



Friday, September 24, 2010

Coffee .....	9:00 - 9:30 AM
Daniel Management Center	
Morning Session .....	9:30 - 10:00 AM
Room 801-A	
Welcome	
Guest Speakers	
Dr. Harris Pastides, President	
Dr. Michael Amiridis, Vice President for Academic Affairs and Provost	
Standing Committees .....	10:00 - 12:00 PM
I. Rights and Responsibilities	
Room 858	
II. Welfare	
Room J-K	
III. System Affairs	
Room 853	
Special Committees.....	10:00 - 12:00 PM
I. Grievance Committee	
Room 854	
Executive Committee.....	10:00 - 12:00 PM
Room 801-A	
Deans Meeting .....	10:00 - 12:00 PM
Room 801-H	
Luncheon.....	12:00 - 12:45 PM
Dining Area behind Lumpkin Auditorium	
Afternoon Session.....	12:45 - 2:45 PM
Room 801-A	

## AGENDA

- I. Call To Order
  
- II. Correction/Approval of Minutes:           April 19, 2010  
  USC Lancaster, Lancaster, SC
  
- III. Reports from University Officers
  - A. Chris P. Plyler, Vice Provost and Executive Dean
  - B. Regional Campus Deans
  - C. Assistant Vice Provost for Extended University
  
- IV. Reports from Standing Committees
  - A. Rights and Responsibilities – Professor Lisa Hammond
  - B. Welfare – Professor Annette Golonka
  - C. System Affairs - Professor Eran Kilpatrick
  
- V. Executive Committee – Professor Steve Bishoff
  
- VI. Reports from Special Committees
  - A. Committee on Libraries - Professor Maureen Anderson
  - B. Committee on Curricula and Courses - Professor Robert Castleberry
  - C. Committee on Faculty Welfare - Professor Pearl Fernandes
  - D. Faculty-Board of Trustees Liaison Committee – Professor Steve Bishoff
  - E. Regional Campuses Research and Productive Scholarship Committee – Professor Patrick Saucier
  - F. Regional Campuses Academic Advisory Council – Professor Steve Bishoff
  - G. Other Committees
    - 1. Conflict of Interest Committee – Professor Noni Bohonak
  
- VII. Unfinished Business
  
- VIII. New Business
  
- IX. Announcements
  
- X. Adjournment

# Regional Campus Faculty Senate

## Minutes

September 24, 2010

### Morning Session

**Chair Steve Bishoff** called the morning session to order at 9:30 am. The featured speakers for the morning, President Pastides and Provost Amidiris, were delayed. Professor Bishoff asked Vice Provost Chris Plyler and several of the campus deans to give summaries of their written reports and to introduce their campuses' Senators while the Senate awaited the arrival of Dr. Pastides and Dr. Amidiris. Dr. Plyler's remarks will follow. The deans' written reports will appear in the minutes of the Afternoon Session, in their normal places on the Agenda.

In the verbatim remarks recorded from this meeting, brief emendations and paraphrases have been inserted in brackets, strictly for coherence and clarity.

**Vice Provost Plyler's** remarks were as follows:

I want to welcome everyone back for academic year 2010 – 2011

It's great to see old and new faces and while we wait on the President and the Provost I want to tell you as we look ahead, part of my report after we [return from] lunch will be deferred to Dr. Helen Doerpinghaus who I'll introduce as our Dean of Undergraduate Studies and she's going to give us an update on the Carolina Core and the QEP and SACS. There's just quite a bit of activity [in these areas] as you know on all of our campuses, and with this being the nerve center of most of it, it's been fairly hectic. [Helen will summarize and clarify these rather complex activities.]

You'll hear something this morning about the Governor's Higher Education Summit Tuesday morning at 10 o'clock. Most of our institutional deans and associate deans, many community members have been invited. It's open to the public. There's a lot of anticipation of what this is all about. Frankly our university considers it a last lecture from the Governor before going out and maybe prepping the way for the next governor. So it will be interesting to hear the Provost and President's comments about that this morning.

We're glad to welcome new people this year to the regional campus faculties. Seventeen new full time faculties a very positive bit of news. We're also happy about our one successful promotion to full professor, Eric Reisenauer at USC Sumter. That was made official in July by the Board of Trustees. We've got either eleven or twelve T and P candidates coming forward this year, and two I believe coming up for full professor. So that's the largest cohort that we've had since I've been here. And that's a good thing. Right now all of those are going through the external review process and those letters should be coming back in the second week in October.

We have done a great deal with concern to the faculty manual based on a lot of work that resulted in revisions that were approved, ultimately by the Board of Trustees last summer and I would like to thank the Faculty Manual Ad Hoc Committee and Scholarship Committee for the amount of work that they invested in this very important process. As you will likely hear later in committee needs to continue on in a regular way. In fact, we advocate having an individual, maybe an officer, maybe an office, assigned to this task. The members of that committee were Danny Faulkner, Mary Hjelm, Sarah Miller, Fran Gardner, Hayes Hampton, Eric Reisenauer, Anthony Coyne, Steve Lowe, Ron Cox, Roberto Refinetti, Christine Borecki, Janet Hudson, and Summer Meetz. Coordinating most of it and being sort of the driving catalyst of this thing was Lisa Hammond, who continues to work on that and has devoted her life to the manual. The *Regional Campuses Faculty Manual* will continue to be updated. But as most of you know that really is a contract between you, the faculty and the University. So it's got to be accurate and up to date and certainly has come a long way, but it has a long way to go. There is still some confusing language in it. We experienced some of that in the external review process which is a relatively new to the tenure and promotion process. You'll hear more from Lisa about that a little bit later.

I hope you got our e-mail blast today about the internal grant announcement. I hope you will read that closely and participate. We did have success last year and had some of those grants awarded to faculty members on the Sumter campus. I'd like to see more participation on more campuses, more awards being given in the areas that were advertised. I'm sure the Provost will touch on that a little bit later this morning.

Professor Bishoff welcomed **President Pastides** to the meeting at approximately 10:15 am, and the President's remarks follow:

Good morning to my colleagues from the regional campuses and the faculty senate and administrative leaders. I want to spend a little informal time with you today speaking about where we are today, where we're going, and about a very important event, the Summit on September 28, next Tuesday. But first of all let me start by thanking you for continuing to be resilient and strong. You are doing more with less and that probably applies to you more than anybody else in the system.

Enrollments are up at every one of our regional campuses. Faculty head count is not up. Discretionary resources are not up. The need is up. The need for education in South Carolina and throughout the country continues to be up. I think we have to start with higher education as opportunity.

There is no more dramatic predictor of income or of lifetime income. There is actually no more dramatic predictor of citizenship as well, in terms of individuals in our society who participate, who vote to provide service to their community. The highest predictor, between people who do and people who don't are people with some level of higher education. And we need it in South Carolina, probably as much or more than anywhere else in our land. Other countries are investing in higher education to unprecedented degrees. I'm going to China this weekend. I don't need to tell you what's happening there. I was in Israel this past summer and I could tell you that for those of you who don't know that Israel has become the tenth wealthiest country on the planet per capita. You keep asking how they do it, and they don't say the word education, they say investing in our people. When you peel that back a little bit, it's about education, not only for the Israeli-born, but also for immigrants. They invest in their immigrants by

providing them with an education. The current wave [of immigration] in Israel is from Ethiopia. These are black Jews and they take them and instead of saying here you take these jobs that nobody else will have, [they say] here we're going to orient you. We are going to educate you and your whole family. And here we are in South Carolina not doing what we must. We continue, not only to cut, but now, and I think with Tuesday, September 28 to badger and bruise and harass higher education and I think in part that's because we are a soft target. [We don't demonize our opponents. When we disagree,] we are good colleagues, we'll be polite, we'll be respectful.

Politicians know that we don't take to the streets; that we generally don't slander and slur; that in spite of everything we will continue to do a good job. I don't know if that's going to sell. I don't know if that's going to be effective. [To address political opposition], we will certainly have to deploy our vast network of alumni and friends but also our friends and supporters in our partnership communities and our business communities because there will be no other possibility.

