



Friday, September 30, 2011

Coffee .....	9:00 - 9:30 AM
Daniel Management Center	
Morning Session .....	9:30 - 10:00 AM
Room 801-A	
Welcome	
Reports from Regional Campus Deans	
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	
II. Student Affairs	
Room 859	
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	
President Pastides and Provost Amiridis .....	1:00 - 1:30 PM

# AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: April 22, 2011  
USC Salkehatchie
- III. Reports from Standing Committees
  - A. Rights and Responsibilities – Professor Danny Faulkner
  - B. Welfare – Professor Christopher Bundrick
  - C. System Affairs - Professor Carmela Gottesman
- IV. Executive Committee – Professor Sarah Miller
- V. 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 Sarah Miller
  - E. Regional Campuses Research and Productive Scholarship Committee – Professor Patrick Saucier
  - F. Regional Campuses Academic Advisory Council – Professor Sarah Miller
  - G. Other Committees
    - 1. Conflict of Interest Committee – Professor Noni Bohonak
- VI. Unfinished Business
- VII. New Business
- VIII. Announcements
- IX. Adjournment

UNIVERSITY OF SOUTH CAROLINA  
Regional Campuses Faculty Senate  
USC Columbia  
Friday, Sept. 30, 2011  
Morning Session

**Sarah Miller, Salkehatchie** called the meeting to order at approximately 9:30 am.

**Sarah Miller:** Welcome to Regional Campuses Faculty Senate, our first of the year. If you'll look at our agenda this morning you see that it's a little different than normal. We are having the reports from our campus deans this morning since President Pastides can't be with until this afternoon at 1:00. So we'll go ahead and get started and first we have the report from Vice Provost and Executive Dean of Extended University.

**Chris Plyler:** Thank you Madam Chair. Welcome everyone to Columbia and welcome returning and new senators to the first of four meetings of the Regional Campuses Senate during the 2011 – '12 academic year.

We've got a lot going on at the beginning of the semester as always; I'm sure you're feeling it. But in Columbia there's quite a lot going on, and I hope not to preempt the President's remarks this afternoon but there's some things we need to discuss about those new initiatives and I just want everyone to be aware and tuned in, and hopefully to have some good questions of him at 2:00.

We have been very fortunate to continue to hire outstanding faculty into the regional faculty ranks, and I wanted to mention them individually, so you'd be aware of who is where. I'm really impressed with our 2011-2012 additions. Some of them may be here; I know I saw Samantha earlier.

2011-2012 RC New Faculty

EXTENDED UNIVERSITY

Dawson Jones

PhD candidate in the English Dept. here at USC

LANCASTER

Nicholas Guittar

Sociology - Assistant Professor

Ph.D. / University of Central Florida

Ernest Jenkins

History - Instructor

Ph.D. / University of Kansas

Dana Lawrence

English - Instructor / Director of USCL Writing Center

Ph.D. / Texas A&M University

Babette Protz

Criminal Justice - Instructor

MS / UNC Charlotte (currently in doctoral program)

Michael Bonner

PhD - History (2006)

University of California, Riverside

SALKEHATCHIE

Ajanta Roy

Mathematics

Assistant Professor

Bengal Engineering & Science University, India

Coming from: Instructor at Northern Arizona University

Li Cai

Chemistry

Assistant Professor

Ohio state University

SUMTER

Carolina Arias

Instructor of Spanish

MA, Spanish, USC Columbia, 2010

Jason Burns

Instructor of Mathematics

Ph.D., MIT, June 2007

Melissa E. Makala

Instructor of English

Ph.D, English, USC Columbia, 2007

Kerry M. McLoughlin

Instructor of Sociology

MA Sociology, USC Columbia, 1999

### UNION

Samantha Hauptman

Sociology

Assistant Professor

Ph.D., University of South Carolina

We welcome all of them, and look forward to working with you this year and the many years ahead, and hope that you will take a moment today at lunch to get to know Samantha at least and if there are others here whose names I don't recognize, please display your name tags prominently.

