appropriate structures and procedures for insuring that information is transmitted both ways between the Regional Campuses Faculty Senate and the home campus. In the opinion of the Committee it would not be appropriate for the Senat to prescribe a particular set of standard procedures for this communication. With regard to accountability of Senators to their home campus, the Committee again felt that the rights of local faculty organizations to hold accountable their Senators should not be abridged; and each campus is free to devise policies and instructions with regard to its representatives on our Senate.

Committee members did feel it is important for information to flow freely between each campus and the Senate. In this regard the Committee will be reviewing its handbook for new senators that we used to routinely distribute at the first

meeting of each academic year. This would be an excellent place to include statements about obligations of Senators to communicate with their campuses and to clarify their relationship with their Senators. The Committee does not feel it is appropriate to make any policy recommendations to the Senate itself.

Secondly, the Committee took up its charge to review procedures and policies for generating new courses on the campuses. Specific sorts of tasks to be addressed by subcommittees include designator and numbering system for UCAM and RCAM courses and drafting a set of guidelines for generating new courses by faculty members similar to the procedures in place on the Columbia campus.

The second part of that charge involves distance education. The Committee needs to be educated; and so will invite Susan Bridwell of Distance Ed to our February committee meeting.

Finally, regarding the charge to review the structure and functioning of the Senate, we are reviewing the minutes from the last two years looking for problems. Also we will survey present and past representatives to special committees and present representatives on the Senate as to their perceptions as to how we are doing.

V. Executive Committee: Professor Robert Costello (Sumter)

The Executive Committee has met twice since the previous meeting if this Senate, November 1 in Columbia and this morning here at Union.

The committee was informed by Jerry Dockery, Chair, that legal has interpreted a thirty day delay for response in the grievance procedure to mean thirty days after the next Board of Trustees meeting, which wasn't what we originally intended.

Interactions between Sumter and Aiken were discussed.

This morning the Committee discussed a speaker for the February meeting. A state legislator probably will be invited.

On behalf of your Secretary, the Chair was asked to announce the need for speaker identification and written reports. I might add this can be sent to me after the meeting if you didn't turn in a committee report at the meeting.

Professor Robert Castleberry (Sumter): Could you go back and elaborate on the statement relating to the grievance procedure and thirty days since the meeting of the Board of

Trustees?

Professor Costello: I'll defer to our Chair on that.

Professor Dockery: We apparently have a grievance that our Grievance Committee acted on this past summer and sent forward; and at this date the Faculty-Board of Trustees Liason Committee has not considered this faculty member's grievance. In other words, it's way past the thirty days they have to act. John Catalano brought it to my attention. I talked to Don Greiner and he wasn't aware of what was going on. He checked on it and got back with me and said that the interpretation that he heard that Legal gave to the Board committee was that their thirty days started after the full Board meeting. I pointed out to him that that's not the way we work our grievance. Our Grievance Committee meets when we have a grievance; and we had faculty who had to come in off vacation for us to satisfy our responsibility under the grievance procedure that was approved by the Board and that the Faculty-Board of Trustees Liason Committee would have to do their business like we did ours. When they get a grievance they're going to have to meet within thirty days. He said, well, this is the interpretation I got from Legal. And I said, well, you can read the English language, that's your job. How do you read this? He said I read it the same way you read it, but the interpretation from Legal is this; and that's where it stands.

John Catalano (Lancaster): Just to let people know what it says in the manual: "Within thirty days after the Committee receives the Grievance Committee petition the Committee shall conclude the review and prepare a written statement of its findings and recommendations." Legal has interpreted that to mean thirty days after they decide to meet; and the Chairman of that Committee told me that he didn't intend to meet this year on that case until after we approached Legal and they moved her date up to December 10.

Jerry Dockery: And that's a violation of the grievance procedure.

John Catalano: It was several months after the petition was received by the Committee.

Jerry Dockery: It's a serious problem and what it amounts to is that it makes anything we do at the University kind of meaningless because if a faculty member goes to court with this they've got people who can read the English language and understand what it says; and we're going to lose every one of these cases that goes to court. Faculty members are not dumb and faculty members are not going to be walked on. They're going to get counsel and they're going to take the

University to court; and the University is going to lose these cases. So they're going to have to change. We've done our job. We have a System-wide grievance procedure. We have representation on that. It's a good grievance procedure. They're going to have to start doing their job; it's the only way I see. I don't see that we have anything to do. does anyone in this body think there's anything we can do?

Professor Tye Johnson (Salkehatchie): From what John just read it seems to me that Legal may be basing its decision on the idea that although our Grievance Committee submitted our forms, probably to their secretary, the Committee doesn't actually receive it until they meet.

John Catalano: That wasn't the way the process worked at all. The applicant at that stage had herself written directly to the Chairman of the Committee; and so it didn't come from an administrator; it came directly from the applicant of that process. Given the grievance process, you see that isn't the interpretation at all. They just said we'll get back to you when the Board of Trustees meets. I'm just interpreting this: they said if you don't like it that's tough; and that's basically the answer.