We have been cut as much as any other higher education system in America and there seems to be no diminished appetite for kicking us again. We're gearing up for it. [We intend to address the myths about higher education with facts.]

And then other advisors say you're not going to win it with facts. You've got to have the facts. You've got to get the facts out and post them. Let me give you what we have been posting on our website. It's linked to every one of your campuses and websites as well. It's called SC Difference. SC Difference means that we make a difference. Talking about the data that you will find there, you will find the appropriation in North Carolina, \$8,800 per student; in Georgia, \$8,700 per student; And in South Carolina, \$5,700 per student. There is absolutely no way, no matter how much more efficient you are, to cut the cost, the basic cost of a quality college education by that amount. Those states know [the value of higher education], and they are not overfunded either, by the way. There are states that provide even higher funding, like New York.

But having said that our neighboring states provide about \$3,000 more per year per college student, most of our campuses don't even get that much money per student. And yet, there's a myth out there that South Carolina provides more funding for education than any of the neighboring states.

Our in-state tuition is discounted for the vast majority of students who attend based on lottery and other financial support. In fact, our students at the University of South Carolina in the system have one of the highest proportions of Pell Grants of any other higher education system in America. We know why, and so we provide education to fundamentally lower class and working poor in some instances. Of course, are [students'] families who earn more money.

There will be a moratorium on construction. [In this case], the myth is that we are raising tuition for construction and building all these buildings. You know how a politician would play this. The department of motor vehicles isn't building buildings. The department of social services isn't building buildings. There is a crane on the Columbia campus, renovating Patterson Hall. One hundred percent of that renovation is out of the housing reserve fund, which is an auxiliary fund. Ninety-six percent of the funding that going into any kind of construction or renovation on all of our campuses is non state appropriated. It is a result of either a federal grant or philanthropy or borrowing, or usually some combination of all of those.

The myth is that we are raising tuition so we can build fancy buildings. Of course that's not true, so September 28 is a date that we are preparing for. I'll be in Beijing, and Michael will be our campus leader [at the Higher Education Summit.] We have thought about this strategically. We don't think that there will be major opportunity to be heard. There is a [highly selective] panel that has been put together. It will be a press moment. We will have people there to respond. There has been no program time. University of South Carolina was not given 15 minutes, for example. We don't know even to this moment exactly what the forum will be like, but it's probably not the right time to have the students and faculty and businesses to take a whole day off from their work and come to Columbia.

If I may turn to just a little bit of positive and upbeat news that will be available for Q&A and then Michael talk as well. I am so pleased that our enrollments are up across the system. At Salkehatchie, they are up 22% to 1139, [and there are at least] two and three percent increases throughout the system. Lancaster was about even from last year but their FTEs are up relative to the kinds of education they provide in the community beyond the so-called full time student.

We had a good year in research throughout the University. We had a good year in philanthropy that was capped by a 30 million announcement last Friday. A couple, both alumni of USC-Columbia, he from Pharmacy and she from Journalism, made a 30 million dollar commitment to create a new program in entrepreneurship for pharmacists. They made their fortune, if I may call it that, in asthma medications. Bill Kennedy said that if he did not have someone light his fire or inspire him about doing something other than being a registered pharmacist, which is a wonderful career by the way, he never would have thought that he could have done something else and so he wants to provide students with that opportunity.

[The recorded portion of the President's remarks ended here. He went on to mention the positive effect on University morale of the summer's NCAA Baseball Championship and gave more details on his upcoming trip to China. He referred to any further calls for closure of regional campuses as "incontrovertibly unacceptable." He also mentioned, in this context, that the Huron Study, now ongoing, was proof that USC is open to any reasonable means to become more efficient.]

**Provost Amidiris** was then welcomed by Chair Bishoff. The Provost's remarks were not recorded, so the following is a summary of the points that he covered.

Since we have lost 20% of our State appropriations, USC is facing a bad budget year, and there is little reason to believe that next year will be better. At least, the cut comes all at once now, instead of mid-year, and therefore we can do better planning.

To deal with the budget difficulties, we have two levers: tuition and enrollment. We know that students and their families are pressed by even the modest tuition increases that we have implemented, so we have increased enrollment without a corresponding loss of quality in the entering freshman class.

To advance our faculty development and support goals, we have instituted grant programs in arts, sciences, and social sciences. Regional campuses faculty members from USC Sumter were successful in winning grants last year, which shows that the programs are open to all. The reviewers do not look at the home campus of grant proposals. There will be workshops made available for those who are considering entering the competition for these grants.

Distance Education is now a priority, with a new vice president over that area. Columbia has much to learn from the regional campuses concerning distance education.

Work related to the upcoming SACS re-accreditation visit is ongoing. The University has prepared a 600-page Self Study as well as 1000 pages of supplemental material. The University is doing everything possible to cooperate, because the last thing we want now is a “slap” from SACS. The Quality Enhancement Plan, a key component of SACS, provides us with an excellent opportunity to develop learning beyond the classroom.

The Governor’s Higher Education Summit is not a venue designed for us to make our best case, though we are prepared to speak if asked. Our best strategy against the Governor’s claim that we are subsidizing out of state students and building buildings at the expense of students is to have facts and to use them. The Regional Campuses are the University’s “arms” reaching out into the State, and campuses can make a case for the University in their communities.

The Huron Study should be complete by the end of the calendar year.

In response to a question about it, the Provost said that the Provost’s Advisory Council will continue. He also announced that he will be visiting the Regional Campuses in the spring.

The Senate then broke out for committee meetings.

### **Afternoon Session:**

Senate Chair Bishoff called the afternoon session to order at approximately 12:30 pm. Sarah Miller, last year’s secretary, announced that she had already corrected last April’s minutes to reflect the complete slate of officers and committee representatives elected. The minutes for the April meeting were then approved with those corrections.

### **Reports of Officers**

Vice Provost Plyler introduced **Dr. Helen Doerpinghaus**, Vice Provost and Dean of Undergraduate Studies at USC:

**Chris Plyler:** Thank you Chair Bishoff. As I mentioned this morning, I was alerted earlier, maybe a week ago, about some confusion between what we call The Carolina Core and OneCarolina, two distinctly different initiatives of the University. So I’m very grateful to have my colleague and friend Helen Doerpinghaus to join us, just as she did last year and I think the year before.

Helen is the Vice Provost and Dean of Undergraduate studies. She is responsible for the approval of academic programs and courses. She is also responsible for the accreditation of the University by the Southern Association. She is also responsible for institutional assessment and compliance and the review of the undergraduate core requirements, the first year reading experience, and she provides guidance on the undergraduate initiatives within and beyond the classroom. So she is a busy lady; with a lot going on in the life of the university, we are very fortunate to have Helen steering that ship. She is going to give us a brief update on several things. Carolina Core, QEP and probably what’s going on with SACS. We want to thank you for being with us.

**Dean Doerpinghaus:** I always enjoy the opportunity to come to see you all and it's great that each year I know more and more of you and feel like it builds the friendships across our campuses which is critically important.

Chris asked me to talk about a few things today. One was to give you a SACS update and the other was the Carolina Core or general education and the third was the Quality Enhancement Plan. I'll tell a little about those things and then take some questions. Because I know you've heard about all those things before, I don't want to repeat what you already know.

It's kind of a happy time when it comes SACS because we have turned in our written report and there is a sense of accomplishment. It was a very long, with about 5,000 links in it. So you can imagine that we will keep the reviewers busy for a couple of months reading about all of our campuses and what we are doing. The effort to get that done was huge, many of you participated, and I really want to thank you. I think we can feel pretty good about what we sent in. Most of the standards that we submitted we think are compliant. We know we'll run into some problems. We will hear about those in December and we will be able to write a focus report and address the criticism. Some of the criticism may come because we didn't communicate well. Sometimes you can just tell it again in a better way. Some of things we might be cited for we can't fix because we haven't done them yet. But overall, I think we can feel pretty good about what we sent in. We'll do the focus report in January-February. The on-site review is March 28 to April 1. And we don't yet know where the reviewers want to go or who they'll want to talk with. I'm sure you all are interested if the reviewers will want to go to your campuses and I just plain don't know. But they could. After they come here on site they'll write their final report and then we'll know in the summer where they find us short and then they'll announce in December of 2011 in a National meeting how we fared.

