

UNIVERSITY OF SOUTH CAROLINA
Regional Campuses Faculty Senate
USC COLUMBIA
Moore School of Business
Daniel Management Center

Friday, September 17, 2004

Coffee..... 9:30 - 10:00 AM
Daniel Management Center

Morning Session 10:00 - 11:00 AM
Room 801-A

Welcome

President Sorensen 10:00 - 11:00 AM

Provost Becker 10:00 - 11:00 AM

Standing Committees 11:00 - 12:30 PM

I. Rights and Responsibilities
Room 801-H

II. Welfare
Room 853

III. System Affairs
Room 857

Special Committees..... 11:00 – 12:30 PM

I. Grievance Committee.....11:00 – 12:30 PM
Room 801 J/K

Executive Committee 11:00 - 12:30 PM
Room 801-A

Deans Meeting 11:00 - 12:30 PM
Room 801-I

Luncheon 12:30 - 1:30 PM
Dining Area behind Lumpkin Auditorium

Afternoon Session 1:30 - 4:00 PM
Room 801-A

AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: April 16, 2004
 USC Lancaster, Lancaster, SC
- III. Reports from University Officers
 - A. Dr. Chris P. Plyler, Vice Provost and Executive Dean
 - B. Dr. Carolyn A. West, Associate Vice Provost
 - C. Regional Campus Deans
 - D. Assistant Vice Provost for Continuing Education Academic Credit Programs
- IV. Reports from Standing Committees
 - A. Rights and Responsibilities – Professor Danny Faulkner
 - B. Welfare - Professor Teresa Smith
 - C. System Affairs - Professor Allan Charles
- V. Executive Committee - Professor Kate Fritz
- VI. Reports from Special Committees
 - A. Committee on Libraries - Professor Bruce Nims
 - B. Committee on Curricula and Courses - Professor Robert Castleberry
 - C. Committee on Faculty Welfare - Professor Linda Allman
 - D. Faculty-Board of Trustees Liaison Committee – Professor Lisa Rashley
 - E. Research and Productive Scholarship Committee - Professor Pearl Fernandes
 - F. Regional Campuses Academic Advisory Council – Professor Lisa Rashley
 - G. Other Committees
 1. Conflict of Interest Committee – Professor Dave Bowden
 2. Grievance Committee - Chair
- VII. Unfinished Business
- VIII. New Business
- IX. Announcements
- X. Adjournment

Regional Campus Faculty Senate
Friday, 17 September 2004
University of South Carolina Columbia
Moore School of Business
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Morning Session

Chair Lisa Rashley (Lancaster): Would the Senate please come to order? Thank you. Good morning. I'd like to welcome you to the first Regional Campus Faculty Senate meeting of the year. A lot of work goes on to make these meetings possible, and I would like quickly to say thank you to a couple of people who have helped out a lot in this process: Kathy Hutto and Summer Meetze. We'd be in bad shape without you two. Thanks also to John Logue, Immediate Past Chair, and a tough act to follow.

I'd like to welcome our guests this morning President Andrew Sorensen and Provost Mark Becker. President Sorensen, I would like to say thank you on behalf of the Executive Committee and the faculties that we represent for the opportunity to participate in the hiring process of our Provost this year. We were glad to have a voice in that choice. Thank you. And I would like to welcome you, Provost Becker; we look forward to working with you and seeing you on our campuses soon. Gentlemen, we will take some comments from you and then I am sure there will be some questions so if you would like to come up we'll be glad to hear you speak this morning.

President Andrew Sorenson

Thank you very much. Although it is very wet outside and I got soaked on my way over here, my spirits and enthusiasm for the University of South Carolina are not dampened so we have got great possibilities before us. I'm very much indebted to Chris Plyler for giving me a number of topics that he feels might be of interest to you. I will go through those and I suggest that we respond to questions rather than wait until after I go through the whole list. Respond to questions on the topics as I move from topic to topic and then I have some information that I would like to share with you about what is going on now and what will be going on in the future at the university and then I want to allow time for our new Provost Mark Becker to have an opportunity to speak to you as well.

Chris notes that there is appreciation for the raises that were given this year and we worked very hard on that, and I am delighted that we were able to give that. It's not enough; it should be more than it was, and so the question is what is going to happen in the future. I've met recently with Senator Leatherman, who is chair of the Senate Finance and Taxation Committee which controls the appropriations in the Senate, and with Bobby Harrell, chair of the House Ways and Means Committee, which controls appropriations in the house. Both of them are cautiously optimistic about the prospect of increased funding for the state for next year.

Now notice I said for the state and how much of that is allocated to the universities and colleges remains to be seen. There is a considerable political support for increase funding for kindergarten through twelfth grade programs. It is alleged by many South Carolina voters that we don't

support our Pre-K through twelfth grade programs adequately. I think that the same argument could be made for colleges and universities. The topic for particular passion for me, so we wind up fighting with one another for dominance in terms of tension from the legislature. It is obvious to even the most elementary student and observer of politics in South Carolina that the number of people who represent the students who are enrolled in Pre-K through twelve enormously outweigh postsecondary education. So in the terms of numbers of voters that can be appealed to which is always a prism through which legislatures look at their voting our influences are much less than theirs.

I talked among the many topics I've discussed with them, with the legislatures and particularly the leaders. I should add David Wilkens as the speaker of the house with whom I've had hours and hours of conversations about these issues that there are some strong sentiment for capital funding by floating a bond to allow us to have capital expenditures. And if in fact that is given then I will address this.

Mark, I am giving you a suggestion now to work with Chris if it is announced that there if going to be an increase in bond authority, then you need to talk to the deans of the four two-year campuses to make sure their requests for capital expenditures are included when we go to the legislature to talk to them about that. Any questions about that, funding for the future? OK.

What is the status of the legal challenge to life sciences legislation and what are my thoughts about how that legislation, if it survives the challenge, may impact the structure and function of the regional campuses? A political compromise was worked out on the so-called Life Sciences Bill. The reason I say so-called is because there was a bill that was drafted to provide 250 million dollars of support for a capital project at the three research universities, Clemson, MUSC, and USC Columbia, to fund capital expenditures and with a very strict stipulation that every dollar awarded to any of the three schools was needed to be matched dollar for dollar in private givings and that the proposals had to demonstrate that they would create jobs in the near term and so if you needed to demonstrate one or the other you needed both.

You needed to say we need a building that will be x and y, and we will raise fifty percent of the cost of the building and then x and y will create jobs in the near term. The four years schools as a group felt there are ten public four-year universities in the state, three of which are part of the University of South Carolina. So I am not going to isolate our three versus the other seven but as a group the ten decided that first, the prospect for them matching dollar for dollar for let's say a twelve million dollar building and giving six million dollars as a gift was near zero, and secondly that demonstrating that creation of jobs in the near term, having a pharmaceutical company come and locate a manufacturing facility on one of the campuses and saying that the company will hire a hundred people the day the building was opened, was near zero. And so the ten public comprehensive universities said we want a separate deal, we just want cash, we don't want the one-to-one match, and we don't want the creation of jobs. So the legislatures apparently said if you don't want that, then you can't have as much and the purpose of the legislations is to stimulate economic development, and so the compromise was that 220 million would be divided among the three research universities and the remaining thirty million would be divided among the comprehensive public universities.

A resident of Greenville who has a record of attacking many legislative issues and bills passed by the General Assembly as being unconstitutional, Mr. Sloan filed a lawsuit declaring that bill unconstitutional. Now that bill what started out as the Life Sciences Bill became depending on what lingo you prefer using bob tailed or Christmas treed or bastardized, and I have heard all those words used to describe it as people just kept adding things. So a prominent senator for Charleston said I want Trident Technical College to be able to offer baccalaureate degrees and if you do that—put that proviso in there—then I will vote for the bill. Another senator said if you make USC Sumter a four-year university, then I will vote for the bill. And so then you have all these long, long lists with people appending amendments to it. So what started out as a life sciences bill became the life sciences plus, plus, plus plus, plus bill and of course that is how legislation gets passed with those kinds of compromises swapping and horse trading used to call it log rolling. The Attorney General in his wisdom came out and said there are parts of the bill that are constitutional, and there are some parts of the bill that are unconstitutional. He said the Trident Tech and the USC Sumter amendments are unconstitutional and giving the three research universities two hundred twenty million and the comprehensive universities thirty million is constitutional.

So then the General Assembly has to decide so now what are we going to do? A political action group that is described by many, many people as a right wing group—I am not saying whether it is or not, I am just saying that it is described that way—has an ally that lives across the street for much of the day who decided to join Mr. Sloan and be friends of the court. The Latin term is *amicus curiae*. The research universities said, well we are going to be *amicus curiae* on the other side, and so the three research universities have joined as friends. The Speaker of the House, David Wilkins, Bobby Harrell, Chair of Ways and Means, and Hugh Leatherman, Chair of Senate Finance, are defendants of the suit. Their people are accused of engaging in unconstitutional behavior, and so when I was asked to choose between Mr. Sloan on one side and the Speaker of the House, the chair of the Ways and Means Committee and the chair of the Senate Finance committee, it was an easy decision. I said we are going to support the General Assembly because the General Assembly is responsible for our general funding.

For me not to support the General Assembly I think would be irresponsible. This case is being heard by the Supreme Court of the State of South Carolina, and I have no idea how it will turn out. One possibility is that the bill will in fact be declared unconstitutional. Another possibility that there is a phrase in the bill called severability: that is, the legislature if it chooses to can sever parts of the bill. So the Supreme Court can agree with Mr. McMaster and say that some parts of the bill are constitutional and some parts are unconstitutional. That is the Supreme Court's prerogative, and I have no idea how they will rule, or they could say everything is just fine, and we are going to accept it like it is with the bob tailed and the Christmas tree and the log rolling. So that is where we are. Questions?

Professor John Logue (Sumter): It's too complicated for questions.

Sorensen: I am not a lawyer, John. I am not practicing law, I am just telling you what is going on, or what I think is going on. Of course the fear that I have is that the Supreme Court will make its decision in February or March and the legislature will have been in session for a month or two and will have a new bill with new bob tailing. So people that have things they wanted to

add to the other bill will not have had their chances so we will have a longer list this time. That is a very distinct possibility.

Then there is the question about the observation that I've encouraged regional campus faculty to increase their levels of research and solicitation of outside grant support which is correct. I have encouraged you to do that. But I want to be sure you understand the expectations of you doing that in terms of tenure and promotion evaluations is very different from that of the comprehensive public universities, which is different from USC Columbia. And so you need to sort those out with new Provost and Dr. Plyer: how we can operationalize that in terms of tenure and promotion processes? I don't have any preconceived notions, so ya'll ought to talk about that openly and candidly, but the question is do you have any suggestions that might make the internal processes that for Research and Productive Scholarship grants through SPAR friendlier to the regional campus faculty? I would like some suggestions of how; I want it to be friendly. There shouldn't be any impediments; you should be if you are so inclined, then you should be encouraged to do so, and if you are not inclined, then you are not inclined to do so, then that is fine. But if you are inclined to do scholarship, then what can I do to tell the Vice President to make it friendlier to you? Yes.

Steve Bishoff (Sumter): I recently got turned down on a SPAR grant and not on the merit of the research. The comment I got was the chance for external funding was slim to none so this wouldn't be funded. I think if we are going to be in the same pool as the other campuses, and that is an impediment. We often are not going to be able to acquire external funding, but I certainly think our chances are improved if we get some funding.