Jerry Dockery: And he had gotten guidance from Legal, I found out from Don Greiner. It's going to take them losing a lawsuit before they begin to do what the grievance policy says they're supposed to do; and I don't think there's anything this body can do.

## VI. Reports from Special Committees

### A. Committee on Libraries: Professor John Catalano (Lancaster)

A written report was submitted (Attachment 3)

### B. Committee on Curricula and Courses: Professor Robert Castleberry (Sumter)

A written report was submitted. (Attachment 4)

### C. Committee on Faculty Welfare: Professor Roy Darby (Beaufort)

A written report was submitted. (Attachment 5)

### D. Faculty-Board of Trustees Liason Committee: Professor Carolyn West (Sumter)

The Faculty Liason and Academic Affairs Committee met on September 25. Of interest to this group: we passed the

revisions to the Regional Campuses Faculty Manual and they also accepted the report to CHE concerning cooperation between our campuses and the tech schools. We meet again on December 10 for the purpose of grievances.

E. Research and Productive Scholarship Committee:  
Professor Steve Bishoff (Sumter)

The Research and Productive Scholarship Committee met twice in the last two weeks. They reviewed 32 submissions and have tendered offers to 7. Those names will be published as soon as we get responses from those individuals, none of whom are from the Regional Campuses.

F. Other Committees

1. Insurance and Annuities: Professor Jerry Dockery

The Insurance and Annuities Committee has not met. Carol Bonnette had a lot of changes in people's benefits this year and has not been able to schedule a meeting. She will schedule a meeting before the semester is out.

2. Ad Hoc Committee on Teaching Effectiveness:  
Professor Mary Barton

A written report was submitted. (Attachment 6)

Professor Tye Johnson (Salkehatchie): Is there a copy of that [IDEA] form for our review?

Professor Mary Barton (Union): It is our assumption that this will be ruled substantive and we have representatives from all campuses involved. They will be making a complete copy of not only the form but all the support material.

Professor Robert Castleberry (Sumter): Could I ask for a rationale why there should be a Regional Campuses-wide evaluation document?

Professor Mary Barton: We do have a common system. In looking at all the documentation for evaluation on individual campuses none of us are doing it the same way. Consequently we have nothing that can be numerically, quantitatively compared from Sumter to Salkehatchie to Union to wherever. We don't have a common technique for determining this is a valid comparison. I have a 4.5 on a scale of 1 to 5 and someone else has a 7 on a scale of 1 to 10. This is as you know not a valid comparison for determining effectiveness of teaching from the standpoint of student evaluation procedure. Now, of course, this would not be the only thing considered in tenure and promotion but it

is something that we are going to end up needing to consider well away from the consideration of the performance factors.

Professor Robert Castleberry: I think I heard you say that we need it for at least two reasons. One is to facilitate considerations for promotion and tenure, and secondly because of performance indicators.

Professor Mary Barton: The second one is less important.

Professor Robert Castleberry: Considering the first, is it the Committee's judgement that our tenure and promotion process is flawed because there is not a uniform, Regional Campus-wide student evaluation procedure?

Professor Barton yielded the floor to Professor Darby to respond.

Professor Roy Darby (Beaufort): Not only is there not a standardized form in place, but as far as we can determine there is not a valid form in place anywhere on any of our campuses and maybe not even on the Columbia campus. Part of our T & P process is in common ... It would be most helpful, I think, to have a common set of guidelines, for student evaluations really are a huge part of measuring teaching effectiveness. There is another reason too, and that's economic. Whatever we do, whatever commercial form, it's going to be costly; and we are going to ask Columbia to foot the bill for that.

Professor Castleberry: I guess it boils down to the fact , bottom line, that we are currently doing something, and is this a fix of the specific problem? You have indicated that there is no data that says that the data that currently are used by the different faculties, and I stress the point **different** faculties, use in arriving at their decisions, their recommendations up the line, that those decisions are not valid?

Professor John Logue (Sumter): An example might help. If you look at various campuses in their documentation of teaching effectiveness when it gets to the level of the System T & P Committee one campus sends forth a set of teaching evaluations that have been collated, evaluated - there are ranks for individuals on the basis of three or four questions. Another campus tabulates all questions and gives a ranking. One campus has independent individuals look at the student statements at the end of an evaluation form, type those out, and send them in for review. Another campus doesn't require them but the individual faculty members pull from their own folders statements from students. And so when you start looking at that level at all of those differences

it is difficult to tell which of those have validity and which do not, which underscores the need for some systematic approach.

Professor Tye Johnson (Salkehatchie): Beyond the teaching effectiveness question that you are specifically addressing the student evaluation forms are also used on campuses for a variety of other purposes... and I do find it somewhat disturbing that we really don't have a valid measure of those student responses on those kinds of forms.

Professor Roy Darby: I want to go back to one of the points that Robert Castleberry brought up. Is the Committee questioning the validity of faculty decisions? No, but what we are questioning is the validity of the data they get on student evaluations. Their decisions may or may not be valid; I don't know. That probably varies. We're not questioning a faculty's right to do that; we're simply suggesting - and in this case actually requiring - a standardized measure; and what an individual faculty does with that is certainly up to them. I mentioned the economic reason too. We're asking the Provost's Office to fund this whole project for us on a continuing basis; and we will ask him to fund all the campuses. It will sell a lot better on that basis than campus-by-campus.