When I moved into administration three years ago, they told me I'd be working on SACS, and I felt terrible about it. It's just not something a normal healthy person would aspire to and I remember hearing about an administrator whose small college passed SACS and he wept in front of the entire faculty. I have come to see some things that accreditation brings, and in the past five years we've made real progress. People all know what their mission statement is now and they are beginning to think about how that ties into what we do. We have an online Bulletin and we have fewer errors than we used to. In other words we have a better chance that the department, the college, and the Bulletin are all telling the student the same thing. That's a step in the right direction. We've introduced assessment and I would be a fool if I thought that faculty would applaud that, but the truth of the matter is I think it's good that we are having discussions about what is being learned and how can we tell if they are getting it. We also have to have a vision for distance education. This is a activity that has been very [uncoordinated]; everybody has done their own thing and SACS says that we have to talk to each other. If you're going to use distance education, you've going to have to provide support for students who want to know how to use the technology. And you have to teach faculty how to teach distance education classes. That's a good thing. We have an academic programs office so if you want to start a new major or terminate a program, there is website you can go to. You don't have to know which lady it is that handles that and hope she hasn't changed. It's a systemic approach that I hope has improved communication between Columbia and the regional campuses and we are able to see that we're all in this mission together. We need to listen and talk with one another. So that's the SACS compliance update.



The other part of SACS is that SACS requires us to have a new significant investment in student learning and so a year ago the Provost put out a call for proposals. More than 20 were received and four were selected. A QEP committee has been working to blend those. A tremendous progress has been made on that and Bruce has been very active with that. It's going to be a project that focuses on students taking what they do in traditional settings, classrooms, laboratories, studios and intentionally chose the things beyond the classroom, internships or service learning, a leadership opportunity or research opportunity and making connections between what happens between the class time and what happens in the rest of our lives. I believe what that this new initiative will be called USC Connect. It's about what connects and the committee will be sharing about what that means for our campuses. There is going to be a forum on the QEP on October 5<sup>th</sup> from 11 til 1 here in Columbia. If it's not convenient to attend we will have an audio on the QEP website so you can hear the forum. We also have a place for online comments. You can go to the QEP website and read what's going to be discussed at the forum and respond right there.

The third thing I wanted to briefly talk about is the Carolina Core. And that's the name for our general education requirement. We've been working on revising the general education curriculum for five years. On average it takes eight or nine in a major university, so we're really right on schedule. We, as a university, have agreed on [concerning student] learning? The faculty senate voted on those in April of 2009 and we just had a forum on distribution requirements. If you'd like to see those distributional requirements and make comments online, you can go to sc.edu and you can hear other forums and make comments, or read minutes of the meetings. You can learn that you want to I think about this revision process. Mary Hjelm and Terri Smith have both been very active with that group.

What does the core look like? Well, I'll tell what has not changed. We're still designing a core that can be done in as little as 31 hours. The core competencies that remain the same are written communication, analytical reasoning and problem solving, scientific literacy, social sciences, and foreign language. And we expect that most of the courses that meet these general education requirements now will continue to. However all courses will have to be codified. In other words, we will look at the learning outcomes that the faculty voted on in 2009, and we'll look at the syllabus and see that those learning outcomes are covered.

Now if the professor wants to cover other learning outcomes, that's great. If you go to the website you'll see that each core competency, there is an appendix or contextual statement that fills in what we mean by effective communication. And you will see that there are two or three learning outcomes that need to be covered in a class such as English 101 that serves that need. If the professor wants to have their own particular interest reflected there, great. They would add an additional learning outcome and reflect that. So we want to make sure that students are getting the minimum of what's needed and we also want to honor the faculty's ability to add expertise to the classroom.

Some things have changed. To have a truly common core, the problem we have right now is that if a graduate's an English major and has a friend who is an engineer they are probably taking different general education because the College of Arts and Sciences and the College of Engineering require different courses to meet the gen ed requirements. So changing majors can be very burdensome. Some students may have to actually have to redo gen ed. We don't want that to be the case anymore. So we need classes that are approved for core competency. Any college has to accept that.

Another thing that has changed is we have three additional requirements. Part of the communication requirements could include speech. We've added an information literacy requirement and we've added a values/ethics requirement. Now most of you are thinking how could she have said you can still get your gen ed in 31 hours if you've added these three things. We've also introduced overlay courses so that a class that teaches that core competency from that list of a moment ago with problem solving or history could also do one of these three new add-ons. A philosophy course might also have a speech component. So a student could take three hours but meet two outcomes. Or an English course might have an information literacy component. And so the student meets two competencies with three hours.

We're encouraging the faculty to think about developing overlay courses. Obviously we need a lot of them because they are going to be popular and we are going to provide as much support as we can to help faculty develop those overlay courses: guidelines about what to consider, conversations to answer questions, whatever we can do to be supportive.

The last difference that we have with the new core is we have a new course and that's a course in the program or major that somehow threads through the Carolina core outcomes. We're not making a capstone course in the major. We're really inviting every major to think what they can use, what they have to meet this integrative requirement. I was told by the Dean here in Arts and Sciences that with the biology major she can't have a capstone course and I believe her; especially given resource constraints. But what biology can do is look at the courses that their majors take and identify a course in the junior or senior year when they might reinforce some of the Carolina core outcomes that we think are so critical for a student to be successful. A biology course might overlap with speech or with information literacy, with analytical reasoning or with values, ethics and social responsibility. We're not going to mandate how much threading goes through that integrative course. We really support the creativity of the professor in designing those.

So those are some of the high points of how [the general education curriculum will change.]

I would be happy to answer any specific questions or hearing any reflections you might have about some of these issues.

**Bruce Nims (Lancaster):** You might mention where the QEP website is located.

**Dean Doerpinghaus:** It is at [sc.edu/provost/qep](http://sc.edu/provost/qep). Thank you, that's right.

Other comments, questions? I think one concern that we get from faculty, and I should say that I identify as a faculty member, if you identify me as that. I know when I was a faculty member, I didn't identify administrators as faculty, but I really do feel like a faculty member. We are concerned about academic freedom in the classroom, how the move toward assessment [will affect that freedom]. I'm sure when you're teaching on a regional campus and you're trying to interface with what's happening in Columbia, that can exacerbate that issue. We're sensitive to that. We have regional faculty on our committees, the distributional requirements we hope faculty senate will vote on in November the Carolina core. It specifically states that for any core course to be approved, that means to be recertified if it is existing or approved if it's new, there is a statement on the form that says have the regional campuses been involved in this? Do they know that's going on? That has to be checked off. And it's a step in the right direction.

Any questions? Roberto?

**Roberto Refinetti (Salkehatchie):** I know the QEP is not fully realized but it's a component for the experiential learning for the student, right? Are there going to be more opportunities for internship, that type of thing?

**Dean Doerpinghaus:** Well I guess resource constraints are the first thing I'd like to bring up. We're not going to require, we're not going to mandate that students have to do. We're hoping to do is use websites, use technologies that students can see what the range of opportunities are. That's one of the first shortcomings that we have found in Columbia and maybe you have experienced that on your campuses. Great stuff happens and nobody knows about it. Sometimes faculty members don't even know what other faculty members are doing. They have common interests and they don't know it. So the thing to identify is what is going on on your campus that enriches learning. It could be a variety of things. [We need to]to make that well known, to offer students a chance to reflect on that experience as experiential learning and how that helps with their class. Blackboard offers the opportunity to do e-portfolios. If the student wants to do a USC Connect portfolio, they have the tools to do that. We're not going to mandate. We don't have the staffing to monitor that. We can't certify that they have or haven't done something. There's a program that wants to require, for instance, education. Students are required to go to the schools and teach. That's a great beyond the classroom learning experience. Education requires reflection, requires that connections be made. That's a big group of students that's being taken care of right there.