Sorensen: Yes, that sounds imminently reasonable so I want you to meet with this guy (points in the direction of Provost Mark Becker) right afterwards or on another occasion to talk with him and with Harris Pastides also, to sit down and talk to him about it. And make sure you will talk about your own situation, but you also generalize to your colleagues so that there can be two conversations. There can be a conversation about why your particular proposal was turned down, but it seems to me that your request was completely reasonable and imminently sensible. And you can quote me in your conversation; they might have a good response, but I don't know. I believe in delegating authority and responsibility, so I will let them think about that.

Pete Murphy (Union): Some people have wondered whether a good idea might be to have monies designated specifically for the regional campuses for RPS because there are different qualifications and expectations and they are not the same.

Sorensen: Of course not, and they shouldn't be.

Murphy: And that is just the basic idea: if these things were designated to that particular area, then the idea of parity and so forth might be more easily achieved.

Sorensen: I think you should join Steve at that meeting. OK, would you do that? Not that there is safety in numbers because I am sure you don't have a safety concern with Mark.

Rashley: No, we have a representation on the RPS committee, but that is just one member. The review process has changed in recent years so the grants are being reviewed less by the internal committee and more by ad hoc reviewers in the USC community which has increased some of the misunderstanding about different expectations for regional campus grant awards.

Becker: Maybe we should have an ad hoc committee to take up these issues with Harris Pastides.

Sorensen: I want to make sure you understand one thing very, very clearly. The mission of regional campuses is different from the mission of comprehensive public universities and is different from the mission of USC Columbia. And so I reject out of hand any notion that all three entities need to conform to precisely the same expectations and criteria – flat out refuse to do that. Having said that if you are inclined to engage in scholarship and you need funding for the scholarship I think that we ought to encourage you to do that and your colleagues whom you represent whom are not here and we ought to make that support available and if we don't then there is something wrong and I want them to tell me what is wrong.

Joe Pappin (Continuing Education Academic Credit Programs): I applaud your encouragement of these meetings to take place in light of the fact that the Vice Presidents also report to you. This should be taken that you also are sending them the message of encouragement good faith to negotiate on these matters.

Sorensen: I think my message is quite clear. If you think that Dr. Becker has any sort of ambiguity in what I said to him, talk to him afterwards and ask him if there is any ambiguity in what I said. I don't think there is one iota of ambiguity in what I said. You are welcome.

Chris Borycki (Sumter): I don't know the details of it yet, but I know this is an issue Dr. Pastides is sensitive to, and as a result of that he and his staff I think have a forthcoming campaign on something called SAM. I have heard about it, but how extensive it is on addressing these particular issues, I don't know. But the idea is to make sponsored programs more user friendly, more PI friendly.

Sorensen: Lisa, what I would like to do is to suggest that you is that you as head of this group invite Dr. Pastides to come and speak to this group and talk about these issues.

Rashley: I will be happy to do that. Thank you.

Sorensen: You are welcome. And tell him that I was the person that suggested it. I don't think that is ambiguous at all. Any other questions about that? OK, there is a question for you, Provost Becker. Do you have a copy of this? He does so I will skip that one.

Although regional campuses do not have as their primary mission the same service requirements as traditional land grant extension agencies, our communities expect a similar service response to their solicitation for aid. Faculty members are frequently requested to provide expert consultation and help. Some individuals are in such great demand that they must be selective in their response. These interactions are important not only for the educational and political significance, in the long run they influence recruitment and retention and, depending on who's making

requests, your budgets. That's my editorial. Considering that recent administrations have encouraged regional campus faculties to emphasize and to strengthen research and scholarship promotion in tenure decision, do you think that the university should recognize and reward individuals called upon for heavy service loads?

First of all I prefer thinking of it as outreach. It is not just a semantic distinction; I want to think of us as reaching out to the communities in which we live and my anecdotal impression of my visits to your respective campuses is that collectively that you do a terrific job of doing that. The people of your communities speak very highly of you as institutions. I treasure your involvement and when the governor proposed closing USC Salkehatchie and USC Union, the support for what you do in those three-four communities—because Union has campuses in Laurens in addition to Union, and Salkehatchie has two in Walterboro and Allendale—word from those respective communities was overwhelming. People were just incredibly inundating me with their vows of life long fidelity and the debt of support and appreciation which had not been expressed previously much to their regret and told me how much they loved you and even said nice things about the deans of the respectful campuses. Some of them probably unprecedented in their history. I surmise—although I don't know that for a fact—I suspect some of those had difficulty getting those words, but I told them how much I appreciated their support. So their outreach is important.

I don't want the outreach, however, to be substituted for teaching and scholarship; that is our primary duty: to educate the children of South Carolina. That is why we are here. And if you are off doing Red Cross and Girl Scouts and the mayor's commission on GPS and giving speeches to the League of Women Voters and playing the organ at the Baptist church, which would be put down at a research university as an outreach activity—playing the organ at the Baptist Church on Sunday mornings and consumed so much time that he wasn't able to engage in scholarship because he had to practice during the week. I don't want that to be a substitute for emphasis on teaching and learning and stimulating scholarly interest among the students. I don't want people hiding behind it.

And why do I know that so well? Well, I know it so well because I did it myself. I got my PhD, went to Cornell University, where I was teaching courses in epidemiology. I did a study of heroine addiction among Puerto Ricans in a large urban community. So I go to Ithaca, New York and I found out there are a lot of students that are addicted to heroine. So a graduate student and I established a halfway house for heroine addicts. I think all of you know I was a Presbyterian pastor prior to that, so I say in a very literal sense that I was doing the Lord's work and helping these students who are addicted to heroine. When people found out I cared about heroine addicts, then the list of my community activities got larger and larger and larger. Finally the dean of the college in which my faculty appointment was at Cornell called me in and told me you're hiding, you're hiding behind all these community activities. It is true, I was, because if I had to decide of an evening what to do—go down and save heroine addicts from their addiction or go to the library and do some research, I preferred going to save the heroine addicts so I was using that as a substitute. I found after sober reflection on the dean's threat—which was you're not going to get tenure at Cornell University if you keep behaving that way—I found a way to do both, and I remained as the chairman of the board of the halfway house and continued to do all my other activities.

But I found a way to do both—and if you have to choose, then it is a zero sum game. Every hour you spend on service is an hour you don't spend with your students, so you have decisions you have to make. Each of you has to decide for yourself in your own way, but I sincerely believe that some people hide behind that and say I can't do the scholarship because I am so busy serving others. And in my case was a ruse. And I was deceiving myself. Any other questions on that?

OK, last question for me. Can you comment on how you will be able to assist as we face the challenges of working cooperatively with USC Columbia Colleges in delivering degrees to our service areas? Chris, are you going to talk about the Palmetto College?

Vice Provost Chris Plyler: Yes.

Sorensen: I think we need to do more to have more courses originate—I've said this to you before, but I am going to say it again. I want more courses to originate on your respective four campuses that will be transmitted elsewhere, including Columbia. Conversely, I want us to have a completely interactive eight institutions—now a fourteen-campus system—so a course can be originated on any one of the eight campuses and be disseminated to students throughout the fourteen campuses. The technology is there, the desire on the part of the president is there, money is available to do that, but there has to be the will and the desire to do that. If people are effective obviously it has to be people that are effective in that type of communication.

I have taught courses that way while I was at the University of Alabama. I taught an epidemiology course every other semester and I had students from the University of North Texas. It is really discombobulating when you are in a room and you have students in front of you who are enrolled in your course, and then you have got these TV monitors. Then a student asks a question, and it takes awhile to get used to it. Again I will testify from personal experience because you hear this voice and you look around and you don't see a hand raised, you see a student sleeping, and you say it can't be the sleeping student. Then you learn to look at the TV monitor, and finally you get into it. I found it very engaging. Obviously it has to be with a limited group, not with 327 students enrolled in the course. But the ways can be found to compensate the faculty who do that and limit the size of the classes. The provost is going to figure out how to make all of that happen.

Borycki: (Sumter) Has someone bought the technology that we don't know about? You are saying that it exists and that it works. That we can, and that any one of the campuses can be . . .

Sorensen: No, the technology is available. What campus are you on?

Borycki: Sumter

Sorensen: OK, if there are seven campuses, seven faculty members at USC Sumter that want to do that, I guarantee you that we can find a way to get the technology established at USC Sumter.

Borycki: We would like to make it happen.

Sorensen: OK, then work with Dr. Carpenter and Dr. Becker. You know the technology is there. We know how to do this technologically. Isn't the room up to do it on your campus?

Carpenter: (Sumter) Yes, sir.

Borycki: Yes, only to Spartanburg, however.

Sorensen: You know we've got something called a grid system. We got fiber optic cable and wi-fi and all the technology is there.

West: You are a little behind the times, Christine, because during the last months, there have been a number of tests between Betty Harvey and Harry Catoe that have gone very well. So the technology does exist.

Plyler: I will have that in my report.

Sorensen: I am waiting for it. I expect you to sign up. Next semester I expect you to have a course.

Eric Hauser (Sumter): Philosophically, when you are dealing with satellite courses and when there are certain questions, do you feel some are predisposed for that format and others are probably less suited to that format?

Sorensen: Yes. Absolutely. Virginia Tech developed a program called the Math Emporium where you can do self-paced math instruction so you can take an introduction to calculus, geometry, trigonometry course. It is self-paced instruction and there you can have that set up, but then it is imperative that you have a faculty member walking and monitoring and talking to the students so if they get in trouble so they can talk to the professor.

As somebody who had enormous difficulty with calculus, I benefited enormously from that kind of opportunity to talk to my professor about what I don't understand and what the hell is going on here and sit down and explain this to me. And so that is one kind of course. The University of Illinois developed chemistry courses where you can have introductory chemistry courses again with the labs simulated on the computer; you don't have to have a laboratory, a chemistry laboratory to do experiments. There's also the safety advantage when the student blows up the explosion, you see stars all over the computer screen. No one gets injured by flying shards of glass.

Hauser: Philosophically I believe there is a strong difference between mediated forms of communication and face to face, and we need to balance those needs.

Sorensen: Absolutely, I absolutely take your point. And foreign language would be another one. You could have tapes in the language lab but it is imperative for people to sit down and talk to one another. And English is the same. I had a terrific speech course as a freshman in college—it

was a wonderful experience for me—all of us having to stand up in front of our fellow students in class and speak. There is no substitute for that by audio or video.

Danny Faulkner (Lancaster): Various departments in Columbia already offer some distance ed classes. Would you envision us in competition with some of those classes, or would you like for us to negotiate with Columbia?

Sorensen: Sure I would like for you to be able to negotiate, but if you offer a better course, then the students ought to sign up for your course. You know it might give them a little, it might help them to focus more on the quality of their teaching. Then again you should talk too, don't go out and announce a war. The thing I keep trying to talk to people is that we are all members of the Carolina family. We ought to find ways to work together, and I hope you have been impressed with that. I go out to the campuses, I reach out to people, talk to people, visit with people. I want us all to find ways to work together. So we shouldn't have to duplicate things.

Faulkner: I am just concerned that some courses that are offered from Columbia, I think are taught a certain way, and I think that people on regional campuses could serve other regional campuses better than the Columbia based program. I am just afraid that the people in Columbia are going to get their nose out of joint when they discover the competition.