Professor John Catalano (Lancaster): Will we ask for that commitment from the Provost's Office before we have a chance to vote?

Professor John Logue: It is attached to the motion.

Professor John Catalano: It could be attached to the motion as a condition of acceptance?

Professor Mary Barton: It reads "endorse and recommend."

Professor Roy Darby: So there is not a commitment for us to use it as it is written specifically.

Professor John Catalano: In other words, there is also no commitment that Columbia would have to pay for it either.

Professor Mary Barton: We have counterparts on the Columbia campus addressing this very question.

Professor Jerry Dockery (Continuing Education): One of our faculty members who sent her comments to the ad hoc committee is Bonnie Kelly, our new math professor; and she is on that Columbia committee also. We're way ahead of that committee; and I suspect that that committee will probably move toward the adoption of this instrument in addition to

us and it is going to be expensive. They not only score it but they also offer support in helping administration understand the instrument and how to use it.

Professor Mary Barton: I think that's one of the things that the Committee found most attractive about this particular instrument, is that not all administrators really understand statistical analysis and are making decisions on data that may have no validity; and this would help the administrators maybe see is really a 6.5 any different than a 7.0 with a standard deviation of 1.

Professor Tye Johnson: I've had administrators tell me that they recognized that the evaluation form wasn't valid but that's all they had.

Professor Roy Darby: As you may remember what triggered this was several years ago when the Provost came out with an arbitrary statement "I want numerical summaries of your student evaluations." Some campuses didn't even have any numerical data, and we were very concerned about that to begin with so we tried to take it out of his hands and do it in a scientific way; so it's coming one way or another. One of the good things about this IDEA form is that you can request for a very nominal fee an institutional summary. You can class and block and sort and the like so you can generate institutional reports.

Professor Dockery: Also it will have a use for our administrators. When they get requests from CHE for data they'll instantly have it available and it will be valid, and it will come from an outside source which will make the information they send to CHE much stronger because it doesn't seem so self-serving like it's something they made up and sent in. Here it is; it came from an outside vendor, and here's how we measure up.

This will be ruled a substantive motion and we will postpone voting on it until we meet at Lancaster.

#### VII. Special Orders

none

#### VIII. Unfinished Business

Chair Jerry Dockery (Continuing Education): Now we can move to unfinished business, which is the motions. Steve, do you want to read the first motion?

Professor Steve Anderson (Sumter): The Rights and Responsibilities Committee moves that the definition of

scholarship be accepted by the Regional Campuses Faculty Senate as distributed on pages 4-5 of the handout entitled "Qualifications for Academic Rank" [Attachment 2] as the definition by which promotion and tenure decisions are made on the Regional Campuses, and that the definition be included in an appropriate appendix of the Regional Campuses Faculty Manual.

Professor Dockery: Being from committee, it needs no second. Any discussion?

Professor John Logue (Sumter): You might want to amend that to say definition and description.

Professor John Catalano (Lancaster): I believe Steve merely misspoke the motion from our committee and John corrected it; and the Chair can accept that as the original motion.

Professor Jerry Dockery: OK, I'll accept that.

Professor Robert Castleberry (Sumter): Concerning the definition and description of scholarship, just a point of clarification. "Scholarship is a function of one's field of academic expertise..." Is that meant to be narrowly defined or broadly defined?

Professor John Logue: Under the descriptions and individual criteria the very first one implies that it is a broader definition.

Chair Jerry Dockery: Any other discussion on the motion? Hereinafter I will call for the motion.

**The motion passed with one dissenting vote.**

Chair Jerry Dockery: The next motion to be considered, Steve, you need to read it and I need to rule that it is substantive.

Professor Steve Anderson: The Committee moves that the Regional Campuses Faculty Senate vote as to which version of "Qualifications for Academic Rank" be accepted as the version by which tenure and promotion decisions are made on the Regional Campuses. [See Attachments 1 and 2.]

Chair Jerry Dockery: The Chair rules that that motion is substantive and it will be voted on at the meeting in Lancaster. Other motions?

Professor John Catalano: Before you go on to other motions you may ask for discussion even though there will not be a vote .

Chair Jerry Dockery: I will call for discussion. Please, none.

Professor Danny Faulkner (Lancaster): We have to do it sometime, Jerry.

Chair Jerry Dockery: I would prefer it happen on campuses before we get to Lancaster. Of course that again is something Professor Darby pointed out earlier. There is a difference of opinion among Senators here of what their role is. Some Senators think they should vote the way that their faculty want them to vote; others think they should vote the way they feel; and so that will be something else you need to discuss on your campuses.

Professor John Logue: This is a good time to plug something else that Steve Anderson has set up. It is a listserve.

Chair Jerry Dockery: We passed out those directions. Did everyone get them? (Attachment 7)

Professor Steve Anderson: There is one page directions and a help sheet on the other side. To subscribe to that listserve you simply mail a message to the address shown with the **subscribe rcfs-1** message. What that does is that every message posted to that address is distributed to everybody who has subscribed to that list... anything you post to that listserve will be read by all people subscribing to that listserve, an excellent place for an open discussion and a lively discussion about scholarship.