Does that answer your question?

Yes.

**(Name not clear) from Salkehatchie.** You mentioned about courses being recertified or, do you envision courses to be dropped?

**Dean Doerpinghaus:** We don't envision that. We envision faculty making changes to courses, not so much that we mandate it, but this year we had a subcommittee that was studying scientific literacy, and we collected lots and lots of syllabi and then they would talk to the profs and the profs would say that we teach scientific method and it was nowhere on the syllabus. So that's what I mean about it.

**(Name not given):** Will there be a running list of what courses are certified, so we don't have to reinvent the wheel? If the course gets recertified on our campus can we offer that course?

**Dean Doerpinghaus:** That's a great question.

This process is really huge and so we're learning as we go. And my quick response would be yes the course will have to be constantly updated and recertified. And I think we'll also have to have a grace window. That's the legal term for it. But this is going to be launched in 2012 and what if all the courses aren't up and running by then?

Well I think the incoming class will have to grandfather them in and if English 101 was certified before and it hasn't been certified yet, then we honor that until we get to it. But we are also honestly positioning ourselves so we will be able to look at a lot of courses.

**Sally Boyd (Extended University):** Members of the Carolina Core or members of the Carolina core committee will be managing the recertification process?

**Dean Doerpinghaus:** Well, we've gotten bigger. We will be responsive and the good news is we will have a Carolina Core committee and so if things we're proposing don't work out we may have to suffer for a year or two. But there is a committee that will be looking at how this works and we can make changes.

To go into a little bit of detail on the way we envision recertification, we have nine learning outcomes and so we anticipate nine small committees of four people each, headed by a faculty member whose expertise is that area. You have an English prof heading that up. You'd have another person from another department and a person probably from a professional school also in that group. And they would sort of be our experts about that particular learning outcome. So as we go through the recertification process, they would be the first to look at the English 101 syllabus. And to check things out, see if it looked, go back and forth with the submitter and then give it to the Carolina core and say this does what we need it to do, meets the outcomes, has the syllabus components.

That group will also head up assessment after the first year goes by. We'll do sampling, to see what our students are doing with their learning outcomes. It will be done anonymously. We won't know which sections, which profs. But you know we might find out that one of the outcomes was writes well with an ink pen. And we notice that they're not writing that well with an ink pen. And so then we would go back to the chair of the English department and say you know you need to do something because they're not write that well with an ink pen. And then get the English faculty involved. So that will be very important in looking at the syllabi and looking at assessment.

**Sally Boyd:** I'm not sure who this is. So the proposal will be by individual members or by ?

**Dean Doerpinghaus:** They will be initiated the same way that all new courses are initiated. Yes, that's one of the things that I am most proud of that no one else would care about. In the last two years in a really strong academic programs office worked with Chris Bennigan, office website and click on academic programs. The forms are right there. How do you submit for a new course and as Sally said, a faculty member can look at what all is needed and talk to a department head and do it. Every college, campus, the four year campuses, all of these people are coming to these academic programming agencies. So we have a lot of experts now and the forms will be revised in the next couple of months so that you can use that same new course proposal form. But if you click on the core course, it will ask some other questions that will take you to the answer. So we're trying to streamline this. It's all online. So we're trying to make it easy. Does that answer your question, Sally?

**Bruce Nims (Lancaster):** You mention English 101. Will the English Department submit the course?

**Dean Doerpinghaus:** Great question. The department will submit the course, it will be approved and the department head will have to insure that every section has the minimum outcomes on it. We have to hold the colleges responsible for . . . Bruce?

**Bruce Nims:** Are you talking about the department head in Columbia or the associate dean on our campuses or the division chair of the department on our campuses? Who is the responsible person?

**Dean Doerpinghaus:** I don't know yet. That's the kind of thing we should talk about so we can set it up in a way that makes the most sense. And maybe Chris and I can lead a group to do that.

**Bruce Nims:** I would submit to you that that is one area where you have the potential for conflict between the departments in Columbia campus and the regional campuses.

**Dean Doerpinghaus:** I know. That's why we're working to really have that check off on the form: Has everybody been in on this conversation? It may not be enough but we should meet about that this fall. We need to talk about that. It's really important.

**Lisa Hammond (Lancaster):** We have some anxiety about this problem because we have had problems in past where people were not communicating well. In my own department that has happened twice in the last few years. So that does not mean that ? the faculty needs to be part of this process but a check point on the form that says is everybody involved with the conversation, that Columbia was told what we were going to do. It's really critical that communication goes both ways and I do know that there are issues in Columbia faculty. But there are a lot of us out here teaching English 101 and we don't want to have our courses dictated to us on a process that we haven't thought of.

**Dean Doerpinghaus:** I think you and Bruce are both suggesting maybe we need to have some meetings about how we could structure this. So that, you know my concern is that all of our students on all of our campuses have minimum learning outcomes. So to me it seems that we can do that. I very much appreciate what you're saying and this is a great opportunity for us to set this up right. If we set this up right, it can reinforce good communication. And that's what we want to do. And I know that the Provost is very committed to better communication with campuses.

Other comments? I always take too much time, Chris; I'm sorry. I love to come to this and it's not hard to find Doerpinghaus on the website. So write me if you like.

**Chris Plyler:** Thanks for being with us. That concludes my report. I beg forgiveness for having to leave a little early but I'll be with you next time when we will be meeting in Union. And Mr. Chairman. Thank you.

## **Reports from Regional Campus Deans (submitted electronically):**

### **Dean John Catalano, USC Lancaster:**

**Students:** Spring Enrollment final numbers were up by 9.44% over spring 2009. Summer enrollment was up by nearly 30%. Fall enrollment is up by 5.33% (latest kudzu numbers subject to change). Women's softball has been added this Fall Semester. We are exploring the addition of food service on campus, in response to student demand. The Scholarship luncheon this year will be held on Tuesday, November 23. President Pastides will be our featured guest.

**Faculty:** This year we have hired five faculty members in new positions (2 English, political science, math, and art). We anticipate five new faculty hires next year (Tenure track hires in American History, Mathematics, and Sociology; instructor hires in Criminal Justice and Chemistry). Currently, there is \$35,000 designated for the USCL faculty research and productive

scholarship grants, awarded by a faculty committee headed by Dr. Riner. Faculty travel should be funded at about the same level as last year.

**Facilities:** The USC BOT B&G Committee has approved the first phase of design for a new \$8 million classroom building on campus. The building will be funded by private pledges and gifts as well as an increase in Lancaster County millage. The targeted opening date is fall 2013. Work in Bradley is ongoing. Carpeting is being replaced and general painting is progressing. The student center was painted this summer. Hubbard renovations are on hold until summer 2011, mainly due to asbestos remediation that will be done over the Christmas holidays. The picnic shelter project is complete and the pond reclamation project is going forward. The new sign at the entry to campus is finished and will be added to with fencing as money is available. The new soccer field will finally be built during the Fall Semester.

**50th:** The anniversary fundraising efforts spearheaded by Stan Johnson are doing well with approximately \$3.1 million raised (nearly \$2.7 million raised on the new classroom project alone). The Lancaster County Council has unanimously approved a resolution to increase millage from 3.4 to 4.4 in support of the new classroom building.

**Financial:** USCL has and will continue to operate efficiently. Last year (2009-10 is the last completed fiscal year) the total amount of A fund revenue from county support, other revenue, tuition and fees, stimulus, and the state appropriation equaled \$8,878,165 (or \$8221 per full time student). In 2000-1, almost ten years ago, total A fund revenue was \$4,536,461 (or \$8382 per full time student). During the decade, USCL has expanded and improved facilities, doubled the faculty and the student body, added athletics, modernized technology, and we are doing it with less expenditures per student than a decade ago. Despite abysmal state appropriations, the campus added to last year's \$189K carry-forward and ended the fiscal year with approximately \$429K in carry-forward funds. We have already experienced a \$406K cut in state appropriations from last year's budget (the same amount to the coming year's stimulus grant). The 6.5% tuition increase in this academic year will be less than the current state appropriation cut. As 2010-11 will be the last year of stimulus funding we need to have a healthy balance in anticipation of a lean 2111-12. Finally the \$1,528,760 state appropriation this year is equal to 26% of our mission resource requirement (MRR) as established by the SCCHE of \$5,892,034. This means that had the state fully funded USCL using the state's own formula, our appropriation should have been increased by \$4,363,274!