Sorensen: Let them come and talk to the president about that. I'd be delighted as the Soviets used to say a frank and comradely discussion in my office. Sir?

Allan Charles (Union): Do you anticipate, President Sorensen, to have distance ed and the Palmetto College integrated?

Sorensen: Yes, some of the courses offered through Palmetto College will be in this kind of format and others will be in the distance learning format might be e-mail, you know internet courses. I am wide open. Yes, it is up to these guys to work with you and figure out how you want it.

Allan Charles: So, it won't be competing programs. It will all be one.

Sorensen: That is the strategy of how I want it. Any other questions for me about what I said or didn't say. Thank you very much. I really appreciate what you do and I trust that we will continue to see the operational realization of my dream that we are all part of one university, that we have multiple campuses and the number of campuses is getting larger and so we need to keep affirming the fact that we are all part of the same family and that this distributed learning is just part of the family reaching out to other people. Thank you very much.

Rashley: Thank you, President Sorensen. We appreciate your interest and your subtle messages to the vice presidents as well. Provost Becker?

Provost Mark Becker

Provost Becker: Thank you Lisa, and I am delighted to be here. I have been in Columbia less than three weeks so this is the conclusion of my second full week in the job. As you can see I get

a lot of unambiguous messages about what it is I am expected to do. I am off and running at a pretty good pace I believe. There was a question that the president passed on, referred to me so I will start with that and then go off to a number of related points and basically build on some of the discussion we have had already. The question related to the Senate and the faculties that it represents greatly appreciates access to the Provost through the Provost Academic Advisory Committee—how do I see, if I have had the opportunity at this point, continuing in that process. I think the simplest way to say it is right now I am deeply immersing myself in the life and culture of the institution, and what committees and appointments and even the structures of my own offices and how to structure associate provost of my offices are all the pieces I am working on.

What I intend to do and what actually my office is working on scheduling is actually come to each of the regional campuses somewhere in the October time frame hopefully before November. I will work with Dean Plyler, with Chris, and with your deans and your campuses; if you have ideas on how I can best use my time and your time when visiting your campuses, please feed that through your deans and through Chris because I do want to get out to all the campuses soon, and again see where you live, get a feel for the place, the culture, the institution. To tie that back to whether I will have a Provost Academic Advisory Committee or some other committee I can't say for certain at this point. Those sorts of decisions in terms of the committee structures I'll use, how I will schedule meetings and how frequently, etc. is in development, and I will have a better sense of all of that in a few weeks to a month or two.

I think what I want to do at this point is actually continue this discussion around the technology-enhanced learning and Palmetto College. I know Chris is going to say more about Palmetto College, but let me just start off by saying to resonate with the president's theme of one university. My graduate work was done at Penn State University, which is a university that really has a model and has had for a long time a model that is consonant with the vision that you just heard. There is one Pennsylvania State University, and I remember there being at least 21 campuses when I was a graduate student. I do not know how many there are today, but it is a university that does work as one university, even though each individual campus may be different than what happens at University Park. It is an integrated university with a vision and it works together. The president and the vice presidents see to it that you get that articulated vision of it as an institution and that it actually works as you say it.

On the technology side I am not even sure that speech won't work in a distance format. One of the wonderful opportunities I had as a dean was to support a very ambitious group of faculty who were deeply engaged in having the education extend beyond the geographic boundaries of our campus. And we developed a number of programs that are delivered at a distance; I actually had the opportunity to lecture in one course on interactive television so it was the experience that you had, the television monitors up there, and there was a voice coming from somewhere and I had to figure out whether it was Fargo, North Dakota; Duluth, Minnesota; or Rochester, Minnesota. Let me say that Fargo is five hours away by car, Duluth is three hours, and Rochester about an hour and a half. So these places were certainly geographically distant. That was the technology where we started a few years ago. There is another technology that actually allows for the face to face and for the interactive experience on groups of up to about twenty to thirty that one of my associate deans was pioneering actually.

In his case he was using it for small group discussions where you take a standard core course in our curriculum, a course you would routinely maybe lecture in an on campus format to about sixty students and then break out into small group discussions. The question is how do you do that at a distance? We can design the course, the sixty students lecture format course, if you will, for the web using instructional designers, you can make some adjustments into on how you present the material. Instructional designers have gotten very good on how to take a lecture course and put it on the internet. But then the next piece is how do you bring in the small group discussion? Well it helps to have techno nerds for associate deans and who want to teach those courses.

My associate dean who was teaching that course working with the web support team for the course started pushing the boundaries of what you could accomplish using these little cameras that you put on top of your computer, the cameras that sell anywhere from one hundred to two hundred dollars. You do need something on the order of broadband access so you would have to either do this in an area where cable modems are nearly ubiquitous or do it in a campus environment where there would be laboratories where people could get access. But using those little tiny cameras and basic technology that I think is put out by Macromedia—the people that bring Macromedia Flash to you where you get flash animations—you go to web sites and see cars drive across the screen and whatever.

Well, they have another technology for interactive communication, and so our technology people started working with Macromedia on that because we had a bandwidth problem. We were trying to run twenty people through a server and it wasn't set up to do that. Macromedia tends to make a lot of money doing that so they actually opened up their software and basically rewrote it for those needs. So those technologies are coming; you will be able to do interactive discussions with ten, fifteen, twenty, thirty people live and get the face to face. Your computer screen—you will be able to have multiple images if you will. You will be able to have that interaction.

Hauser: Why I mentioned the philosophical issues with that particular technology is that one of my research areas is computer communications' impact on the perceptual body and sender and also had the professional experience of selling picture-tell equipment as part of US Telecenter equipment when I was in Boston. One of the things we did notice was that it's not the equipment that is the problem, the technology, the through put, the band width, it is the perceptual differences that occur the detachment in the audience versus the speaker. There's a level one of things for any of us that have gone through teleconferences. People are much more willing to interrupt people across a television screen or across a computer than they are ever willing to interrupt them in person, face to face.

And so my field is still the process of debating what exactly are the significant differences between face to face interaction and mediated communication forms. I am still waiting and looking at the body of research at this point to see if I am able with a speech class to train my students effectively when the bulk of their material, the bulk of their interaction of the speaking environment is going to be face to face, which does tend to have different audience impact than when they are mediated. That is more where I am concerned is that the technology itself—they're not always going to have access to that, they're not always going to be mediated, so they

have to be willing and able to deal with that face to face interaction. Again there is a distance and a psychological audience impact that we have to be aware of.

Becker: And I appreciate that. There are a couple of things. I think our students are changing. Being the parent of two high school students, watching the ways they are taught, the ways they learn and the ways they use technology as compared to the way how I did. I used to punch cards back in the good old days, feed them into a hopper and wait for the printout to come. It is amazing. And in fact I had a high degree of skepticism about these technologies, including the one I just spoke about. But about a year, a year and a half ago I was trying to search for a dean and the search firm came to the search committee and said what do you think about doing the so-called airport interviews? It's very common. Let's try to schedule two or three days where you will sequester the committee out in an airport and just keep flying in candidates so you can do the first screen before you pick your finalists. Something I have done recently, in fact. And the search committee . . .

Sorensen: We did it in the airport.

Becker: And the search firm said what do you think about doing this by video conference. Basically at this point Kinko's is everywhere, and many of the Kinko's have a video conference facility. We will work with the candidates—and we had about nine or ten candidates to be done one at a time—but we will work with them if they are at an institution where they are too uncomfortable to go to their campus and get this hook-up because they don't want to reveal that they are going to be a candidate for a search somewhere else. We'll work with the local Kinko's to get this done. As someone who is concerned with precisely the issues you are talking about—the quality of the experience, and whether you will be able to transmit the same information—I was extremely skeptical, and actually I argued against it for about a week, but I was persuaded to at least give it a try. Basically we came to the conclusion that, well, if this works really poorly, then we will bust our butts and get them in here really quickly.

It was the best thing we ever did because getting nine people to our campus in less than two weeks in a two to three day period was near impossible. And these were all people who were either sitting deans or department chairs and had calendars booked months in advance. But we managed in about a two-week period to schedule all these video conferences in a two day period because we only needed an hour of their time. We didn't need them to get on a plane and fly, etc. And to make it short it was the best thing we ever did. We got the same quality of information and experience. We got the body language. We knew when we were sitting there with that candidate on screen and they were sitting like this with their heads down or their arms crossed—we got a real good read on them. When we picked the four to come to campus, we didn't have any surprises. The body language that we saw on the camera indicated the level to which they were engaged in the conversation or disengaged, and we didn't have any surprises. It did work. The only thing I would say is that we are all getting better at this. And we will use these technologies more and more. Maybe some of the issues that are issues today won't be issues tomorrow as the generations become more experienced and more sophisticated as how we use these technologies.

Sorensen: I would also like to suggest that you think about offering a course in which you talk about the research methodology or employing them. I think you can find students in our college of mass communications that information studies would be very much interested in that.

Becker: At this point I am happy to take questions and to discuss any topic, but I will be visiting the campuses soon—as soon as we can get them scheduled working between the respective dean’s offices on the campuses and Chris. I hope to be able to use the time productively and if there is a desire for me to meet with faculty groups whether it be Senate groups or whatever we can easily work that into my schedule while I make those visits. There will be memo going to the deans of all of the campuses outlining the Faculty Excellence Initiative that the president has spearheaded and the Centenary Plan, our two new faculty hiring plans. The Centenary Plan is a plan driven toward hiring faculty who will basically be focused on sponsored research, bringing it in and supporting themselves. These are not going to be state funded lines. The Faculty Excellence Initiative is a faculty growth plan, tenure-track positions. A memo to the deans offers a thumb nail summary for it: I will be looking for ambitious proposals, big ideas, not I want one here, one there, and one there. But really what are the sort of things we can do can be transformational. That memo is in the envelopes as I speak and will be heading out of my office today both under my signature and Vice President Pastides. Any questions that people would like to raise at this point. Yes sir.

Pappin: I am sure you are familiar with not only the fact that we have four regional campuses but Continuing Education is a component of regional campuses as well. In fact I think we have perhaps as many faculty members, full-time and part-time as least one of the campuses. In Byrnes we certainly welcome you to come by there.

I would like to say just a brief word about the Provost Advisory Committee which I have been able to serve on before. It seems sensible that you have to review all the committee structures and with your visits to the campuses in October—but I hope that you will consider the future continuation of that committee. It allows representatives from each campus to sit down and have a direct dialogue with the Provost and the Associate Provost. I have found it to be an extremely constructive way of familiarizing yourself with the campuses administration and their concerns and it has been entirely constructive as far as I am concerned. Please keep that in mind.

Becker: I will definitely keep it in mind. As I said I haven’t gotten to that part of the agenda yet so I won’t commit to anything at this point but I definitely appreciate your comment and will keep it mind.

Rashley: Thank you, Provost Becker. I am going to announce meeting places just in case there is anyone who has not received an agenda. There have been a couple of small changes:

Rights and Responsibilities	801H
Welfare	853
System Affairs	857
Grievance Committee	858
Executive committee	801A
Dean’s meeting	801I
Academic Deans	801JK.

We are going to adjourn now to standing committees and reconvene at 1:30. Thank you.