Chair Jerry Dockery: That's what it was intended for. We should get something going throughout the System on what we want to do with either the first or the second version. Everyone should have a handout on that and it should be clear. Of course, I ruled that motion substantive. Are there any other motions?

Professor John Catalano: Are we open for discussion?

Chair Jerry Dockery: I was hoping I could cut it off. Any other discussion?

Professor John Catalano: Now that we've accepted a definition of scholarship which is quite limited in its definition of service as being academically related and related to your particular field, that an acceptance of version 2, that is teaching plus scholarship, would effectively discount campus service which is non discipline related, such as, for instance, sitting in this room all day, and community service of the type which has supported Lancaster's campus to the tune of six million dollars this

year; and I would therefore like to emphasize that version 1 of the Qualifications for Academic Rank allows for the kind of flexibility described in the support for version 1.

Chairman Jerry Dockery: Professor Logue, equal time.

Professor John Logue: Version 2 absolutely does nothing to limit community service, it only says that some of it is scholarly.

Professor John Catalano: It doesn't limit it; it just won't count for you.

Professor Robert Castleberry: My reading of the document indicates that what this will do - probably for the first time - is define promotion in rank primarily as a professional honor. The professional honor is grounded in two facets, our professional activity in the classroom and our scholarly activity. It does not ignore the value of community service if that service is of a scholarly nature. It does devalue for the first time official activity and service to the community that cannot be directly linked to your standing as a professional in a discipline.

Professor Jerry Dockery (Continuing Education): So what you're saying is that it doesn't discount the service that Professor Catalano described that you're doing today.

Professor Robert Castleberry: What it does, again, it discounts those things which are not professional in my academic discipline, by my reading of it, for academic promotion. There is more to survival in an academic institution than academic promotion. There is the yearly evaluation of the faculty member. None of the activities of the faculty have been restricted in any way by this measure. There is evaluation by your peer group. Again, that has not been restricted in any way; and I would also suggest that end of the year evaluations and peer evaluations can be and are a legitimate part of the promotional package.

Chair Jerry Dockery: Thank you. I expect these comments will end up in writing on the listserve and people will be able to react to them. Is there any other discussion here today on the issue?

## IX. New Business

Chair Jerry Dockery: We'll move on to Professor Willis' wanting to change the agenda to add ... Would you give us the complete title of that committee, Professor Willis?

Professor Tandy Willis (Union): University Conflict of

Interest Committee. The reason I would suggest that we put it on the agenda is that it is a University committee that we have the right to have representation on. I don't think there are any other University-wide committees that we have representation on that aren't listed somewhere in terms of our agenda.

Professor John Catalano (Lancaster): I move that we suspend the rules in that particular case to allow a vote to include that on the agenda.

Professor Noni Bohonak (Lancaster) seconded the motion.

**The motion passed.**

**The motion to add the University Conflict of Interest Committee as another committee under item F of the agenda also passed.**

Chair Jerry Dockery: At this point does Professor Willis have a report from that committee?

Professor Tandy Willis: We have not met.

Numerous unidentified Senators: laughter

Chair Jerry Dockery: Is there any other new business?

Professor Mary Barton (Union): I still have a motion to bring.

Chair Jerry Dockery: This is from the Ad Hoc Committee on Teaching Effectiveness, Professor Mary Barton, and the motion is: [See Attachment 6.] "The Ad Hoc Committee on Teaching Effectiveness moves that the Regional Campuses Faculty Senate endorse and recommend to the greater university administration the use of the IDEA Survey Form as the standard student evaluation instrument to be used on the Regional Campuses.

The motion is ruled substantive. It will be voted on at the Lancaster meeting; and the Chair would direct Professor Darby to have a report for the Executive Committee so that Dr. Duffy's Office can see just exactly how this can be used to answer their future charge in reporting data to CHE on our activities.

Professor Robert Castleberry (Sumter): In discussion, I'm not really sure how I should feel about this motion at this time. This would mandate potentially significant change in the activity of individual faculty organizations. I can understand the rationale for doing that with respect to the

promotion & tenure system because that is the common link. However, I think we must be very leery in mandating common approaches for there are campuses with different personalities, different missions, and different attitudes. I will be more comfortable in dealing with this if each faculty organization has indicated its support of this document, because I do think the initial step of promotion and tenure is at the local campus; and we must be very leery about mandating change against that level.

Chair Jerry Dockery: The motion is ruled substantive so that faculty members can go back to their campuses, show their faculty what this committee has done, ask for their faculty's input, and if there are any serious objections. This committee, of course, has been working for a number of years on this and a lot of what this committee has been doing has been a reaction to demands from senior administration; but also a lot has been reacting to the shortcomings they themselves have seen with the instruments that they are subjected to on their campuses.

#### X. Announcements

Chair Jerry Dockery reminded those in attendance of the dove shoot at Salkehatchie November 25.

Professor Tandy Willis (Union): requested a copy of the peer review form from each campus.