**Dean Ann Carmichael, USC Salkehatchie:**

Fall enrollment figures as of today are showing Salkehatchie having a headcount of 1139 (a 22.08% increase over last fall), and an FTE of 763 (a 19.6% increase over last fall). This is a record enrollment for our institution.

The campus has welcomed five new faculty members and one new staff member to our campus this fall. Dr. Thomas Bragg, Assistant Professor of English, holds a PhD from the University of Florida; Dr. David Hatch, Assistant Professor of English, holds a PhD in Humanities from Florida State University; Dr. Rodney Steward, Assistant Professor of History, holds a PhD from Auburn University; Mr. John Eze, Instructor of Business, holds masters degrees from Virginia State University and central Michigan University; Ms. Tatjana Slawson has joined our staff as head women's softball coach. Coach Slawson was a former assistant coach at North Carolina A & T State in North Carolina. She earned her Master of Science in Criminal Justice from Charleston Southern University.

USC Columbia College of Nursing in partnership with USC Salkehatchie was notified of an \$832,250 award from Health Resources and Services Administration for a nursing workforce diversity grant, the monies to be awarded over a three-year period. The purpose of the grant is to encourage minorities to enter into the nursing profession and provide support services to disadvantaged students. This grant proposal was recognized by HRSA as an exemplary application for this type of program.

Savannah River Nuclear Solutions has made a generous pledge of \$90,000 over a three year period towards the Carolina Theatre project. The first installment of \$30,000 has already been received.

Dr. Sarah Miller, USC Salkehatchie assistant professor of history and Faculty Senate Vice Chair, has been chosen as a finalist for the 2010 Governor's Professor of the Year award. Congratulations, Dr. Miller! Interviews will be conducted in October.

Dr. Rodney Steward, who recently joined the Salkehatchie faculty as Assistant Professor of History, has been notified that his manuscript, "David Schenck and the Contours of a Confederate Identity," has been accepted for book publication by University of Tennessee Press.

#### **Dean Les Carpenter, USC Sumter:**

Since my last report to the Regional Campuses Faculty Senate on April 9, 2010, the economic news from the state of South Carolina has continued to be grim, and there have been a number of notable events and activities at USC Sumter.

**Budget:** USC Sumter, and all public institutions of higher education in South Carolina, is managing a 21% cut to our state appropriation for FY 11. The 21% cut at USC Sumter translates into \$642,876 in cuts that must be managed in our FY 11 budget. On May 10, 2010, we presented USC Sumter's FY 11 budget to President Pastides, to which he subsequently gave his approval. USC Sumter's Faculty Organization has been briefed on the FY 11 budget, with specific emphasis on programmatic cuts and other changes to campus activities. Indications for FY 12 continue to include additional cuts to state appropriations, so USC Sumter already has begun the process of determining how we would accommodate additional cuts in FY 12 and beyond.

**Human Resources:** As you already know, the General Assembly has not provided a pay raise for faculty or staff for the past two Fiscal Years. As previously announced, two tenure-track faculty positions were vacated at the end of the 2010 Spring Semester. Professor of English Ellen Arl retired, and Assistant Professor of Biology Jeff Steinmetz resigned to accept another position. Both

positions have been filled as one-year term Instructor positions due to budgetary cuts. Three additional retirements have recently been announced, effective at the end of the 2011 Spring Semester. They are Professor of Sociology Richard Bell, who also serves as the Chair of the Division of Humanities, Social Sciences, and Education; Associate Professor of French and Spanish Bernard F. Fitzgerald; and Associate Professor of Management Christine Borycki. Two of these positions will be filled as one-year term Instructor positions due to budgetary cuts, and the third position is still being evaluated. Since the inception of the TERI program, 32 USC Sumter employees have opted into the program. Of those 32, 26 have already retired, two are scheduled to retire in FY 12, two in FY 14, and one in FY 15.

**Federal Stimulus Funds:** As previously reported, USC Sumter received \$575,463 in Federal Stimulus Funds for FY 10 (Year 1). To date, approximately \$410,154 of this amount has been spent, and the balance is obligated for approved projects that will soon be complete. For FY 11 (Year 2) USC Sumter received \$642,876 in Federal Stimulus Funds, which will be used for approximately 20 projects in a variety of areas to enhance campus-wide safety, security, handicap accessibility, and academic support. Both years include funding for approximately 32 temporary staff positions, which will be terminated, again, when the Federal Stimulus Funding ends on June 30, 2011.

**Student Enrollments:** Preliminary official enrollment figures for the 2010 Fall Semester indicate a 2.45% headcount enrollment decrease compared to last year, and a 1.38% FTE enrollment increase compared to last year. These modest headcount and FTE enrollment increases support USC Sumter's efforts to continue to grow our enrollment over the next several years.

**Student Activities:** Fire Ants teams in men's Soccer and women's Soccer are well along in their fall seasons, and both teams continue to eagerly anticipate the friendly but spirited rivalries with teams from other USC Regional Campuses. The planned addition of a third intercollegiate sport for men and women in the 2011 Fall Semester is progressing and an announcement regarding which sports will be made soon.

**Faculty Workload Adjustments:** Following the adoption of a Faculty Workload Adjustment Plan for USC Sumter, the 2008 Fall Semester marked the implementation of the first phase of this Plan for all junior tenure-track faculty, as well as selected senior tenured faculty identified as "productive scholars." The second phase of adjusted teaching loads for these two groups of faculty was originally scheduled to be implemented during the 2009-10 academic year, but instead has been delayed for at least two years due to budget cuts. In light of the anticipated continuing bad budget news for FY 12 mentioned above, it is possible that the second phase of this Plan could be delayed even further.

**Professional Travel:** At USC Sumter, during the current FY, another strategic decision was to protect professional travel funds as "mission critical" for faculty who are either presenting papers, serving on panels, or whose presence is expected as an elected officer in the professional association.



All other professional faculty travel must be approved on a case-by-case basis against the “mission critical” standard. We will seek to continue to protect professional travel in the FY 12 budget, but in light of the anticipated continued bad budget news for FY 12 mentioned above, it is possible that all professional travel could be eliminated as part of the FY 12 budget cuts.

**Capital Improvements:** A new Instructional Laboratories Building continues to be the top priority for new buildings for USC Sumter, and currently is ranked #14 on the state-wide list of capital projects for higher education. 2010 is the tenth year since the General Assembly passed the last capital construction bond bill – the longest span without a capital bond bill in anyone’s memory. In light of the extremely bad budget news for FY 11 mentioned above, and the anticipated continuing bad budget news for FY 12, it is very unlikely that a capital construction bond bill will be passed during the 2011 Session of the General Assembly.

### **Interim Dean Steve Lowe, USC Union:**

#### I. Enrollment

- A. USCU has another record enrollment for Fall 2010 (beating the Fall 2009 record)
- B. 525 as of 9/17/10 (507 was the final number in Fall 2009)

#### II. New Hires

- A. H  l  ne Maire-Afeli, Instructor of Biology and Chemistry and Lab Manager
- B. Jolie Fontenot, Assistant Professor of Speech Communication
- C. Issaia Butler, Director of Opportunity Scholars Program (note: OSP’s grant was renewed for four more years)
- D. Lori Willis-Richards, Library Assistant
- E. Kendra Owens, Academic Affairs
- F. Linda Wendel, Financial Aid

#### III. Master Plan

- A. Master planning process is complete
- B. Implementation will begin this fall with crosswalks and (hopefully) gates and new signage
- C. A building on Main Street purchased by our Commission will be repurposed for a bookstore and student center
  1. Environmental and structural studies will be conducted this fall

#### IV. Other happenings

- A. Student Activities
  1. we open the Truluck Gym on Tuesday-Friday for student activities
  2. student clubs have been reactivated—the Literary Club is probably the most active, but other groups are growing
- B. Safety and Security
  1. security cameras will be installed this month
  2. crosswalks (see above)
- C. Founders House

1. Old Child Development Center has been refurbished as small classroom/office space and renamed
2. Revitalized Continuing Ed program will be housed here

V. Senators for 2010-2011

- A. Denise Shaw, Assistant Professor of English
- B. Jolie Fontenot, Assistant Professor of Speech Communication
- C. Randy Ivey, Instructor of English (not attending)
- D. Avery Fouts, Assistant Professor of Philosophy and Religious Studies, Alternate

**Dr. Sally Boyd, Assistant Vice Provost for Extended University:**

Extended University is pleased to welcome two new tenure-track faculty members this fall. Dr. Jessica Sheffield, who holds a doctorate from Penn State, is an assistant professor of speech. Dr. Julia Elliott, a USC Columbia Honors College graduate with a doctorate from the University of Georgia, is an assistant professor of English and women's and gender studies.