I also want to congratulate our newly tenured and/or promoted faculty from last year:

### USC Lancaster

Dr. Stephen Criswell – tenure with promotion to Associate Professor (English)

### USC Salkehatchie

Dr. Carmela Gottesman – tenure with promotion to Associate Professor (Psychology)

### USC Sumter

Dr. Terry Smith – promotion to Professor (Business Management)

Dr. Pearl Fernandes – promotion to Professor (Biology)

Dr. Rebecca Hillman – tenure with promotion to Associate Professor (Mathematics)

Dr. Rigoberto Florez – tenure with promotion to Associate Professor (Mathematics)

And at USC Union, finally we have some tenured faculty at USC Union and that's something to be happy about. (Applause).

Dr. Avery Fouts – tenure with Promotion to Associate Professor (Philosophy/Religion)

Dr. Denise Shaw – tenure with promotion to Associate Professor (English)

I certainly want to congratulate all of them. Best wishes moving forward, and best wishes mentoring some of the younger faculty in the tenure track as we move forward at all campuses; I think that's so important. I think these workshops have been productive and positive—I hope—and you'll see more of those as we move forward.

In accordance with the Regional Campuses Faculty Manual, as Vice Provost, I'm charged with reporting the frequency of agreement between Vice Provost and Provost, and the Provost and President in our tenure and promotion recommendations. So let the record show that the Provost agreed with the Vice Provost of System Affairs and Dean for Extended University on 100% of the tenure files sent forward. That was a pretty large crop, so that's a little unusual, but a happy unusual, so I was delighted with that. The Provost also agreed with the Vice Provost on 100% of the Promotion files sent forward. The President agreed with the Provost on 100% of the tenure files sent forward, and the President agreed with the Provost on 100% of the Promotion files sent forward. So, again, congratulations to our faculty members on their successful applications for tenure and promotion.

I mentioned some University Initiatives underway, in the mill here in Columbia and across our system, in response to the Governor's call earlier in the year for a re-examination of accountability in higher education, we are considering a report, or deliberating on a report, called the accountability-based funding report. There has been quite a bit of discussion among the public University Presidents statewide in cooperation with the CHE on ways to create a new and more effective means of appropriating state monies—what little there is to appropriate these days--to public universities. You've probably heard President Pastides mention that we're down now to about 8 and half percent of state appropriations coming into our budget—8 percent of our total budget being from the state--which is a meager, meager amount compared to even 20 years ago. The formula as we know it today is confusing and not very well understood across the board. Maybe one or two people who devised the formula, ten or fifteen years ago understand it, but the administrations and those who are working with

it on a daily basis do not understand the current formula. And they're sort of in a quandary as to where to go. There is broad agreement that change is needed, but there is little agreement on how it might be accomplished, because we have so much variance in the kinds of universities receiving state appropriations. Any changes that will require funding, will require new funding, new money, and that has not happened recently, and will not happen, as we perceive the future. So we're sort of at a standstill on that matter. We've got some parity issues even within the system that are serious, that need addressing, and I'm not sure there's going to be a whole lot of movement on this that will satisfy those needs this year and maybe for the next several years. But, I don't want to be a pessimist about it, there's always hope, but we are in a difficult period as we all know.

The University is a lead participant in this discussion and is engaging in a new initiative in an effort to improve efficiencies and quality across the System.

So, with accountability is going to come a more visual recognition of the progress we are making. And the Provost has charged us, as Vice Provosts, working with him over the summer to begin to develop something called an Academic Dashboard. While they're focused primarily on Columbia, we will also have a Dashboard.

There will be in that Dashboard, as part of our strategic planning effort, parameters, or metrics, that will be displayed beginning internally with the university for a while but later, in being as transparent as possible with the general public, on how accountable we can be--those metrics will be out front for everyone to see.

What are those metrics, beginning with Columbia, and us? There will be some variance because of the difference in missions, but some of those examples may be:

Enrollment.

Quality of incoming freshmen.

Freshman to sophomore retention rate.

The 6-year graduation rate. And they are looking at graduation rates for associate degree students as well. Our institutional mission is a little different; we have students who come to us for a semester, or a year, then want to go to Columbia, want to go to one of the senior institutions, want to go somewhere else. We have to make sure they're not going to penalize us because they leave earlier than we hoped they would leave.

Dual Enrollment as percent of total enrollment.

In terms of Faculty: Student/ faculty ratios.

Research expenditures.

National awards that faculty are receiving.

Regional awards.

In Columbia, Doctoral production—how many doctoral students are we graduating?

Graduation rates, again. Persistence to graduation within the system when starting on a regional campus.