Afternoon Session

- I. Call to Order
- II. Reports from University Officers
 - A. Report of the Vice Provost and Executive Dean of the Regional Campuses, Dr. Chris P. Plyler
See Attachment I

Thank you, Lisa. I would like to welcome everybody back for a new Senate year. I sense the excitement and anticipation in the eyes of everyone; it is going to be an interesting year with a lot of change and getting used to that change. Let me not forget at the outset not to thank Summer and Kathy for staying up all night with that pig and picking all the pork off of it. It was a very good lunch, Kathy. And if you haven't met Summer Meetzes, she is going to be working very closely with Carolyn and others in our office particularly with concern to the *Faculty Manual* updates, keeping it current and other matters you should be concerned about. So we wanted Summer to be seen and recognized; she's doing a great job for us since she has been with us, now over a year I think. Dr. Duffy, we are glad to have you with us as always. I want to especially welcome the new faculty. I know that the deans will introduce all of the senators when they have the opportunity.

I wanted to explain to you we have space as a problem even on this campus, space as where to have these meetings—all of the logistic concern of putting a meeting on, especially parking, and for those of you that are new and who sensed a little frustration in trying to find a parking place we understand that because we deal with it everyday. We are not responsible for Parking Services, and when we go to a place like the Moore School of Business they determine where we park and how we park so we apologize for any inconvenience that you may have experienced. For those of you that have been coming for some time, you know to come thirty minutes early to figure out where to park. It is just going to get worse because new buildings are being built, stadiums are being built, and not too many parking lots are being built. So thank you for your patience.

I would also like to acknowledge Lisa Rashley and John Logue. The president credited me for having those issues, but we got those through your chair. We wanted to make sure he addressed or at least that he was knowledgeable about some of the things that were on your mind. I hope we—I hope you accomplished that. The Provost and the President got in several bits of information that I was going to report on, so this will shorten my remarks considerably. But I would say and emphasize even legislatively I am told that there will probably not be a bond bill for next year which means that the projects that we, the campuses have

submitted in years past are going to continue to stay in line, stack up and hopefully remain in the present priority that they have. We'll review those again this year in concert with the Provost to make sure they are on his mind, and they are not forgotten in the larger scheme of things, but we are going bond bill in the last four years, it is an anxious time particularly in view of the fact that Columbia has so many projects they are trying to promote with the legislature.

My counsel, and I think the former Provost's, I am sure the new Provost will say this when he is more acclimatized, is to continue to work with your local legislature delegations because they are the ones who really make it happen for you when it comes to deferred maintenance projects and proposals for new capital improvements and so forth. But we will continue to meet with the chief financial officer and the Provost on those matters. There's been no discussion recently about this year being a robust budget year. We don't anticipate that will happen. Hopefully the economy coming back somewhat, and we have not at the same time had any indication there would be a mid-year reduction in budgets so we are hopeful that our operational budgets which came to us last July will hold, and we won't have to reduce those.

There are some academic searches under way that you are probably aware of. The Columbia campus continues to look for deans and the proposed combined College of Pharmacy, combining that with MUSC, and as far as I can understand, there will be a dean on the Columbia campus, and there will be an executive dean that will reside on the MUSC campus. Also the newly merged or emerging College of Arts and Sciences will likely interview two candidates to come to Columbia, they have two more to go. I will tell you they have been fully briefed about the Palmetto College prior to coming to Columbia since this is a dean that we do a lot of business with. Most of the courses we offer on our campuses leading to our associate degrees originate in that college, and it is very important to us the new dean be familiar with our missions and our vision of what we hope to do in the future, and I am pleased that that has been the case so far. School of Public Health is looking for a dean, and it is also anticipated that the School of Music will begin a search for a new dean this year.

The freshman class at the Columbia campus now stands at 3383 with 71 percent of those students being in-state and 29 percent out of state. 11% of the new class is African American, the average SAT is 1149: total headcount for the Columbia undergraduate enrollment is 17,469 as of today. You also may have been made aware of the fact that USC Columbia will in two years require that faculty adhere to online process for their applications for tenure and promotion; a web site has already been constructed to allow faculty to become familiar with that process, become familiar with the e-forms and the format. The regional campus's faculty will continue to use hard copy application prescribed in the *Regional Campus Faculty Manual*. I don't know how that will change but I would encourage our young our junior faculty to at least familiarize themselves with the e-forms. It is also as I understand it a convenient and easy way to manage your application, to

manage the information that goes into the application, so becoming familiar with it certainly can't hurt but it is not something that we are going to require anytime in the foreseeable future.

Palmetto College implementation: programmatically nothing yet. Dr. West is working on a number of things, particularly the faculty development aspect of it. We have a sort of a fuzzy understanding right now of needs. I think that has to come clear as we move forward. Critical mass, clear presentation of needs, being able to demonstrate that need is going to be paramount as we begin to offer these upper division courses and certainly if we begin to propose degrees under the college. I know that is going to happen. We all want it to happen fairly quickly but all of this is going to take time. We are installing the infrastructure now; it is a multi-phase project that involves all aspects of local area network, a wide area network, and of course the presentation of equipment. The connections to the locations with the exception right now of Laurens will change from a T1 which is about a 1.5 megabyte capability to the DS3 which will support up to 45 megabytes. Under this configuration our campuses will quickly be able to respond to the band width requirements up or down, so it will have some flexibility again which is going to be needed as the college grows.

This is a little too technical for me too, but I want you to know about it just in response to some concerns Chris Borycki had this morning. Routers and switches, the connectivity equipment at all locations, have been replaced with current technology as recommended by computer services and CISCO systems. Equipment purchases, upgradable, and to support campus requirements for five to eight years as I understand it. Rooms currently being used for video are being upgraded with same model equipment as new rooms ensuring compatibility, and this is the additional benefit of simplifying support and new video equipment will be POLY CON 4000. I am sure you all are aware of what those are. Each room will be equipped with a capture station allowing each class to be recorded and made available by way of the web if there are network problems. The majority of this equipment is remote access equipment allowing for easy support so we did hear from our deans break-out earlier from Harry Catoe who is really extending himself on this particular project. I have full confidence in Harry, but he relies on the assistance of personnel and computer services. Many of us know the complications of vendors; when he can put the bid out for the video equipment in particular, and I think we agreed on a couple of issues that might have been holding him up this morning, so it is moving forward.

Whether or not it is ready for offering courses—not necessary Palmetto courses in the spring—remains to be seen. We are hopeful about that but we don't want to compromise the integrity of the work ability or the infrastructure of the system in haste. A lot of investment, not just monetary investment, but sweat equity has been invested in this project and it just has to be right this time. We understand that and so does everyone associated with it. But we are hopeful. The President wants it to happen. We can do this, we can do that, but there are a lot of details

involved in this and that is just for the technical part of it, there is heck of a lot more detail in the program part of it as well. I know you are concerned about that, we are concerned about that, but I think together if we are all optimistic and patient it is going to play.

I am going to be making a presentation in general about the concept and about what we hope to accomplish through Palmetto College to the Council of Academic Deans this semester and to the full Columbia faculty later this semester, so I am anxious about that, but at the same time the President and the Provost and the new dean of Arts and Sciences understand that it is a priority of this president and it is necessary to have this one university concept in order to really give it the true meaning it deserves, and which other multi campus universities have and have proven possible long before we have. So that is where we are with that. I am happy to answer any of your questions or alleviate any of concerns or I'll go get you another plate of barbeque, whatever you would like.

Murphy: I would like to go back to something brought up this morning. To whom does one make a proposal for a new course? What would be the initial steps?

Plyler: Well, I think it would start with a committee of this body. Again I think before that proposal comes forward you have to have a reason to want to do it, critical mass—the need for that and where it fits into a degree program is certainly essential. Our office will work with you at the proposal stage, developing that. Again it is a vision that the central administration of the college; the upper division part of it will pretty much reside in our office.

Murphy: Could it be an elective as opposed to a core course?

Plyler: I don't know why not. I certainly don't have any parameters on anything right now. But the curriculum is a faculty responsibility.

Robert Castleberry (Sumter): I guess I am still a little hazy about the mechanics of how this becomes reality. Clearly you are going to be making some presentations to the Columbia faculty, but you have had some committees working on very specific concerns. Like how's this going to be financed, how do you define what a student is and faculty. There is an ongoing graph of sort of a concept of Palmetto College. When will that become more fleshed out, and how will that decision I guess be made?

Plyler: Well of course the concept paper is there, that is the general concept. It is certainly a result of the task force that was created by Provost Odom. Then we moved into the implementation of Palmetto College, which was the springboard from the concept paper—which is exactly what that was designed to try to begin to do. I think one of the first things we say in that paper is that this is sort of an evolving project, we don't attempt to try to reach any conclusions here, there are so many processes, we don't try to reach any conclusions here, there are some

processes that touch virtually every office in the university especially on the Columbia campus. There has been quite a bit of talk about it, and people you more than any others know more about it but to hear the President and to hear the Provost, it is a wonderful thing to talk about: but how are we going to carry this thing out?

Two of the biggest things that concern me about Palmetto College: one, assuming that we conduct a thorough needs assessment, and we do a good job of demonstrating the need, and it is a history degree that is needed in Sumter. Do we go to the History Department here and ask them to begin to put together the program of study or do we implement the program of study as they know it for broadcast to the Sumter campus? Do we give them first refusal? And if we do, and they say, no, we don't want to play—which is very likely even under a VCM environment—do we then have something like the Commonwealth College at Penn State had the ability to create the degree within the Palmetto College? And the answer from the Provost's office and the President's office is yes we do, which was reassuring.

The other part to me that is going to be complicated and is going to require commitment from faculty and administrators alike is the faculty development program. How do we get faculty prepared to deliver their course, to teach their course in this way, in this new format? The provost touched on that this morning. There are some things I am sure we haven't anticipated yet, but the faculty when we put out a call for a committee of the faculty—a committee of the faculty, a committee of this faculty, any faculty that are interested to help us begin to look for solutions or answers to a given situation, I would expect some response from this body to do that or from a campus, however we decide to do it.

There are probably too many examples of how we are going to do this. We tried to anticipate all of those in the implementation papers so I encourage you to look on the website and then read the concept document again, and then present ideas to us as we call for your ideas or potential solutions. The revenue sharing I think we are close to working out. We understand in the beginning that the campuses are going to take a hit for some of the costs. Other questions: what is in it for us, how do you make this attractive to the faculty member to want to participate in with the understanding that new faculty coming into our system will probably be hired with the understanding that that is either going to be part of their load or taught as an overload if the situation requires? I don't know.

Do Columbia students have the opportunity to enroll in Palmetto college courses? Do Columbia faculty teach Palmetto college courses? Aiken, Upstate, Beaufort? I think we will know more at the end of this semester, at the end of this academic year about those things. I don't mean to sound vague, but I am still a little vague. All I can assure you about is that decisions that impact faculty prerogative and faculty responsibility will not be done in a vacuum. I think of new things everyday just as Carolyn does; we talk a lot about it, and deans are in contact

about it. It is going to be a college, it is going to be a different college, but it is going to be the university's nineteenth college. And that is a pretty huge assignment. So I don't think I have answered your question but that is pretty much what I can say at this point.

Castleberry: You did help frame a little bit more, but the whole thing still is in flux. You got input from a number of sources including faculty committees and special committees to help develop it but it sounds to me that one thing you have to do is sell it to the Columbia faculty.