Palmetto Programs continues to grow at a rate faster than anticipated, Last January 200 students were enrolled in BLS and BOL combined. This past July the number was up to 300, and it's currently 349. BLS is now three years old, and BOL has been available for one year. The current enrollment is approximately three-quarters BLS and one-quarter BOL. Forty-three BLS and one BOL degrees have been awarded, and 29 BLS students are scheduled to graduate in December. This semester 18 Palmetto classes are running, with an average enrollment of 26. Twenty sections are scheduled for next spring, and by fall 2011 each site will have two Palmetto classrooms, allowing for needed expansion of course offerings. Additionally, a search is underway for a second tenure-track or tenured position to teach the three required courses: South Carolina Studies, the internship, and the capstone writing course. Candidates should have a doctorate in a humanities discipline plus experience teaching with technology and teaching writing. Regional campuses faculty who have interest and appropriate experience are encouraged to apply.

The Office of the Provost is sponsoring a two-day seminar on career opportunities in biomedical sciences on October 28 and 29. The featured speaker is Dr. Clifford Houston, associate vice president for educational outreach and a distinguished endowed professor in microbiology at the University of Texas Medical Branch. Dr. Houston has a reputation as a dynamic and inspiring speaker who focuses on enhancing the interest of young students in mathematics and science, particularly women and underrepresented minorities. The seminar includes a session devoted particularly to faculty and academic administrators, and another geared toward admissions staff, advisors, and undergraduate students. You are encouraged to support participation of both faculty and students on your campus. Both your dean and your academic dean have specific information and details.

## **Reports of Standing Committees**

### **Rights and Responsibilities; Lisa Hammond, Chair, reporting:**

Rights and Responsibilities reviewed an extensive list of potential charges. We thought that they all seemed important. I doubt we can get to all of them so we decided to prioritize. We're going to start by looking at several revisions to the regional campus faculty manual, that came up in the last year but wasn't able to get to.

There's a good deal that needs to be done. The language for example, reflecting family-friendly policies is not included in our manual. Tenure extension is missing, that kind of thing. These need to be reviewed and included and couple of little glitches in the policies and procedure, although we've made a lot of progress with the manual. We are also going to look for what I hope will be the last time at the questions of librarians being hired as staff or faculty. We will be appointing an ad hoc committee and report back to rights and responsibilities on the possibility of developing a clinical tenure track. So we are going to ask a couple of faculty members from nursing and psychology to meet with some members of the committee to look into the feasibility or this option. If any of you have an interest in that topic and some expertise in those fields, we would really welcome your contributions and I would ask that you would get your name to me so that I can put you in charge of the subcommittee.

### **System Affairs; Eran Kilpatrick, Chair, reporting:**

Good afternoon. System affairs had an opportunity to continue working on the evaluations that we started last year. We made quite a bit of progress discussing some of the dates of that evaluation, in addition to some of the specifics regarding confidentiality of individuals requesting some of the teaching evaluations. So we are continuing to work on that document. As a matter of fact, those corrections that we talked about today and changes will be added to the document that's already posted on the Regional Campus Faculty Senate website under Motions. So these changes will be added and a new version of the document will appear for all of the Regional Campus Faculty Senate to review. So take advantage of that opportunity and I'll expect feedback from any of the senators when we meet for our next meeting in November. This will go to working towards bringing out this motion for a vote.

In addition to our continuing work on the teaching evaluations, we've also accepted two other tasks. The first of those will be a way to evaluate instructors on some of the regional campuses without considering the component of scholarship. So in some regional campuses instructors are evaluated based on service. But it's not the same across all regional campuses. Salkehatchie is an example of that. At least we will find a way where instructors can be evaluated without that component of scholarship if they decide to do that. The third task deals primarily with the reinstatement of development English and math courses, for example Math 99 and English 100.

So we'll be conducting those efforts later this year and on into Spring of 2011.

A discussion followed concerning whether the issue of instructor evaluations at USC Salkehatchie was a Regional Campuses Senate issue, or a local issue. No conclusion was reached, and the committee will continue to look into the matter.

**Welfare; Annette Golonka, Co-Chair, reporting** (submitted electronically):

Due to the stepping down of Stephen Criswell from the Chair position, Annette Golonka from USC Lancaster was elected as the new Chair; Pearl Fernandes from USC Sumter will serve as Co-Chair.

The Welfare Committee accepted three charges for the year:

- 1) Tenure & Promotion Workshop
- 2) Faculty surveys
- 3) John J. Duffy Excellence in Teaching Award – editing of the criteria, motion made later in the meeting (See Appendix 1 for the final version, as changed and amended.).

**Tenure & Promotion Workshop**

The Committee is moving the date earlier in the Spring semester due to conflicts with Maymester course loads and earlier submission of the tenure and promotion file for external review, a due date of July 1<sup>st</sup>. The Committee has discussed a potential date of January 7<sup>th</sup>, the Friday before spring semester classes begin and will work on finalizing the date.

**Faculty Surveys**

This year (2010-2011), the Committee will work on the welfare and workload survey as well as the faculty salary survey.

**John J. Duffy Excellence in Teaching Award**

The Committee would like to remind faculty to start the nomination process on their campuses. The Committee edited and refined the criteria based on feedback from last year's nominees and members of last year's Welfare Committee. A motion was made under new business to present the changes and discuss why the changes were made. The changes listed in the motion are below. A final copy of the teaching award is attached.

Changes made:

Page 1: Under "The Award" a third item was added to extend the number of years a nominee may discuss in their file. The motion reads:

“3. The award file covers the previous three (3) years of teaching. For example, for the 2010 award year, faculty may include information from Fall 2007 up to Summer 2010. This does not exclude faculty who do not have 3 years of teaching experience at an USC regional campus.”

Page 1: Under "Eligibility" a fourth item was added clarifying the Welfare Committee's criteria during judging of the files:

“4. The Regional Campus Faculty Senate’s Welfare Committee judges the files on the following criteria:

- a. Student assessment and evaluations
- b. Innovation in teaching
- c. Professional development activities
- d. Student involvement
- e. Difficulty of course load.”

Page 2: The rest of the changes were made under “Required Materials for Nominee’s File” as follows:

- 1) In #3, the word “student” was added in front of “research” so this item now reads:  
“3. A summary of teaching, student research, advisement, mentoring activities, awards. **Suggestions** for the summary:”
- 2) Item 3e was removed from the file due to confusion among nominees and the judging committee as to how it relates specifically to teaching. Item 3 originally read as follows:  
“e. Research and writing in the discipline or profession shown to have helped improve/refine teaching (publications, seminars, presentations, video or other technology-based productions, portfolios, exhibits, concerts).”
- 3) Item 4 was modified to include a change in page number as well as formatting. The original page length was 10; the Committee made the motion for 5 pages; an amendment was made to the motion to increase this page length to 7.  
Original wording:  
“4. The submitted material has a 10-page limit not including the vita, and should be in PDF format.”  
Modified Wording:  
“4. The submitted material has a 7-page limit, not including the vita, and should be in one PDF file with 12 pt font, double-spacing, and 1-inch margins.”
- 4) The original version of Item 5 was not very helpful in judging the files as most Division Chairs wrote a very brief note that did not add to the overall impression of the candidate, and so this was replaced with a different statement that would indicate the file came from the nominating campus through the proper route (*e.g.*, the local Welfare Committee).  
Original Item:  
“5. A brief note from the Division Chair approving the nominee’s file.”  
Replacement:  
“5. All names for the award must come from each regional campus’ nominating body.”