Publications and presentations—most of the things that apply to the promotion and tenure criteria will be cited, even down to the creative activities that some of our faculty in the creative and performing arts are engaged in.

At any rate, this Academic Dashboard is something you're going to be hearing more about, and is begin developed as we speak, and hopefully will be applicable to what we do. So while we have all this information now, and always have had it, it will be charted, and it will be promoted as a visual for anyone who is interested to look at it, to satisfy this transparency – I wouldn't call it a directive, but that's pretty much what it is—both on the state and national levels.

Another initiative that's underway that I'm sure you have heard about is the Huron Study. The President certainly will spend some time talking about the Huron Study, Part Two. Because we had a Huron Study last year, you may recall, that spent most of its effort on the Columbia campus looking for efficiencies that might save money, and improve operations. And I think for the most part that was fairly successful. They are now moving into the realm of the system. So what are they going to be examining? And frankly they are right in the midst of it because the President has asked they report their recommendations to the Board of Trustees in December. So that's a pretty quick study, but they already had quite a bit of data at their disposal. And the idea, I think you'll hear the President say, is in this accountability called for by our General Assembly—some members of the General Assembly together, and others. We, as regional campuses, together, are in our own sector. But we are forgotten about as a sector. You know, when you read in the paper you'll see the comprehensive research institutions, you'll see the teaching campuses, you'll see the technical colleges sector. They don't mention our sector. I think the assumption is, well, they're part of Columbia, and we're sort of an afterthought. We're probably not even afterthought, we're not thought of, because we're not large enough in the scheme of things to be mentioned. I guess—I'm not going to assume why we're not thought of, but the President is concerned about that and he thinks that makes us more vulnerable. And we know over the last thirty years, some of you seasoned faculty—Dr. Faulkner—will recall we've had some twenty-something studies looking at the regional campuses with the question of, what good are they, what



do they do, why aren't they technical colleges? And the President's been here long enough to feel that, and has decided that we're vulnerable.

Apparently the Governor asked him a question, in the Salkehatchie service area—the county she's from is in the Salkehatchie service area, Bamberg County—why do we need Salkehatchie? Why isn't Salkehatchie a technical college? Which is a convenient question to ask when you have the resources to go away to school if you like. You have the resources to go to a liberal arts institution, a land-grant institution, which she did, and graduated. She wasn't place-bound, she had the means to go elsewhere. But if she didn't, and Salkehatchie hadn't been there, and been a liberal-arts grounded institution close to her, but there are close to her in that surrounding area three technical colleges, and so the idea is, doesn't a region need a choice?

I like the fact that the President's taken a pro-active choice here to have this study to fall back on, and to use in a pro-active way when responding to the Governor, which is going to delineate the differences more clearly, I hope, from what we do and what the technical college system does. The idea is to educate more South Carolinians, to provide more baccalaureate opportunities through our regional campuses, where they are needed. And I think this study will highlight the need for an exhaustive needs assessment in all of the regional campus communities, something that we really haven't done, to my knowledge, in a satisfactory way over time. There may be opportunities there that we're not taking advantage of. We can't be everything to everyone, and we certainly will not be able to offer the 180 and some-odd degree programs through Columbia, all of those on our campuses, but there are 6 or 7, or so, maybe even as many as ten that I think deserve some further exploration. So I hope the study will help encourage the need for a needs assessment in our six regional campuses communities.

The possibility of structuring or streamlining our organization is also going to be prominent in this study. The President likes Palmetto Programs; it's something that he sees as an answer for delivering these baccalaureate opportunities to the regional campuses—or more of them, I should say. That, combined with something called Back to Carolina, which you'll be hearing more about, which will feature one of our programs initially, and that's the Bachelor of Arts in Liberal Studies degree, in a distance delivery mode, in addition to the other interactive video mode and live mode that we offer. So we'll have a full choice, a wider choice for students to take advantage of that one degree. There are others that are needed, and I think you'll see the possibility of Palmetto Programs transforming now into something called Palmetto College, which really gives us a status that we've not had before. Not in any way to diminish the community identities of the campuses, the individual identities, but to structure them in a way where they can be treated as one of the senior campuses in addition to the other three. It's a concept that we were looking at when we thought of that back in 1999, we didn't think it would materialize quite this quickly. We thought that Palmetto Programs

was a little slow in getting off the ground, we had to , as you remember, fight and claw to get that approved, but it is approved, and we're on our way, and I think now we have the opportunity to expand our degree programs, again, where needed, through Palmetto, what might become, College.