Chair Jerry Dockery announced that Immediate Past Chair Wayne Chilcote was attending a meeting of faculty chairs in Columbia and that Wayne would attend the AAUP meeting on November 23 at South Carolina State. David Hunter from Dr. Duffy's Office will talk about performance indicators and how they may be used by CHE.

Professor Robert Costello (Sumter) read the campus report from Dean Les Carpenter, who was unable to attend.

(Attachment 8)

#### XI. Adjournment

Professor Dockery, Chair, adjourned the meeting.

## **Rights and Responsibilities Committee Report**

November 15, 1996

### **Motion I:**

The committee moves that **the Definition of Scholarship be accepted** by the Regional Campuses Faculty Senate, as distributed on pages four and five of the handout labeled "Qualifications for Academic Rank," as the definition by which tenure and promotion decisions are made on the regional campuses and that the definition be included in an appropriate appendix of the RCFS Faculty Manual.

### **Motion II:**

The committee moves that the Regional Campuses Faculty Senate vote as to **which version of "Qualifications For Academic Rank" be accepted** as the version by which tenure and promotion decisions are made at the regional campuses.

Version I (Teaching plus Two) is on page one with supporting arguments on page two of the aforementioned "Qualifications" handout.

Version II (Teaching Plus Scholarship) starts near the bottom of page two and has supporting arguments on page three.

**The R&R Committee voted five to five, a split decision.**

Respectfully Submitted,

Stephen T. Anderson Sr.

## Qualifications for Academic Rank

Two versions of the statements of qualification for the ranks of Associate Professor and Professor are being debated by the Scholarship Sub-Committee of the Regional Campuses Faculty Senate (RCFS). One of the versions will be chosen and submitted in concert with the revised definition and description of scholarship which was recently circulated for perusal and input. Within the latter document, the definition of scholarship is broadened from that of traditional research and publication to include many of the activities previously restricted to categories of community service, campus and system activities, and professional growth and experience. Research and publication undoubtedly will remain the most easily documented and credited form of scholarship but other activities are to be encouraged and valued as scholarly.

The two versions of qualifications for the ranks of Professor and Associate Professor are attached below. A short position paper is provided with each version.

At the November meeting of the RCFS, the Sub-Committee on Scholarship will propose changing the statements of qualifications for ranks of Professor and Associate Professor, page C-2 of the Regional Campuses Faculty Manual (RCFM), to one of two versions listed below. The statements of qualifications for library faculty will not be changed.

### I. Version I. (Teaching Plus Two)

To be eligible for the rank of Professor a faculty member must have a record of distinguished teaching. The faculty member also is expected to have a record of distinguished service in at least two of the following categories: Research and/or Scholarship (creativity and performance in the arts are included in this category), Professional Growth and Experience, Campus and System Activities, Community Service. See appendices VI and (VII?) for parameters of teaching and scholarship.

To be eligible for the rank of Associate Professor a faculty member must have a record of effective teaching. The faculty member also is expected to have a record of effective service in at least two of the following categories: Research and/or Scholarship (creativity and performance in the arts are included in this category), Professional Growth and Experience, Campus and System Activities, Community Service. See appendices VI and (VII?) for parameters of teaching and scholarship.

## Support for Version I (Teaching Plus Two)

In arguing for Version I, several points must be emphasized,

1. First and foremost, Version I better matches criteria to mission (as defined in our individual mission statements as well as the mission statement which is recognized by CHE in new funding guidelines).
2. Version I is a close rendition to the intent of the present criteria.
3. Version I is in some ways more demanding than the alternative in that it requires three criteria rather than two.
4. Version I is an inclusive policy which is flexible enough to meet the needs of all five regional campuses, while the alternative is not.
5. Version I cannot be accomplished without scholarship (as defined in the proposed supplement to the manual).
6. Version II (Teaching Plus Scholarship) would result in a discounting of both service and professional development. In order to rank as outstanding in teaching and scholarship, one would have little time or incentive to meet other unit criteria, Campus service, (including Senate) and community service (especially non discipline specific service which ties us to our communities) will suffer.
7. Finally, Version II will restrict the professional aspirations of many of our faculty. We do not work on research campuses, nor do many of us want to. Most of us want to teach and to teach well. Columbia will eventually interpret Version II as a mandate to publish, thereby forcing us to spend time away from teaching. Moreover, Version I is inclusive enough to support any faculty member who wishes to publish.

For these reasons, Version I (Teaching Plus Two) should be selected by the RCFS.

### II. Version II. (Teaching Plus Scholarship)

To be eligible for the rank of Professor a faculty member must have a record of distinguished teaching and scholarship. See appendices VI and (VII?) for parameters of teaching and scholarship.

To be eligible for the rank of Associate Professor a faculty member must have a record of effective teaching and scholarship. See appendices VI and (VII?) for parameters of teaching and scholarship.