Respectfully submitted by committee members in attendance at the September 24, 2010 meeting:  
Annette Golonka (Chair), USC Lancaster; Pearl Fernandes (Co-Chair), USC Sumter; Chris Bundrick, USC Lancaster; Rigoberto Flórez, USC Sumter; Jolie Fontenot, USC Union; Wei-Kai

(Bryan) Lai, USC Salkehatchie; Patrick Saucier, Extended University; Hennie van Bulck (alternate), USC Sumter.

**Executive Committee; Bruce Nims, Regional Campuses Faculty Senate Secretary, reporting:**

The Executive Committee held a very lengthy meeting on September the 10<sup>th</sup> and much of the information that you've heard in the course of this meeting was given then so I won't repeat it.

Campus reports were given and of course enrollments are up on all campuses. One thing that Dr. Plyler did mention at that time that hasn't been mentioned was that he felt that the external review process has been working pretty well to this point. He also mentioned that the university is moving from a value centered budget model to a more centralized model and this is going to take about two years.

Of course the charges for the standing committees were discussed and you have heard from the committee chairs about those charges. The time and location for the next meeting is now solid: November 19<sup>th</sup> in Union.

**Reports of Special Committees**

**Committee on Libraries:** No report

**Committee on Curricula and Courses; Robert Castleberry, Sumter, reporting** (submitted electronically):

I apologize, but a prior commitment keeps me from giving this report to you in person.

The Committee meets on a monthly basis (we started in August) to consider changes to the curriculum. I usually get an electronic copy of the agenda before each meeting. I forward this agenda to contact people on each campus. If you would like to get a copy of the agenda, please email me so I can add you to my contact list.

If any of the contact people on our campuses have concerns about the proposed changes, I can bring those concerns to the attention of the Committee. Any Committee decisions are merely recommendations to the Faculty Senate, and changes are not final until the Senate approves them. The results of the Senate's actions can be found on their web page.

I would like to draw your attention to some specific curricular changes approved by our Committee for consideration by the Senate. What follows has been extracted from my earlier reports to the contact people on each of our campuses.

From the August meeting,.

- \* SPCH 201 – a new course ... Popular Communication and Popular Culture
- \* WGST 112 – approved for Distance Education Delivery

- \* Social Work – Core curriculum was revised

From the September meeting,

- \* AFRO – change in designator to AFAM
- \* some new 400-level CRJU courses
- \* change in title/description and cross-listings for several HIST courses; also new course HIST 214 (The Practice of Public History)
- \* MUSC 113R (Topics in Popular Music: Radiohead)

There are two other matters I need to bring to your attention.

1. George Lampl from the Legal Office gave us a copy of a standard Faculty Agreement contract – see Attachment 1. You should be given this form if you agree to develop a course for distance education. I refer you to the University Policies ACAF 1.5 (Outside Professional Activities for Faculty) and 1.33 (Intellectual Property) as you consider this matter. I also note that the A Primer on Intellectual Property workshop will be held in Columbia August 26, although its scope goes far beyond the nature of this Faculty Agreement form. Below are some points for consideration that came from the Committee’s discussion of the form.

The contract is one which applies when “substantial University resources have been used in the development, etc. of the course.” The concern is that the definition of “substantial resources” is not clearly articulated. Also, what if you develop something entirely on your own – is there a special contract that would indicate that the University recognizes that it didn’t provide “substantial resources”?

One member of our committee who does develop distance education courses noted that: 1) in some cases she refuses to sign the contract, 2) when she does sign the contract she often modifies it (she generally doesn’t like the idea that “the University reserves the perpetual, ... right to ...[use] the Work...”).

So, some concerns are that 1) it should be made clear to faculty that they have the right to modify the contract, 2) that the definition of “substantial resources” needs to be clearly understood, and also 3) that another contract should be made available to faculty when the University acknowledges that “no substantial University resources” were involved.

2. As some of you probably know, at the September meeting MATH had a number of curricular changes proposed that related to prerequisites for admission to specific MATH courses (111, 111I, etc). Those proposals were tabled so that System Affairs (including our campuses) could get involved. However, there was some discussion about procedures for involving the regional campuses.

Mary Ann Byrnes, Assistant Dean for Administration of the College of Arts and Sciences, was at the meeting to represent several of the proposals. Kris Finnigan, Director, Academic Programs (Provost's Office) was also there (she is an *ex officio* member). Concerning the MATH proposals, they legitimately asked how we could minimize problems with the regional campuses. I suggested that the problem is often that decisions are made by Columbia (reasonably, in my opinion) to meet specific concerns on the Columbia campus, but unfortunately without any true understanding that those decisions might cause difficulties on the regional campuses. Having the matter go to System Affairs helps some, but that occurs after the fact. It would seem better to have regional campus faculty/administration involved much earlier in the process (when the decisions are being shaped). For example, our English faculty now have representation on certain Columbia English Department committees. My suggestion was that such representation be extended to other departments and colleges. When asked exactly how that would work, I suggested that the problem be sent to System Affairs to have the regional campuses come up with some proposals. I don't know where any of this is going, I just thought I should warn you about my comments.

The new Carolina Core will necessitate a number of changes to our traditional curriculum. Various Departments, Colleges and Schools are likely already reconsidering their course offerings. Wouldn't it be good if we had regional campus faculty who taught those courses actively involved with determining the changes to the curriculum? Unfortunately, for the most part I don't think we currently have a good mechanism for accomplishing this. I would hope that the RCFS could quickly propose a strategy for our involvement.

**Committee on Welfare:** No report.

**Board of Trustees Faculty Liaison Committee; Steve Bishoff, Sumter, reporting:**

I attended the first meeting just last Friday. There were a number of things brought before the committee. They did not have a great deal to do with the regional campuses. There were a number of title changes and termination of a degree in public health, which sounded very controversial considering the President's academic background. What was really going on was that there was still a PhD in public health. There was a refining of the titles [associated with] the fine arts degree [and] the management degree. There was a discussion of the new 30 million dollar gift that the President already talked about, and the School of Environment changed to the School of Sustainability.

So, not many things really reflected on us. It was interesting listening to the President discuss the School of Law. There will be a blue ribbon study; and if there isn't already one, it will be out in short order. I don't think it will affect our undergraduates very much. You might want to take a look at it for the way the law school is restructured.



**Regional Campuses Research and Productive Scholarship Committee:** No report.

**Provost's Advisory Committee:** No report

**Conflict of Interest Committee:** No report

**Grievance Committee:** John Peek of USC Salkehatchie was elected chair of the Grievance Committee

## **Unfinished Business**

No unfinished business was brought forward.

## **New Business**

Chair Steve Bishoff recognized **Annette Golonka of USC Lancaster**, co-chair of the Welfare Committee, who presented the following motion concerning the John J. Duffy Teaching award:

The welfare committee had edited and modified the John J. Duffy Teaching and Excellence Award. Our guidelines are based on feedback from previous candidates as well as the current members that have been involved in the process. We have a motion to change the document the file stating that the purpose about the award. And I have six different changes. And I'm making one motion to make these changes.

Under information about the award, we'd like to add that the award covers up to three years of teaching. For example, under the 2010 award year faculty may include information from Fall 2007 till Fall 2010. This does not exclude faculty who do not have three years of teaching experience at USC Regional Campus. So we're planning on adding that change.

Under eligibility we would like to add a fourth statement that the Regional Campuses Faculty Senate Welfare Committee judges the files on the following criteria: student assessment and evaluation, innovation and teaching, professional development activities, difficulty of course load. And on page 3 of our materials for nominees file, we would like to edit number three to read a summary of teaching, student research, advisement, mentoring activities awards. There was some miscommunication about what research meant in terms of this award and it means student research.