Plyer: Well, yes to a certain extent. And then the working out of the details will come when they come. It is not going to be tomorrow. It made me feel better to know when talking to my counterpart at Penn State, they have been in this since 1996 and they are still working through a myriad of issues. They have a huge support office for this thing, much larger than ours, but they have more campuses, they have more students that they are dealing with as well. The interesting thing to me is had the university decided to reach out and emphasize I am just going to say it's distance education, it is probably not the right term—but reached out to offer their upper division courses through our campuses and to the students in our communities twenty years ago we would be much further along than we are now.

This Palmetto College is an effort on our part to do it ourselves since we are not getting the cooperation we would have liked over the years in offering these courses. Now if we go back and offer them first refusal to teach a course leading to a degree or to teach courses leading to the degree, and they decide, yes, this is something we would like to do, we would still have had to had the infrastructure in place so I don't feel like in any way we are wasting effort here. We are the campuses being funded through the lottery for the technical upgrade needed. We needed to do that anyway. So that is happening, and it would have had to have happened anyway. Columbia is not reaching into their pockets to help it. So thankfully the timing was right for the lottery to help us do this. The timing is right. This President is supportive of it in a general way. He likes it, likes what he has read, you guys work out the details, OK and that is where we are.

Borycki: Am I hearing you right saying that Columbia faculty would get right of first refusal.

Plyer: No, I think as I told Karl Heider we want our faculty to be participants in the upper-division offerings. We want our faculty to do this. If they can't do it, if they don't have the expertise in a given course, then we have to look outside of our faculty. Obviously we would look at Columbia to do that or one of the other senior campuses. First refusal is not the right term, even though I would have liked for them to have taken it on themselves in 1981.

Pappin: It seems like to me that it is very laudable that the Provost is announcing that he is going to visit all the campuses. I am a little bit surprised by the

suspension of the Provost Advisory Council, but maybe he is suspending all of his committees until he reviews a little more. That committee has been an asset in furthering the administrative concerns and the campus concerns.

Plyler: I would encourage you when he comes to your campus to bring that up again. I think that it is an avenue of communication that is important both ways. No, but I think he has suspended everything. He is coming in to try to develop the best process, ways and means, for him to get his business done, the business of the university. And he has an important job; it is everything. He doesn't know, for example, if he is going to hire the associate provost where positions are vacant in his own office yet. So he and it may take awhile. He's just going to try and feel his way through until he decides that this is a committee that will benefit him and benefit you and benefit students, you as faculty members. So I feel confident that that committee will again be active. In the meantime we will be vigilant with him and making sure he is aware of things, of issues, concerns, and we may be knocking on his door in March or April with the same concerns. But I expect him to say yes or no, and if he answers no, I expect him to say, well what's your appeal. We will appeal. We have never been bashful. We have just got to give him some time. He has a heck of a lot on his plate right now.

Well, thank you all for your attention and your hard work and best wishes for a productive year. I look forward to interacting with you in a lot of ways during this year especially. Thank you.

B. Dr. Carolyn A. West, Associate Vice Provost
See Attachment II

Good to see you all. Some new faces, some familiar faces. Welcome back. Summer, my administrative helper, has finally convinced me that the answers to all problems philosophical and otherwise is to cut and paste which I did on my report. And I cut and pasted the wrong dates. So if you have a report that says these are the results of the tenure promotion for the 2002-2003 it should be 2003-2004. And it will be corrected before I send the electronic version. The only part that I cut and pasted.

As I am required this time of year I need to report on tenure and promotion from last year. Five faculty submitted files for tenure and promotion. The regional campuses tenure and promotion committee agreed with the local committee in 100 percent of the cases; the Vice Provost agreed with the committee in 80 percent of the cases, and the President agreed with the Vice Provost in 80 percent of the cases. A reminder that you have already had on each of your campuses but I would like to mention again is that this time of year we have the Family Fund, and you might consider giving to support activities such as free flu shots—you could get free flu shots at the Health Center here in Columbia when you give to the Family Fund. Also remember the John J. Duffy Fund for encouraging regional campuses scholarship which has an account number of 1A1352, to provide funds

for development for faculty when the fund reaches \$5000. The fund is somewhere in the range of three to four thousand dollars. We are almost there, so giving this year might mean that we are able to disburse some of those funds. Remember it when you are considering giving to the Family Fund.

The Vice Provost and I have appreciated all the feedback we have received relative to development of Palmetto College. As you are aware, there were two courses offered last spring online, one of those was Marine Science 210 and the other was English 437: Women Writers. There were a total of over 35 students enrolled in those courses on all campuses. We spent this summer evaluating that endeavor, and we hope to use the results of that evaluation in planning for the future. We have talked about Fall 2005 as the next time for courses to be offered. We are tentatively thinking of upper-level courses in English, psychology, sociology, biology, and history, once we have our technology problem solved. On September 27, I am meeting with personnel from DEIS and also from the College of Liberal Arts to begin planning for the course for faculty who would like to participate in Palmetto College. So I will let you know next time how that is going and how we are proceeding. We are expecting to plan a course that will involve training but also will involve the development of a course on online development or for two-way video presentations. You will be hearing about that and if you are interested in participating—and I know some of you communicated to me that you are—we would like to have you participate. We are expecting it to be over the coming summer. Are there any questions? Thank you.

C. Regional Campus Deans

1. USC Lancaster – Dean John Catalano
See Attachment III

Thank you Lisa. Dr. Cox is going to introduce our senators when I am done. He was worried that not everyone would have seen his new lack of hair do as he tries more and more to look like his mentor in the academic dean world, Anthony Coyne. Under the area of students, Fall 2004 looks very good at USC Lancaster; we have the largest freshman class at USCL ever accepted, and applications were up over 30 percent this year. Total enrollment is running ahead as the same date as last year by over 14 percent. So we have the largest group of students in the thirty years in which we were able to pull numbers. New numbers do show that USCL now serves more students than any other regional campus in the USC system, and, yes, Christine, including Sumter. Not only do we have more students, our average SAT score of our newest freshman class is the highest we have ever had.

The Diabetes Education Center of Lancaster will soon be affiliated with USCL; we are going to bring it in as part of our health services center, that includes physical therapy cardiac rehabilitation and diabetes education and

these all fall under Dr. Riner in the Gregory Health and Wellness Center. Dr. Obi-Johnson, PhD from Georgia Tech in Chemistry, has come on board to teach all the chemistry labs this semester, and we will also offer geology on our campus for the first time in over ten years. We expect to do two faculty searches this year for full-time tenure-track faculty members—a minimum of two, and we hope to be able to do three. Congratulations to three newly tenured and promoted faculty members; you all know Professors Perry, Scarlett, and Rashley. Congratulations also to Dr. Barry who has just been reelected to serve as chairman of the Humanities Division.

I am going to skip down to finances, and I will submit this report as well. Thanks to increased enrollment coupled with a 10 percent tuition increase, a millage increase from Lancaster County which went from 2.5 to 3.5 mills, which is 350 to a half a million dollars a year, the coming year looks a little better for us in terms of the last three in terms of budget. Parity however remains a critical issue for our campus. As an example of the inequality in state funding I would like to point out that the Sumter and Lancaster campuses who now serve an almost equal number of students do not receive an equal appropriation. Sumter, Christina, receives \$1,433,786 more dollars than we do. Even though we serve approximately the same number of students. Dr. Cox?

Dr. Cox: Our Senate delegation has put on the sunglasses for the glare, according to Kathy Hutto. Our senate delegation includes your chair, your distinguished goddess of the podium, our Executive Committee member Lisa Rashley, and our senators Professor Danny Faulkner sneaking in the door over there; Fran Perry; the gang of three in the middle, Darris Hassell, Nancy Hazam, Walt Collins; Professor Noni Bohonak; and our alternates, Professor Dwayne Brown and Howard Kingkade. Grievance committee member is Wayne Thurman, and Committee on Libraries, Bruce Nims. Thank you.

2. USC Salkehatchie – Dean Ann. C. Carmichael
See Attachment IV

Mary Hjelm: I am not Dean Ann Carmichael. I am the Academic Dean Mary Hjelm at Salkehatchie. Our delegation are seated over here, Ed Merwin, Duncan McDowell, Roberto Refinetti, and there were three others that were here earlier but had to return home, Cynthia McMillan, Tarsem Purewal, and Hussein Zeidan. The dean is sorry she couldn't be here today. She had another engagement and asked me to do this for her. She has submitted a report electronically.

3. USC Sumter – Dean C. Leslie Carpenter
See Attachment V

4. USC Union – Dean Jim Edwards
See Attachment VI

Edwards: Thank you. You can't say USCU anymore because there is more than one of us. Our senators are Dr. Allan Charles, professor of history, Dr. Steve Buchanan, Professor of psychology; many of you met Tara Fatemi this morning and she had another commitment so she had to leave but she is USCU faculty member in biology; Randy Ivey has been selected as alternate and Dr. Peter Murphy serves on Executive Committee as vice president. I too submitted the reports so I won't go into great detail but the most important thing I can tell you is that we had a 34% increase in students this semester and a like number, 34% increase in FTE which is phenomenal. We are pleased that we represent twenty high schools throughout the area in at least eight counties and I know, John, we are in your territory some but still eight counties and we will take everyone we can get.

USC Union experimented this past summer with a four-day work week which seemed to work extremely well. In June and July our offices of financial aid, admissions, and our OSB offices opened five days a week during regular hours but the rest of the campus was only a four-day work week. Thursday afternoon it got a little tired for a lot of people but they tended to like it. We will probably do it again next summer. Again this year at USC Union along with the Union Chamber of Commerce will be the co-sponsors of the leadership union and the youth leadership union program which has proved to be very successful over the last several years in identifying and training leaders for our community And at this point and time the economic development in our state youth leadership is vital to our city and our county.

Though our biology lab was flooded thanks to Frances, I understand by phone call that we are high and dry again. That's good. We look forward to hosting this organization in November and we will get information to you and some road maps for those of you who may have trouble finding us. When we hosted it last time in Laurens I got quite a bit of grief because no one seemed to be able to find their way over from the interstate to Laurens. I'll give you a web change you can find. We have searches under way or in the process of getting under way for the academic dean for business faculty person and a director of our Laurens campus. And just this morning I got word that we did hire a new librarian, she will begin operation on October 4. Thank you.

- D. Assistant Vice Provost for Continuing Education, Dr. Sally Boyd
See Attachment V

III. Reports from Standing Committees

A. Rights and Responsibilities – Professor Danny Faulkner (Lancaster)

Faulkner: Good afternoon. Thank you. We reviewed our charges for the year. We have three of them. One of them I guess hasn't been reported yet in Executive committee. Last month we appointed an ad hoc committee to monitor the progress of things we have approved for changes to the *Manual* and see that they are properly submitted through the channels of administration so the Board of Trustees can approve these. So our first charge is for the committee to come behind and kind of monitor the progress and recommendations of that ad hoc committee.

Number two we were asked to put dates on the tenure and promotion flow chart that is found on page F-12 of the *Faculty Manual*. The flow chart gives you the typical procedures you would follow in doing tenure promotion but there are no dates or deadlines on there but we thought that would be helpful so we are going to do that as well.