Support for Version II (Teaching Plus Scholarship)

ASSUMPTIONS:

1. Promotional rank is directly tied to the individual's academic field. When a faculty member is recognized as an Assistant, Associate, or "Full" Professor, the title carries with it a reference to academic field. It is not Associate Professor at Sumter or Professor at Union. It is Professor of History, Associate Professor of Chemistry, etc.
2. Most institutions of higher learning use documentation of contributions to the knowledge base in an applicant's field as a condition of hiring and as the primary justification for advancement in rank. It would seem, therefore, that the activities we designate as meriting promotion to the two highest academic ranks at least should be related to the individual's academic discipline.
3. Activities circumscribed by categories of the "Criteria" but outside the parameters of teaching and scholarship should and do influence promotional decisions but are not primary considerations. Such activities are more important, however, to tenure decisions, peer review, and annual administrative evaluation.
4. The distinction between faculty of a regional campus and faculty of a technical and/or community college probably is best characterized by continued deference to the importance of scholarship.

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Members of past tenure and promotion committees have participated in numerous deliberations which attempted to weigh (value) activities listed under the various categories established by the RCFM "Criteria." Assumptions 1-3 represent the basis upon which many of these issues have been debated and decided. A review of the results (tenure and/or promotion) of such deliberations, contributes to the impression that aspects of community service, university and system activities, and professional growth and experience which fit within the broadened description of scholarly activities have had greater positive influence on outcomes of application for academic rank than activities which were not scholarly in nature.

Version II, coupled with the definition and description of scholarship, closely represents the intent of the original RCFM statements of qualification for rank. At the same time, Version II eliminates much of the ambiguity which has resulted from our failure to specify the importance of scholarly activity to promotional considerations. Version II does not indicate that other criteria lack significance; however, it does imply that individuals should not be promoted to Associate and/or Professor ranks after they have retired intellectually from scholarly interests and activities.

## SCHOLARSHIP

**INTRODUCTION** - The lack of a clear definition for the concept of scholarship as it relates to faculty evaluation and tenure/promotion decisions for Regional Campuses faculty has been a source of confusion for faculty and administrators at various levels of review. Scholarship is more broadly constructed than its traditional link to research and publication; furthermore, the "Criteria for Tenure and Promotion," listed on page C-6 of the RCFM, was designed to encompass activities representative of this broader view. Because the categories listed in the "Criteria" are broad, however, faculty members are directed to co-list scholarly and non-scholarly activities under the same headings. And, when applicants do not provide narratives and documentation to justify the scholarly nature of an activity, evaluators are left to base appraisals on personal and independently derived opinion.

To remove confusion and clearly indicate the importance of scholarly activities to our faculty and the institution, this document provides and describes a definition of scholarship.

**DEFINITION OF SCHOLARSHIP** - Scholarship is a function of one's field of academic expertise and includes the body of activities associated with the development, dissemination, and application of knowledge.

**DISCUSSION** - Activities classified under the rubric of scholarship may be assigned to one of four categories:

Activities which define or refine one's field of expertise include elements which serve primarily to establish, enhance and upgrade one's professional status. They include research, further graduate study, seminars, short courses, and other activities designed to add to the participant's knowledge base or understanding. Reading and study are valid activities in this category but would count only under certain conditions (see checklist for determining scholarship) and are difficult to document.

Activities which involve application of knowledge include scholarly aspects of teaching, consulting, professional and community service when related directly to the academic field, expert testimony, public lectures and the like. Hirsch and Lynton (1996) point out that service and scholarship should be more closely linked. They assert, "We are living in a knowledge-intensive society in which economic development depends upon the rapid absorption and assimilation of new ideas, discoveries, and methodologies." Faculty members, through community service, provide the bridge. As with independent study, items included in this category need clarification as to their scholarly nature. The burden of proof lies with the faculty member.

Activities associated with the dissemination of knowledge represent the category most often affiliated with scholarship. This category includes publication and other means of communicating newly synthesized knowledge, especially in a medium that encourages examination and feedback by peers. A range appropriate to chemists is indicated by the American Chemical Society in its examination of scholarship criteria, "At the highest level of scholarship . . . there is publication in the most respected journals, international recognition, and substantial grant support. At the lowest level there is no communication with peers, no recognition outside the immediate activity, and no financial support" (Diamond 1995).

Activities associated with evaluation and/or determination of the parameters of scholarship include peer review, activity in professional or discipline based organizations, curriculum revision, work with accreditation teams, etc. Again, it is up to the faculty member to establish the scholarly nature and importance of activities submitted in this category.

**Checklist for Determining Scholarship** - Since each category of the "Criteria for Tenure and Promotion" may contain activities that are non-scholarly, the following check-list, based on Robert Diamond's summative work (1995) of the National Project on Institutional Priorities and Faculty Rewards, should be used by faculty members as a guideline for providing justification and documenting activities as scholarship.

1. Does the activity require a high level of discipline related expertise?
2. Does the activity break new ground or is it innovative?
3. Can the activity be duplicated or elaborated?
4. Can the activity be documented?
5. Can the activity be peer reviewed?
6. Does the activity have impact on or significance for educational communities, the institution, or the discipline?

#### References Cited

Diamond, Robert M. *Preparing for Promotion and Tenure Review*. Bolton, MA: Anker. 1995.

Hirsch, D. and E. Lynton. *Bridging Two Worlds: Service and Scholarship*. The Department Chair, Winter 1996.