Under required materials for nominees file 3E we would like to remove something. Currently this reads, writing on the discipline, that improved or refined teaching. This includes publications, presentations, video or other technology based productions, such as portfolios, exhibits, concerts. There was some confusion on our committee about whether these are research oriented materials. We would like to remove that.

Number 4. We would like to change the submitted material to a five page limit. It was previously ten pages. Currently we would like to read submitted material has a five page limit,

not include the vitae and should be in one PDF file with 12 point font, double spacing and one inch margins. A little bit more detail there.

Number 5. We would like change the rules to say that all names for the award must come from each regional campus's nominating body.

The exact wording of the proposed changes in the John J. Duffy Award Procedures can be found in the Welfare Committee's electronically submitted report under **Reports of Standing Committees**.

In the ensuing discussion, the only controversial change was the new five-page limit. The committee agreed to amend the motion to require a seven-page limit.

Thus amended, the Welfare Committee's motion to modify the John J. Duffy Teaching Award **passed**.

The revised guidelines for the John J Duffy Teaching award, reflecting the changes approved by the Senate on September 24, 2010, appear as **Appendix 1** to the minutes.

## **Announcements**

Professor Wei-Kai Lai of Salkehatchie announced a Mathematics Seminar to be held at USC Salkehatchie.

There being no further announcements, the meeting was **adjourned**.

## Appendix 1

# JOHN J. DUFFY EXCELLENCE IN TEACHING AWARD A REGIONAL CAMPUSES TEACHING AWARD

### INFORMATION ABOUT THE AWARD

#### The Award

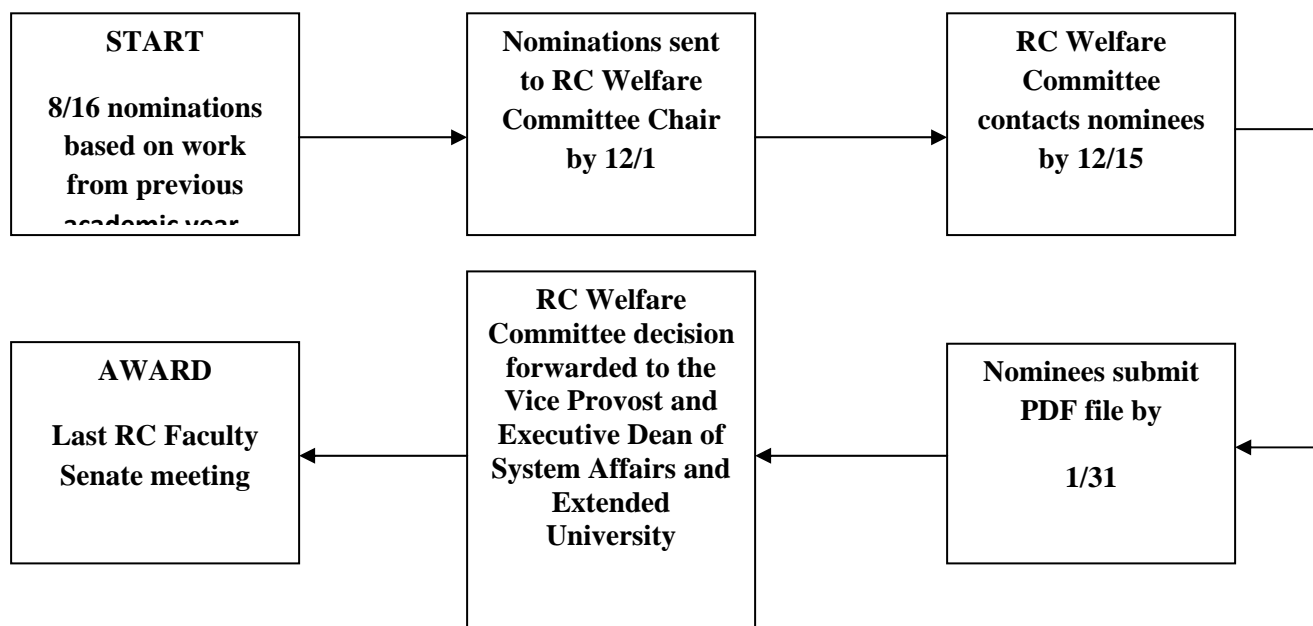
1. The award will be accompanied by a monetary stipend in the amount of \$2500.
2. Awards will be presented at the USC Columbia Honors and Awards ceremony and announced at the last Regional Campuses Senate Meeting of the academic year.
3. The award file covers the previous three (3) years of teaching. For example, for the 2010 award year, faculty may include information from Fall 2007 up to Summer 2010. This does not exclude faculty who do not have 3 years of teaching experience at an USC regional campus.

#### Eligibility

1. Nominees must be full-time Regional Campus faculty.
2. Previous Award recipients are not eligible for nominations for a period of three (3) years after receiving the Award.
3. Recipients of any other teaching award will be eligible for nomination for the Award
4. The Regional Campus Faculty Senate's Welfare Committee judges the files on the following criteria:
  - a. Student assessment and evaluations
  - b. Innovation in teaching
  - c. Professional development activities
  - d. Student involvement
  - e. Difficulty of course load.

### NOMINATION PROCESS

Nominations will be submitted by each USC regional campus including Extended University to the Regional Campuses Welfare Committee. Each campus will decide how the nomination process takes place at the institutional level. There is a limit of five (5) nominees per campus allowing each campus' division, if desired, to have a nominee. The timeline is presented below.



## FACULTY AWARDS SELECTION CODE OF CONDUCT

1. All proceedings and communications (e.g., letters) should be confidential. The number and specifics of the applications are confidential and should only be discussed in the context of the committee meeting. No individual may discuss the names, content of the discussion or any details about the nominees outside the committee. All nomination documents, with the exception of books and manuscripts, should be shredded after the decision has been made by the Vice Provost for System Affairs and all follow-up committee conversations have ended. Books and manuscripts should be returned to the nominee.
2. A committee member cannot nominate a candidate for an award given by the committee on which the committee member sits. Members with conflicts of interest should abstain from votes and discussions and may remove themselves from the committee. Conflicts of interest include but are not limited to a close personal relationship with any applicant including spousal, partner, and collaborator relationships.
3. Members should attend all meetings dedicated to the selection process and perform any outside work in an expeditious fashion.
4. If any member of the committee feels that an error or impropriety has occurred during any part of the committee process, the committee member and the chair may bring the issue to the Vice-Provost's Office for resolution. The decision of the Vice-Provost will be final.
5. When the winner of the John J. Duffy Excellence in Teaching Award is announced, the committee will announce the other nominees of the award.

### REQUIRED MATERIALS FOR NOMINEE'S FILE

1. A vita
2. A narrative which summarizes the candidate's philosophy of teaching, involvement in teaching, advising, and mentoring of students.
3. A summary of teaching, student research, advisement, mentoring activities, awards. **Suggestions** for the summary:
  - a. Course or Program Development such as courses taught/developed, program development or revision, instructional materials developed for students, uses of current and emerging technologies
  - b. Advisement and career counseling such as development of advisement materials, awards or recognitions
  - c. Research or independent study supervision such as nature and quality of student performance, nature and quality of supervision, nature and quality of outcomes or products
  - d. Mentoring and instructional support to colleagues, excerpts of letters from those assisted, description of support offered
  - e. Delivery of instruction, syllabi, course requirements and assessment approaches
  - f. Evaluation of student learning, student-generated products, examples of completed assignments
  - g. Class sizes
  - h. Assessment results (such as Standardized Assessment tests, exit exams)
  - i. Professional growth activities leading to improved teaching
  - j. Community service activities leading to improved teaching
4. The submitted material has a 7-page limit, not including the vita, and should be in one PDF file with 12 pt font, double-spacing, and 1-inch margins.
5. All names for the award must come from each regional campus' nominating body.

Nominations should be sent to the Chair of the Welfare Committee of the Regional Campuses Faculty Senate.