Thirdly, if you have gone through tenure and promotion recently you will notice that you have to shuffle through a lot of places in the *Manual* to find out how to put the file together and who to submit it to. It really confusing so we want the committee to either streamline the *Manual*, have some revisions and put it all in one place rather than a couple of different places or perhaps produce a guide for tenure promotion which would not supercede what the *Manual* but would have in one place of what you need to do, when to do it, how to do it. We have considered doing both revising the *Manual* and doing a guide.

Today we had two members of the committee volunteer to work up a proposal on this, and to get it to the committee before the November meeting. Hopefully in November we will come forward from the committee for a recommendation, a motion for the Senate to consider, so we might be able to get that passed in the spring. Any questions? Thank you.

B. Welfare – Professor Teresa Smith See Attachment VI

C. System Affairs – Professor Allan Charles See Attachment VII

Systems Affairs was given three charges. One of them to come up with a schedule of compensation for teaching in Palmetto College and another two dealt with intellectual property issues regarding Palmetto College, and research grants and intellectual property issues. We have taken the latter two under advisement, but we have an official report which we would like to make as a motion to this body regarding compensation. You should all have copies. So I'll entertain any

questions you might have on it. If not I will handle it back over to the chair and we will discuss the issues.

Rashley: Any questions for Professor Charles? We can consider this under New Business.

IV. Executive Committee – Professor Kate Fritz

Good afternoon, everybody. I am going to touch on some of the more salient issues of the Executive Committee, which met on August 16 of this year. Most of the material that I have in the report has already been touched on by other—everybody stole my thunder today—so I'd like to remind you to submit reports electronically to me at KFRITZ@gwm.sc.edu, and then I'm going to give you the dates for the meetings. Is that appropriate?

Executive Committee	October 29, 2004
RCFS – Union	November 19, 2004
Executive Committee	January 21, 2005
RCFS – Columbia	February 11, 2005
Executive committee	April 1, 2005
RCFS – Salkehatchie	April 15, 2005

V. Reports from Special Committees

A. Committee on Libraries – Professor Bruce Nims
No Report

B. Committee on Curricula and Courses - Professor Robert Castleberry
See Attachment VIII

The courses and curriculum committee met on September 9. The associate's degree courses in nursing on the Columbia campus were deleted because those courses had not been taught since forever, so they have finally been removed from the roll. Courses were approved, among them: Geology 318 or the Roadtrip for Rockheads, Political Science 406, State of American Politics, Religion 355 on Hinduism, and Spanish 311, Language, Literature, and Culture. Also there is a Statistics course 205, statistics for the biological and life sciences. The existing course computer, CSCE 206 now has a prerequisite of basic calculus so that would mean Math 122 or 141. There have been some changes to the journalism and the PE curricula has well. The committee was also asked to do a review of its own membership.

There is some confusion about who should really be on the committee, and if we really should get someone from the registrar's office to attend. We will be looking at that. I just remind you that the way this works is that about once a month Courses and Curriculum is going to meet. What happens is that I get an agenda and when I get the agenda I send that out to the different campuses. I have a

mailing list that has been set up. If any of the people on the campuses see a particular problem or want to raise a question they should send an email to me about that so I can represent you in the meeting. After the meeting is over I send out an annotated action listing if something is on hold, has been approved, or whatever. But the critical thing is if there is something on the agenda you need to be aware of it and let me know if you have strong feelings about that one way or the other. If any of you are foolish enough to want to be on my mailing list to get this stuff it will be included in my report. Any questions at all. Thank you.

C. Committee on Faculty Welfare - Professor Linda Allman
See Attachment IX

We will meet Monday September 20, but our last meeting last year was after the faculty senate met and so I am going to report on that. Our committee members unanimously approved the motion for differential tuition and I will quote “The faculty welfare committee notes that several state universities have implemented differential tuition at the undergraduate level. The committee believes that more tuition dollars could be generated and made available for faculty support without having an adverse effect on student enrollment. If the various colleges within the university were able to establish tuition rights for approved undergraduate programs based on justification factors such as the cost of educating the students in the college, the marketability of the degree, etc. accordingly the faculty welfare committee recommends that the university administration examine the feasibility of implementing an undergraduate differential tuition program and the benefits that would accrue from doing so.” Jim Augustine, who is the chair of Columbia Faculty Senate, agreed to take this motion to the President and the Provost and I know that he has not done that yet. Linda Allman was elected chair. Any questions?

D. Faculty-Board of Trustees Liaison Committee – Professor Lisa Rashley

The Faculty-Board of Trustees Liaison Committee conducted a brief meeting by telephone conference call on September 10. There were a number of personnel matters considered in closed executive session, dealing with honorary degree nominations, honorary faculty titles, etc. In open session the Board approved a departmental name change from the Department of Educational Psychology to the Department of Educational Studies, and also approved two degree programs, first a Doctor of Philosophy in Anthropology, and secondly a Bachelor of Arts in Dance. Finally, there was considerable discussion of the composition of the 2004 freshman class.

E. Research and Productive Scholarship Committee - Professor Pearl Fernandes
No report

F. Regional Campuses Academic Advisory Council – Professor Lisa Rashley
No report

G. Other Committees

1. Conflict of Interest Committee – Professor Dave Bowden
No report
2. Grievance Committee – Professor Steve Bishoff

Rashley: Professor Steve Bishoff asked me to report for Grievance Committee. They met this morning and elected Professor Bishoff chair.

VI. Unfinished Business

There was no unfinished business.

VII. New Business

Rashley: The next item is New Business, and we have a motion from system affairs. Coming from committee, it requires no second. Professor Charles, would you please take questions about that now?

Fran Perry (Lancaster): I have a couple of questions. In the way that you worded this, we have already agreed that you have two points. Are these points that we agreed upon last year in Senate?

Charles: Yes.

Perry: These were motions from last year. Could I ask how the committee came upon the figure of \$1000 for a stipend?

Charles: I wanted \$10,000. The figure \$10,000 was mentioned; however, it was thought that this was excessive, so we prevailed to reduce it to \$1000, and that's what we settled on.

Perry: Thank you for that clarification.

Refinetti: May I ask a question? If you don't ask questions you don't get anything answered. Why should we get extra? I wouldn't mind getting it, but how are we going to get all the people who should get something extra?

Charles: It has been decided by the committee that the effort that would be required to offer these courses which would be online courses—plus the emailing to all the students from around the state and so forth—that these would be more difficult and time consuming than a normal course you are already teaching at your own campus in a classroom situation. This is why it is that why we should have the stipend in addition to

the overload fee to be settled by whatever the overload fee is on campus. But the \$1000 is for all the extra effort that goes into operating that kind of course.

Faulkner: Just a couple of questions. You are talking about an overload here for preparing courses. Your last point about the time released is only in place for the first presentation of the course?

Charles: Yes, that is for release time and training.

Faulkner: That is different from the thousand dollars?

Charles: That is different from the thousand dollars. For the initial start up when you have a new prep, you should have a release time, a course reduction, to prepare for this course or to present that course. You could take it either a semester ahead in order to do preparation or take it in the semester that you did actually present the course for the first time. This is a one-time only release time. Also that training should be available to any faculty who are willing to go into it.

Faulkner: When I first read this. I thought \$1000 you got the first time you taught it, and I couldn't make a lot of sense of what it was saying.

Charles: No, you get the \$1000 every time.

Faulkner: Another question, if I may? With the dependence upon enrollment at some point, will I get paid \$1000 to teach one student off the campus?

Charles: Well, you would hope that you had more. We haven't worried about minimum enrollment, but there has been some talk about maximum enrollment and perhaps a prorated fee in excess of one thousand dollars for enrollments above a certain level, but we decided we couldn't get into that, and simply to say \$1000 and let it go at that. Any enrollment caps would be decided upon campus by campus; we were worried more about caps than minimum. Now you could theoretically if you offered a very popular course on all campuses, and we are an integrated campus offering the course to people in Columbia and the other four-year campuses, you could have one hundred fifty people in the course and have to email each one of them every week or so it could end up you have five enrollments and teach three other courses. Besides, theoretically it is possible.

Faulkner: For \$1000?

Charles: For \$1000.

Faulkner: Is this a real motion that has been floated past administration?

Charles: It has not been floated by anybody. This is one of the charges that has been presented to us executively, and we have discussed it in the full committee. We have

arrived at what we would recommend on this. Some people may think it excessive, and others think it too meager.

Faulkner: Would it be appropriate to ask some of the administration today what they think of this?

Charles: They are sitting here, and I suppose they will take questions if anyone asks.

Faulkner: I just want to know if they have thought about this, is it news to them, do they think it is a little too high?

Charles: Well, it is news to you now.

Castleberry: I guess I would like to suggest that Palmetto College is an evolving concept, and you have got a lot of different people working on it from a lot of different angles. The committee had a very specific charge which it addressed in this. All of the motions relevant to Palmetto College comes from this body are recommendations to the people who are in the process of designing the program, curriculum, college. I am presuming that once a proposal is finalized and in place, and we have addressed these kind of matters, it is going to come back to the people who are the faculty of that college and let them decide whether it is a go or not. But this is part of an attempt on the part of the faculty to have a say into the development of the idea. It should be treated as nothing more than an honest offering.

Rashley: Any other questions for Professor Charles?

Refinetti: In preparing a course I would like to have some time to prepare the course and actually I haven't revised some courses; I would like to rework or start them over but I don't have the time. If I had the incentive, I would do it regardless of it being on the web or being anywhere else. I probably will use web in my courses so I think any time given for preparation should be given for any course, regardless of whether it is Palmetto College or not. Now I didn't see an opportunity to put it there, the others are much deeper they've been around. If that is the goal, that is OK just as long as you give something to somebody. And the extra \$ 1,000, I don't know depending on the enrollment. It is much easier to direct a student through email than personally, so you should actually get something deducted for teaching a course that way.

Rashley: Professor Castleberry.

Castleberry: To raise the first point as far as preparation that someone would get release time for any new course whether or not it was for Palmetto College, then it would be written in for the administration to provide, which might be excessive in that you are not trying to translate it into the computer and interface it with all these other variables of people around the state. If you know you are only going to offer it on your own campus with people physically walking into the classroom, I don't think it would be quite the same preparation as for the Palmetto College at least with the people first going into it.

Once you have done a Palmetto College course, your second preparation would be easier. In my case particularly, it would be a daunting task for me to say submit a new course for a new credit for Palmetto College, and for me it would be a lot harder than it is to be presented to students on campus who simply walk in. That is just me, but it seems harder.

Then the other point was \$1000—if we would establish that as an arbitrary amount for teaching courses through Palmetto College. And in your talk about the email I would submit that it is more difficult to interface with 50 students in a given course by email than chatting in the hall in passing. If you are going to sit down and click onto an email by the time you get through doing that it has probably cost you more time than a student walking into your office. It enables you to teach more people, but it isn't necessarily faster.

Rashley: Professor Logue? and I will come back to you, Professor Castleberry.

Logue: I agree with the summary of some of this, but I am sort of concerned about creating a protocol with an amount in a process, and the reason I am is that I envision an scenario where you would probably be offering other classes to students, and then in addition to my full-time load, I am getting a full-time amount for that plus another \$1,000 coming in, and the institution is going to be paying x amount for a very few students. So I think that what would happen is a practical decision. If you want to teach this class, you do it in a broad way for a small amount of money and ask for \$1000 to be added on to that—it's still less money than I would get for my full time load. Are we forcing ourselves into a situation where that is going to be the option?