Report to RCFS  
Faculty Committees on Libraries  
John Catalano  
November 15, 1996

The committee has met twice since our last meeting (Oct. 9 and Nov. 13). Chairman Bushong reported that preparations are being made for committee members to visit departments (including a visit to the RCFS). Vice Provost Terry reported on the capital campaign and the remote storage facility. The remote facility will likely be on Farrow Road outside of Columbia (appx. 12 miles from campus) and will have the capacity to accommodate system needs. He also announced the receipt of an important Darwin collection as well as an endowment designed to enhance that collection. Mr. Walton reported on this years budget, which should help our standing among ARL libraries. He also announced a meeting which will look at a system policy on collection development. The next meeting will be at TCL on Dec. 11, 1996.

November 15, 1996

TO: Regional Campuses Faculty Senate  
FROM: Robert B. Castleberry, USC Sumter *RBC*  
RE: Report on the Courses & Curriculum Committee

The Committee has been meeting on a regular basis, but I will merely refer you to the minutes of the Columbia Faculty Senate to find out more about specific actions taken on courses and programs. Instead, I would like to talk to you about two items that have come before the committee.

Some time ago, the Committee created a publication concerning the procedures for creating, changing, or deleting courses or programs. I was asked to write something for the Regional Campuses, which I did. I indicated that we used the Columbia master schedule, but that we did have the right (and had used it) to create courses of our own. A question was raised for which I had no answer: How does USC Columbia find out about our courses? The fact is, they need to evaluate our courses when students transfer to Columbia anyway. I suggest that we need a procedure for having our courses evaluated by Columbia as soon as we create them.

Last year the History Department wanted to drop four courses. Since these were at the 300-400 level, I checked with our campuses and found that one of the courses was actively taught by us and one was scheduled to be taught in the near future. I requested that the Committee not act on these two courses; the other two courses were sent on to the Columbia Senate for deletion. More recently, Dr. Peter Becker of the History Department wrote to the Committee to complain about the fact that the Regional Campuses had effectively overridden the desires of the History Department. Basically, in the near future there will be some interesting discussions about the relationship between the Regional Campuses and USC Columbia. For what it is worth, we need to actively develop collegial relationships with our counterparts in Columbia. It is clear to me that they know very little about us, and this works to our detriment (I mean, to know us is to love us). Furthermore, when courses are slated by Columbia for deletion (and we teach them), we need to try to work with Columbia to explain our need for those courses. If, however, that does not work, we need to not be shy about having our Senators on the Columbia Senate address our colleagues there and vote "in block" to serve our own students. I suggest that we remember that Departments and Schools do not "own" degree programs; these are owned by the Faculty as a whole. Certainly, Departments and Schools are the primary guardians of degree programs, and their suggestions should be carefully considered, but Departmental/School suggestions are not always in the best interest of the University.

Sorry about the length of this report, and thanks for considering my comments.

Report to the Regional Campuses Faculty Senate  
November 15, 1996

USC Faculty Welfare Committee

The Committee met on September 30 and November 4, 1996.

1) The Committee has corresponded with USC legal and it has been determined that there is an existing statute on the books which has expressly been left in place. This statute (PL 16-23-420) does NOT permit carrying weapons on any school or college campus in the state except on public streets. which pass through such schools.

Regarding unauthorized persons on university property, the existing policy is to give warning of trespass prior to the implementation of this policy. It is noted that many non-employees, non-students have legitimate business on campuses (e.g., to University functions and the library) and, therefore, the policy is difficult to impose without sufficient cause.

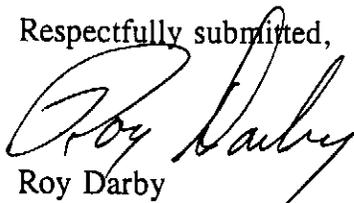
2) The Committee will contact the Provost's office to determine the availability of information regarding, benefits, services, rights, etc. One suggestion was to post all such information on the University homepage.

3) Policy regarding faculty access to T & P files is unclear. There are anecdotal reports that faculty members have had access to the files upon completion of the process in which tenure or promotion was denied. Other reports are that only when there is legal action, e.g., a lawsuit, are such files disclosed. The Committee will seek to clarify the current policy on this issue.

4) No response has been made by the as to whether the Provost intends to pursue a suggestion that an assistant professor be allowed to toll the tenure clock for one year due to family care needs.

5) The University lobbyist was to report to the USC Senate at the November meeting as to current efforts in the legislature on behalf of the University.

Respectfully submitted,



Roy Darby  
RCFS Representative  
USC Faculty Welfare Committee

AD HOC COMMITTEE ON  
TEACHING EFFECTIVENESS REPORT

The committee met on November 14, 1996. After reviewing the activities of last year, the committee accepted the following tasks for the 1996-1997 academic year:

- 1) Selection of a commercial student evaluation form to be used on all the Regional Campuses. The form selected should have the following characteristics:
  - a. It should demonstrate adequate validity and reliability.
  - b. It should allow for the insertion by individual campuses, divisions or departments of additional questions of benefit to those units. However, guidelines and cautions for the use of those questions which lack demonstrable validity/reliability should be developed.
  - c. Numerical comparison data (norms) based on sound statistical procedures should be available along with information regarding the limitations of the data (e.g., indices of measurement error) should be provided as part of the scoring/summary process.
- 2) The committee will develop a standard set of guidelines and policies for the administration, handling and interpretation of the student evaluation forms.
- 3) The committee will correlate the instrument for student evaluation of teaching effectiveness with the legislatively mandated performance indicators related to this area.