So to me that's very exciting, I hope that it is to you. In addition to all of that, they're looking at more efficiencies across the system in this second study, and we'll see what they come up with.

As for the Faculty Manual changes that you submitted last year, they are still being reviewed at the Provost's level, and later in Legal, so it's a very slow, unfortunately, slow process, with all that's going on. I hope that we can get it before the Board of Trustees in December, but I just don't know. We're certainly trying to encourage them to get it in front of the board as early as possible.

So what are some of the things that you as senators can do this year to effect even more positive change across our regional campuses? I hope that in these meetings you listen to all that is going on, particularly in your committee efforts, and take back to your faculties, what is going on, what is being talked about, what is being mentioned, what is being hoped for. These accountability declarations from the Governor and the legislature seriously impact us. We know, for example, and you saw an article in the Chronicle a couple of weeks ago, where is shared governance, what does that mean anymore? It seems to me it's eroding, fairly quickly. We're being told more and more, and more often, what it is we will do and how we will do it. And we're being told this by non-academy members: politicians, bureaucrats, administrators. We're being told this across the board, and I think that we've got to reinvigorate our faculties back home and get with the program. Some thoughts that I've had with concern to housekeeping that you and your colleagues can commiserate about, or bring to the table, for example, might be better ways--since you're there, you are the reason we are successful, you and your students—but better ways that we can retain our students on the regional campuses: from freshman to sophomore, from sophomore into upper division. We are still perceived and always will be perceived, and are, feeder campuses. I know we don't like "feeder," but that's what we do, we prepare them, we offer the general ed core—even that's changing I know we all know, but we do, we prepare them for upper division work and the numbers show that we do a pretty good job—a much better job, doing that, than our technical college counterparts are, and it shows in the data. So that's one of the distinctions that will be prominently talked about, hopefully, in the study. But you've got to help us to help everyone to decide, how best to retain these students? We want all of our students to be successful, sometimes we don't have the tools, from an academic support standpoint, or even from a student services standpoint. We don't have all of those at our disposal on these smaller campuses. So I think that your personal relationships with the students, your encouragement of the students, the fact

that you notice whether or not the students are even in class on a daily basis is very important. It's important not only for the success of that student, and the success of your course, but it also has really strong Financial Aid implications, and that's another thing that's being checked off. How many students are coming that first day, and walking off, taking a Financial Aid check, and buying a new car? There are loopholes in the system and some are taking advantage of that, and we need to reduce the opportunity for that to happen. So, just a few suggestions that I'm sure are very obvious to you, but you know, based on the readiness of your students, based on the habits of some of your students, and a lot of the place-bound traditional-aged students that we get, because they are first-generation, or because they don't seem to have that sense of purpose ingrained in them, either from high school or from their family situation, makes that responsibility even more difficult, and that one falls on your shoulders, often, and we are asking a lot of you in the trenches to pay attention to that, and to try to help us to determine what services maybe we can import or invest in that we don't currently have to help these students succeed.

The mentoring programs for our young faculty are very important, we've talked about it a lot. I think the development of those programs is paramount to their success and to our success. I think you know where I'm coming from on that one.

The Carolina Core initiative. We've got some participation. We've got some representation from members of our regional campuses faculties, but there are forums ongoing. We had one I think about two weeks ago, that was streamed, and I noticed there were about 38 of us online. I say of "us," I'm in Columbia, and I venture to guess 20 others were in Columbia sitting at their desk rather than over at the Russell House, but we need your input. Don't come screaming about not being part of the process later because we are emphasizing streaming everything we can out to the campuses because we know the travel impediments that you have that make it impossible during the week to get to these forums and these seminars. We want to try to capture them as well, so you might not be able to watch it live but you can watch it at a later time. That Carolina Core initiative is huge. Two of our members come to mind, Terri Smith from Sumter and Janet Hudson from Extended University are on the front lines representing you, and we need more, we need larger pools of regional campus faculties ready to participate in these important initiatives. If you haven't gone to the Carolina Core website do so; all of that is on the Provost's web site. If you can't find that, call me.