Charles: Are you saying that everything should be above and beyond your regular course enrollment?

Logue: What I am saying is that I would like to have the right to bargain rather than have some code that is going to be dictated, but would be dictated by the circumstances.

Borycki: I say that these are guidelines for the people who are going to be making policy. That is not up to us to do all the negotiating on this, but we need to start at a point for negotiations to move from. Back to the \$10,000!

Fritz: What about a percentage? What about considering a percentage to be determined? This would account for inflation.

Castleberry: You mean a prorated percentage up to \$10,000.

Fritz: No, I'm saying we may be sorry one day, sorry that we jumped at that thousand dollars. Because of inflation, and by the time you paid your taxes...

Charles: It is not a huge incentive. People are not going to do it unless they are a computer nut. With all due respect, why would anyone else want to do it just for the fun?

Rashley: If I could interject, if you are thinking about doing one of these courses for \$1000, you need to think again. Professor Castleberry?

Castleberry: I think the rationale behind this is most of us have been trained to do the kinds of things that we do everyday in the classroom. When you do distant education broadly defined it is a whole different animal pretty much, sometime a nightmare. That we have people who do that voluntarily now with the courses anywhere—more power to them. However, I would remind us that we have recommended that no one be forced in doing this, and that if they do something like this, that we recognize a quality issue that is involved so we really want people. We want them to have the time to do it well so there is release time involved, and that could be part of someone's normal load, but even so this is like battle pay. If you are going to do this, we might as well throw in battle pay. \$1000 really isn't much, but we don't have a lot of money to play around with on our regional campuses, so if you put too much higher than that I think you are doing yourself some damage.

If you put it too much lower than that, you are selling yourself short. If you do it on the prorated basis, I think it is confusing beyond belief. It puts a faculty member in a more tenuous position than he or she would be in if you just said, "Look this is the deal, do you want to do it or not?" If you say yes, I want to do it, but I really need a little bit more, then there is nothing that would keep you from trying the system.

Rashley: Let's hear from Professor Hauser.

Hauser: A couple of things. First, I believe those courses are going to require additional compensation to make them tolerable to faculty members, and it may be that also maybe rather than a flat rate or a per student rate, then maybe we need to do it by levels based on students, so if you if you have one to ten it would be one level; another additional twenty, it would be another level. But one of the things when people are discussing about how are the local campuses are going to come up with the money to pay for these additional faculty members for these students? I am wondering if one of the things for the Palmetto College we need to come up with is what the funding source would be there so that Palmetto College is meeting these expenses for these courses, and not the individual campuses who already have their tight budgets. If we are trying to fund Palmetto College by itself, we need to make sure there is some type of endowment for the purpose of getting it off the ground, because I don't think that each individual regional campus can afford it.

Pappin: I am on the committee and I voted for this. It was getting close to lunch time but if I understood John correctly maybe what we need is an amendment saying that the bottom line is to be negotiated or some such. You were saying in effect that maybe that wouldn't be enough to attract some people or in a sense accommodate>

Logue: I guess my concern is not that I will need more money to entice me, but we need to look at the overall economic picture because if it is too low, what do you do is force an administrative response to the courses to be offered. As an example, if I am going to

teach an upper level class and three students on my campus are going to take it and the rest from the other regional campuses, my campus would not want to pay an extra \$1,000 for 3 of our own students. That's what I think practically would happen.

Fritz: Correct me if I am wrong. What do you do if you teach summer school on this campus and get a certain percentage of your annual income as a stipend? Well that sort of formula could be used? It might be better to consider rather that a flat rate?

Macias: The discussion about of where the money was going to come from was not a charge of this committee. We have no idea where the funds will come from, whether from what campus or how the Palmetto funds will be generated. Our charge was to come up with a recommendation on how faculty would be compensated, and we have done that. If people feel the \$1000 is inappropriate, then people can move to amend this. But I will offer to you that we have beaten this horse far beyond dead now. And no more substance is being added.

Charles: And all we are going to do is simply regularize it to a degree in this body so we don't have wealthier campuses perhaps compensating their faculty very lavishly and less endowed campuses offer maybe a quarter of that amount for the same course, which could happen, if you do it individually on an individual campus basis.

Rashley: Professor Merwin?

Merwin (Salkehatchie): If I could reiterate what we have just said, we were asked to put something together. What will happen is it will go onto the administration; they will pay close attention to it, or they will probably ignore it. What they do is up to them. At least they will have something as feedback. That is all we are doing here—I don't think we should discuss it any further if we want to do \$1000 or \$10,000.

Rashley: Well, that sounds like calling the question to me. I suggest we vote on this. If it is approved, then the administration can take a look at it. If it is not approved, then the committee can revisit it. Let's take a voice vote first and see how it goes. All in favor of this motion by System Affairs, please indicate by saying aye. All opposed? The ayes have it. The motion is adopted, and will be sent forward to the administration. All right, any other new business? Announcements? No announcements? For the good of the order? Motion to adjourn?

VIII. Adjournment

Professor Lisa Rashley adjourned the meeting.

Minutes respectfully submitted,
Kathleen M. Fritz, Secretary
November 13, 2005.

Attachment I**Vice Provost for Regional Campuses and Continuing Education
Report to the Regional Campuses Faculty Senate
September 17, 2004**

I would like to welcome you to the 2004-'05 Senate year. This morning, we were honored to hear from President Sorensen and our new Provost, Mark Becker, who updated you on many issues that would have been included in my report, so I will take this opportunity to offer just a few additional comments.

Legislative: The early word, even in advance of the legislative session, is that there will be no bond bill next year. We will, however continue to request capital improvement and deferred maintenance proposals from the campuses and review them with the Provost and Vice President and Chief Financial Officer in order to assign them a priority among all USC projects.

Budget: While there is no discussion about a robust budget for the state at large, there is also no indication so far about a mid-year budget reduction, so we will remain hopeful and vigilant about operating within the appropriations received last July.

Academic Searches: Searches continue for deans of: (1) the proposed combined College of Pharmacy with MUSC; (2) the newly merged College of Arts and Sciences, and (3) the School of Public Health. It is anticipated that the School of Music will also be searching for a dean during this academic year.

University: The freshman class for the Columbia campus stands now at 3,383 (71% in-state; 29% out-of-state; 11% of the new class is African American). The average SAT is 1149. Total headcount for Columbia undergraduate is 17,469.

USC Columbia will require online tenure and promotion applications within two years, and a website has already been constructed to allow faculty to become familiar with the e-forms and the format. The Regional Campuses faculty will continue to utilize the traditional hardcopy presentation until further notice. I would, however, encourage all junior faculty to explore the new website which can be linked from the Provost's webpage.

The Palmetto College: Implementation of Palmetto College from a technical perspective involves a multi-phase project that includes all aspects of LAN, WAN, and presentation equipment.

Connections to locations (except Laurens) were changed from T1 (1.554MB) to DS3 (will support up to 45MB). With this configuration, campuses can quickly respond to bandwidth requirements either up or down.

Routers and switches (connectivity equipment) at all locations have been replaced with current technology as recommended by Computer Services and Cisco Systems. The equipment purchased is upgradeable and will support campus requirements for five to eight years. Rooms currently being used for video are being upgraded with same make/model equipment as new rooms insuring compatibility. This has the additional benefit of simplifying support.

The new video conferencing equipment will be Polycom VS 4000s. Each room will be equipped with a "capture station" allowing each class to be recorded and made available via the Web if there are LAN/WAN problems. The majority of this equipment has remote access capability allowing for easy support.

Introduction of 2003-'04 Senators

End of Report

Attachment II

**Report of the
Associate Vice Provost
Regional Campuses Faculty Senate
September 17, 2004**

Tenure and Promotion 2003-2004 – There were five faculty who submitted files for tenure and/or promotion for the 2003-2004 tenure and promotion process. The RCTP Committee agreed with the local committee in 100% of the cases. The Vice Provost agreed with the RCTP in 80% of the cases. The President agreed with the Vice Provost in 80% of the cases.

Faculty Fund – This is the time of year when we consider giving to the development drive. You may want to remember the Faculty Welfare Fund supports activities such as free flu shots and the John J. Duffy Fund for Encouraging Regional Campus Faculty Scholarship (1A1352) will provide professional development funds to faculty once the fund reaches \$5000.

Palmetto College – The Vice Provost and I have appreciated all of the feedback we have received relative to the development of the Palmetto College. We look forward to the coming months and hope to be able to include all faculty who wish to be included in course presentation for Palmetto College. As you may remember, a pilot offering from the Palmetto College was two web-based courses, Marine Science 210 – Oceans and Man and English 437 – Women Writers presented last spring. These courses enrolled over 35 students from the four regional campuses. We spent time this summer evaluating the endeavor and will attempt to incorporate what was learned in future planning for Palmetto College. Also on September 27 I am meeting with personnel from DEIS and the CLA to begin planning the development of a training course for faculty who wish to participate in distance and web-based delivery of their courses for Palmetto College.

Assistant Professor to Associate Professor

Campus Comm.		Academic Dean		Campus Dean		RCTP Comm.		Vice Provost		President	
P	T	P	T	P	T	P	T	P	T	P	T
yes	yes	no	no	no	no	yes	yes	yes	yes	yes	yes
yes	yes	no	no	no	no	yes	yes	yes	yes	yes	yes
yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes
yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

Attachment III**REGIONAL CAMPUSES FACULTY SENATE MEETING****USC Lancaster DEAN'S REPORT: Friday, September 17, 2004****STUDENTS**

Fall 2004 enrollment looks very good. We have the largest freshman class at USCL ever. Accepted freshman applications were over 30% more than 2003. Total enrollment is running ahead of the same date last year by over 13%. We also have the largest group of full time students in the 30 years in which we were able to pull numbers. New numbers show that USCL now serves more students than any other regional campus in the USC system. Not only do we have more students, the average SAT score of our new freshmen is the highest ever.

FACULTY

The Diabetes Education Center will soon be affiliated with USCL as part of our Health Services Center (services currently include cardiac rehabilitation and physical therapy). These services fall under the direction of Dr. Riner. The faculty is dealing with large classes and, in many cases, teaching overloads. Dr. Obi-Johnson, PhD from Georgia Tech in Chemistry, has come on board to teach all of the Chemistry labs this semester. We will offer geology in the Spring semester for the first time in over 10 years. We expect to do two faculty searches this year for full time tenure track faculty members. Congratulations to three newly tenured and promoted faculty members, Professors Perry, Scarlett, and Rashley. Congratulations to Dr. Barry who has just been elected to serve a second term as Chairman of the Humanities Division.

FACILITIES

The maintenance staff has finished remodeling the student bathrooms in Starr Hall. They have also remodeled HH 204, the new computer lab. They are in the process of remodeling ML 215, which will serve as a language lab. We are almost ready to bid out the landscaping for the Medford Library project. The bank on the bypass has been graded and planted. We have purchased a new John Deere tractor and a new Dodge van for the campus. We are maintaining a membership roll at the Gregory Health and Wellness Center of nearly 2000 community members and room is at a premium.