Based on the extensive review of materials conducted during the last academic year, the committee presents the following motion:

Whereas the Regional Campuses have a common tenure and promotion procedure and a need for an objective measure of the student evaluation of teaching effectiveness, and

whereas recently mandated performance indicators stipulate that faculty members be evaluated anonymously by students through a standardized institutional process,

the Ad Hoc Committee on Teaching Effectiveness moves that the Regional Campuses Faculty Senate endorse and recommend to the greater university administration the use of the IDEA Survey Form as the standard student evaluation instrument to be used on the Regional Campuses.

## Regional Campuses Faculty Senate (RCFS) Subscribing To the Mailing List

### Start Here:

A discussion list is a group of email addresses which receive ALL messages posted to the list. The reverse side of this sheet describes how to post (send) messages to the list of your choice. It also describes how to determine who is on the list, and how to unsubscribe if you no longer desire to receive all those messages. This side of the sheet helps you understand what a discussion list is and how it works. In particular, it is important to understand that ALL messages posted can be read by ALL subscribers.

### Join the discussion list

This assumes you have a basic knowledge of SOME email service available at your campus. If you have little or no email experience, ask your CSD support staff for help.

To subscribe (join) the most general mailing list for the RCFS, you simply:

1. get into your email software
2. Prepare a new outgoing message addressed the INTERNET address:  
**majordomo@uscsu.sc.edu**
3. In the body of the message, subscribe to the list (the l is the lower case letter, NOT the number one):  
**subscribe rcfs-l**
4. and send the message

In total there will be four lists and you must subscribe to each separately IF you so desire. You can post the same message to multiple lists by simply addressing the message to as many lists as you choose (see other side).

rcfs-l@uscsu.sc.edu	A general purpose RCFS discussion list
rcfsrr-l@uscsu.sc.edu	A list devoted to the Rights and Responsibilities Committee issues
rcfswel-l@uscsu.sc.edu	A list devoted to the Welfare Committee's issues
rcfssys-l@uscsu.sc.edu	A list devoted to the Systems Affairs Committee's issues

All are open, unmoderated lists, meaning all postings get posted if properly addressed (no censorship, no privacy) and ANYONE can join w/o permission, simply by following the directions above.

# Regional Campuses Faculty Senate (RCFS) Mailing List "Help Sheet"

This "help sheet" assumes you have a basic knowledge of SOME email service available at your campus. If you have little or no email experience, ask your CSD support staff for help.

## Basic Mailing List Commands:

### 1. To Post a Message to the RCFS List

simply use your email package to create a letter and send it to the INTERNET address:

**rcfs-l@uscsu.sc.edu**

It will be posted on the list for ALL to read. You will get a copy yourself since you (presumably) have already subscribed to this list.

(also R&R: rcfsrr-l@... Systems Affairs: rcfssys-l@... Welfare: rcfswel-l@...)

### 2. To Read a Message from the RCFS List

simply open the message in your email package like any other email message. All messages posted to this list show up in everyone's personal email mail box.

Be sure to archive messages you want to save (ask your CSD or other support staff or colleagues who use YOUR email system how to properly save/archive messages)

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## List Management Commands :

available (but not necessary) to all users. Please note that all of these commands are to be sent to the INTERNET address:  
**majordomo@uscsu.sc.edu**

### WHO rcfs-l

This command returns a list of users currently subscribed to the rcfs-l mailing list.

### HELP

This command returns a menu of available commands... albeit techno-jock terminology

### INFO

This command returns detailed description information that is provided by the list owner.

### LISTS

This command returns a "list of lists" which majordomo services as well as a short description of each list. Further information can be retrieved via an "INFO" command.

### SUBSCRIBE

This command subscribes a user to a mailing list. Normally this will be processed automatically and the subscriber will be notified of the success of his/her subscription.

### UNSUBSCRIBE

This command unsubscribes a user from a mailing list. This command will remove you from the list until you re-utilize the SUBSCRIBE command.

### WHICH

This command returns a list of lists to which the user is subscribed.

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Respectfully,

Steve Anderson (aka Mr. Spacely), USC Sumter, [stevea@sc.edu](mailto:stevea@sc.edu) (ext 3275, but email is more dependable)

The two national searches for an Associate Dean for Academic Affairs and an Assistant Dean for Administrative and Financial Services are proceeding well. Finalists have been identified and will be interviewed before the Christmas break.

The renovation and expansion of the Student Union Building is about three weeks behind schedule, but is nearing completion. It is anticipated that the building will be open and functioning in time for the start of the 1997 Spring Quarter, and a formal dedication is being planned for early in the new year.

The faculty, staff, and students of USC Sumter extend sympathy to USC Beaufort Associate Dean Lila Meeks upon the recent loss of her husband.

Les Carpenter  
Dean of the University  
USC Sumter