TECHNOLOGY

We have finished major renovations (nearly \$200,000) to the campus network switch that have enabled bandwidth upgrades. We are increasing the number of smart classrooms from two to five this Fall. Work on a new distance education classroom for Palmetto College use began in July and will be completed in the fall. Updates to the National Guard Room should mean that two available Palmetto College classrooms will be ready for use in the Spring semester.

FINANCES

Thanks to increased enrollment (coupled with the 10% tuition increase), a millage increase from Lancaster County, and minimal cuts by the state legislature, the coming year looks better than the last three in terms of budget. Parity remains a critical issue for the campus. As an example of the inequity in state funding, the Sumter and Lancaster campuses enroll an approximately equal number of students but the Sumter appropriation is greater by \$1,433,786.

Attachment IV**USC SALKEHATCHIE - DEAN'S REPORT
Report to the Regional Campuses Faculty Senate
September 2004**

In 2003-04 USC Salkehatchie hosted over 7000 citizens on both campuses for community and/or campus sponsored events, which included summer camp opportunities to 180 youth on both campus sites, the Business Expo for Colleton County, the first annual Unity Day for Allendale County, and our fifth Character Education Academy for regional public school teachers.

Our academic activity for last year resulted in the hiring of two new full time faculty members: Sean Ford in English and Joe Siren in History; The permanent appointment of Buddy Phillips as director of the Education program's Partnership with USC Aiken, and the establishment of an annual writing and research prize competition for students, thanks to the generosity of an anonymous donor.

The Honorable Mayor Bob Coble of Columbia was the keynote speaker at our recent Convocation and spoke about the value of a good education for the future of our students and the role of the regional campuses in securing economic development to our areas. His son, Parks, is a sophomore at Salkehatchie.

Administratively, we completed a reduction in administrators from six to four members through a reshuffling of duties and the retirement of Patty Williams. We have also achieved a successful separation of our Humanities Division into two new divisions; Arts and Languages and Social Sciences. This move has allowed us to more equitably distribute professional development funds among faculty and provide more voices for them on the Academic Council.

We received \$550,000 in grants funding for 2003-04, bringing the total of grant dollars awarded to over a million dollars in the last three years. We continue those efforts and have just been notified that the Sister's of Charity Foundation awarded \$180,000 to Salkehatchie over two years to fund a new Health and Wellness Initiative.

Our Leadership Institute has established a fourth center, the Center for Government, which will be a joint venture between Salkehatchie and Dr. Ed Thomas with USC Columbia's Institute for Public Service and Policy Research Affairs. Thanks to permanent funding in the State budget, the Institute itself will be approved by the CHE later this month.

We are delighted to congratulate Ed Merwin for having been granted tenure and a promotion to associate professor. Ed also received his 20 year pin recently.

And, finally, although this is only the first Faculty Senate meeting of the year, we are looking forward to hosting you at the last meeting of the year at Salkehatchie in April.

Attachment V

REPORT OF
THE DEAN OF THE UNIVERSITY OF SOUTH CAROLINA SUMTER TO
THE REGIONAL CAMPUSES FACULTY SENATE
September 17, 2004

Human Resources: Since my last report to this Senate in April 2004, USC Sumter has completed several human resources actions. The tenure-track Assistant Professor of Sociology position was filled briefly at the beginning of the 2004 Fall Semester, but that person is no longer in the employ of the University. Another national search to fill this position will be launched in the very near future. We congratulate Dr. Jean-Luc Grosso, Associate Professor of Economics and McDavid Professor of Business Administration, who was granted tenure and promoted at the June meeting of the Board of Trustees. Also, we recently promoted Mr. Jeff Lingefelt to the position of Superintendent of Buildings and Grounds, and a vacant Library Technician position will soon be filled. Recently, I received official notice from Dr. Charlie Cook, Professor of Mathematics, that he will be retiring effective 2005. USC Sumter has had 21 employees file for TERI (Teacher Early Retirement Incentive) since its inception. Of those 21, five have already moved from TERI status to full retirement. Of the remaining 16, two have TERI end dates in 2005, six in 2006, two in 2007, three in 2008, and three in 2009. Sumter's seven Regional Campus Senators this year are Drs. Chris Borycki, Pearl Fernandes, Hayes Hampton, Eric Hauser, Andy Kunka, Sal Macias, and Terrie Smith. The two alternates are Drs. Steve Bishoff and Robert Castleberry.

Enrollments: Preliminary enrollment figures at USC Sumter for the 2004 Fall Semester indicate significant enrollment decreases compared to last year. As of September 15, 2004, headcount enrollment was down 7.46% to 1,005, and full-time equivalent enrollment was down 3.20% to 703. Nearly all of this decline is attributable to the fact that in late May the neighboring technical college terminated the joint associate degree nursing program that had been in place for over 25 years.

Physical Plant: As of this fall, USC Sumter is finally free of the five portable buildings that were placed on the Sumter campus in 1979. Repair of sidewalks campus wide is currently under way, and minor building improvements continue as funds are available.

Budget: The unexpected enrollment decline this fall has resulted in early use of contingency funds to balance the FY 04-05 budget. The campus recently embarked on a zero-based budgeting process for the current year to identify other potential areas in which the budget could be trimmed.

Respectfully submitted,

C. Leslie Carpenter
Dean of the University

Attachment VI

DEAN'S REPORT
USC Union
Regional Campuses Faculty Senate
September 17, 2004

- USC Union's representatives for the Regional Campuses Faculty Senate are as follows:

Dr. Allan Charles
Professor of History

Dr. Steve Buchanan
Professor of Psychology

Ms. Tara Fatemi
Instructor, Biology

Mr. Randy Ivey
Instructor, English
(alternate)

Dr. Peter Murphy
Assistant Professor, English
(Serves on Executive Committee)

- We are excited to report that USC Union experienced a 34% increase in headcount and a 34% increase in FTEs for fall 2004. We are proud to have students from 8 counties representing 20 high schools. Our admissions staff did a wonderful job.
- USC Union's experiment with a 4-day work week through the months of June and July met with great success. Though most of the staff worked Monday through Thursday, our Admissions, Financial Aid and OSP offices were open the full week.
- Again this year USC Union, along with the Union County Chamber of Commerce, will sponsor the Leadership Union and the Youth Leadership Programs.
- Though our Biology lab was flooded by Frances, currently we are high and dry.

Attachment V

Report of the Assistant Vice Provost for Continuing Education
Dr. Sally Boyd

The senators from Continuing Education are Kathleen Fritz, Executive Committee; Linda Allman; Joe Pappin; and Nancy Washington.

We have four new instructors this year. Jamey Watson is teaching biology, and she's also teaching an overload for Salkehatchie at Walterboro. Antonio Rodriguez is teaching computer science. Harriett Hurt, who for several years has been an advisor, is now Director for Adult Student Services and an instructor; this fall she is working with Don Stowe in teaching IDST 390. Bob Hungerford, who has a doctorate in American literature, is an instructor and Director for the Evening Program.

A few months into VCM indications are that our program will be stable under this new system.

We will shortly be announcing a new initiative to recruit and serve adult students--the Adult Student Advancement Program (ASAP).

Harriett Hurt, Bob Hungerford, and I continue to working with you and your BAIS students.

Attachment VI**September 17, 2004
Welfare Committee Report**

Continuing to build on the productive work done over the last few years, with outstanding committee members, the Welfare Committee accepts our charges for the year. These are:

- 1) Conducting a Tenure and Promotion Workshop in the Spring of 2005
- 2) Conducting a Faculty Salary Survey
- 3) Conducting a Faculty Welfare Survey
- 4) a new charge: Studying grant funding concerns

The committee would like to thank all of the participants of last Spring's Tenure and Promotion Workshop, which was very well attended and a great success.

The committee also thanks Fran Perry for her excellent service as last year's committee chair.

Respectfully submitted,
Terrie Smith, Chair

Attachment VII**Motion of the System Affairs Committee**

We have already agreed that:

1. Palmetto College courses do not have to be offered beyond a single campus.
2. Training and release time (for preparation or deliver) at least be provided for faculty who do teach Palmetto College courses that reach beyond one campus.

We acknowledge that Palmetto College “outreach” courses will have limited enrollment (agreed upon by the administration and the faculty member).

Also, if a Palmetto College course is not a “distance” course and is part of a regular teaching load, there is no requirement for release time or special training or additional compensation.

However, if it is a “distance” course (broadly defined) and is part of the regular teaching load, in addition to the release time and training, then there should be a \$1000 stipend.

If a distance course is an overload, the overload compensation schedule of the delivering campus will apply in addition to the \$1000 stipend.

The release time and training is only applicable for the first presentation of the course. The stipend occurs for all distance course offerings.

These points all apply to three-contact-hour courses.

Attachment VIII

Report to the Regional Campuses Faculty Senate
September 17, 2004
Robert B. Castleberry
Courses & Curriculum

Courses & Curriculum meet in September 9th.

ANUR (Columbia Nursing Associates Degree courses) were deleted. New courses were approved in GEOL (318 -- Road Trip for Rock Heads), POLI (406 --- State of American Politics), RELG (355 – Hinduism), SPAN (311 – Language, Literature & Culture), STAT (205 – Stat for Biological and Life Sciences). The existing course CSCE 206 now has a prerequisite of basic calculus. Changes to the JOUR and PEDU curricula were approved.

The Committee has been asked to look at its own makeup. Currently it is supposed to have 6 Columbia faculty, a representative for the Regional Campuses, an ex officio member from the administration, and a student member. There is some suggestion that a representative from the Registrar's Office also attend (presumably as a consultant), and there is a member from the Graduate School who has been attending for some time. Who attends and what their rights are is what is being studied.

The Courses & Curricula Committee (C & C) meetings once a month to consider changes to the curricula of the various departments, schools and colleges of USC Columbia. Our recommendations are then sent to the Columbia Faculty Senate for final approval.

When I get the agenda for the next C & C meeting, I forward it with my own comments to various representatives to the Regional Campuses. I need and appreciate any feedback from these individuals (since this helps me determine my actions in committee).

If you are foolish enough to want to be on my mailing list, please just send me an email (to rcastle@uscsumter.edu).

Attachment IX

Regional Campus Faculty Senate
Faculty Welfare Committee Report
Regional Campus Faculty Senate
September 17, 2004

May 11, 2004 meeting

Committee members unanimously approved a motion concerning Differential Tuition: "The Faculty Welfare Committee notes that several state universities have implemented differential tuition at the undergraduate level. The Committee believes more tuition dollars could be generated and made available for faculty support without having an adverse effect on student enrollment if the various colleges within the university were enabled to establish tuition rates for approved undergraduate programs (based on justification factors such as the cost of educating students in the college, the marketability of the degree, etc.)

Accordingly, the Faculty Welfare Committee recommends that the university administration examine the feasibility of implementing an undergraduate differential tuition program and the benefits that would accrue from doing so."

Jim Augustine agreed to take this motion to the President and the Provost.

Human Resources distributed the first issue of an online *Employee-E-News* newsletter that will communicate vital information to USC employees. Jane Jameson, Vice President for Human Resources, told Peter Graham that input from faculty on topics would be welcome. A suggestion to consider next year: create a 2 to 3 person subcommittee to identify issues critical to the faculty, such as helpful facts about USC health insurance, life insurance, the prescription program for inclusion in the newsletter.

Linda Allman was elected chair.

Respectfully submitted by Linda K. Allman
Representative to Columbia Faculty Welfare Committee