We're going to begin in Columbia the transformation of T& P portfolios to e-portfolios. We've heard that coming now for about five years, but it's happening here, so we need to observe that process; we need to work with them as they knock all the bugs out of it for when we'll be required to submit electronically. So that's something to be paying attention to.

I've mentioned the needs assessments, and the needs for accurate needs assessment, so it's not just guesses in our communities as to what we need to be offering. And don't be bashful to take suggestions back to your Associate Deans for Academic Affairs or Associate Deans for Student Affairs, or your Deans. Don't be bashful about that. Most of you aren't. But your thought process is paramount. I mean it is absolutely essential to the success of what we're doing. That's why we're here as a senate. Take it back and discuss it with your colleagues, and your administrations. We are really going to be under a microscope if—I don't really think it's going to be if—when we become a college. It's going to be more focused on how we're succeeding as a college, as a collective faculty, across our campuses. It's a big step, and a secure step. So we need to be prepared and we need to make sure it's done right when we are given the opportunity.

Couple of announcements: I'm sure you have seen the Provost's internal grants, the call for the internal grants. Please participate. We had three awards last year. I hope for more submissions this year. With more submissions we have more awards, it's more opportunities for you. It's big money. You are given equal consideration in the process. That has not always been the case and it's still not always the case—a lot of the awards that go out are Columbia-specific as you can read, but I'm trying to make sure that every faculty member sees and understand those opportunities.

Lastly, you've been hearing a lot about bonuses. The university administration, including me, wanted it to be—this is internally, now, it's not coming from the state—wanted it to be a salary enhancement that would go into the base salary. That was the desire. The Board of Trustees did not think that was a wise move; it would not sit well with the legislature, apparently. It was not a correct political decision to make according to them. So after much deliberation and going back and forth, this bonus plan was suggested and put forward and we're almost at the end where we're receiving approval on the amount, the total amount for our division and for each of our campuses, and we think we have an equitable amount decided on. It's pretty much across the board, it's just such a small amount, not anywhere close to what you all deserve. But there are parameters, and eligibility requirements, and most everyone is eligible in this room. And if you have any questions about that Pam Hayes is here, and can answer those. But generally it impacts all permanent faculty, staff, and unclassified administrators and FTE positions as of April 30, 2011, with a base salary of less than \$100,000. It's also applicable to research grant and time-limited employees and their positions, as of April 30. And then there are some other criteria for non-eligibility. If you have any questions about that, the bonuses, we hope, we expect, and I think it will be in your checks a one-time amount, October 31.

So, any questions of me? So if you do not... Uh oh, I knew that Dr. Castleberry from Sumter would certainly be on the ball with a question.

**Robert Castleberry:** You talked about Carolina Core, and mentioned the notion of the faculty in the trenches monitoring what was going on. I would expect that most of the Carolina Core—the changes to the course syllabi—is going to be driven by colleges, and departments in Columbia. To what extent has there been an effort to involve Regional Campuses faculty in those early decisions as opposed to responding to them after the fact?

**CP:** After the fact, yeah. Little, that I'm aware of. I get calls weekly for faculty who might be in close proximity and could come and do this or that, and most of that is reactive. But I think we may still be early enough in the process to recognize that if there are some serious implications for us that they will be listened to. So while it may be reactive and we may not have been in on the initial decision as to why or what, I think we will be listened to if there are some things that stand out to you or others that are troublesome. But, no, we are on the receiving end of this, usually, and hopefully that will get better, maybe as a college it'll get better as we'll be one of the 19 sitting around the table, but no, initially we weren't, you're right about that.

Roberto?

**Roberto Refinetti:** You talked about a dashboard describing a number of positive things about the university. One of the elements—there were many of them, but one of them you mentioned was dual enrollment. Is dual enrollment positive or negative? I can see the others, you want everyone to graduate quickly. What about dual enrollment, you want large, you want small?

**CP:** What do I want?

**RR:** Well, what does anybody want?

**CP:** That one depends on who you're talking to. The Provost is not a big fan of dual enrollment. But in some cases it represents almost a third of the headcount at our institutions. It's a national phenomenon, an issue, and it's one where if we don't do it someone else will and we will have to by law accept their courses. So why don't we do it? And for that reason alone I think it will be protected, it'll continue. We've just got to ensure that we're in total compliance with the policy. The policy is pretty tight, it goes beyond just SACS-approved faculty, for example, and we have to be very careful about who the instructor of record is, and how that instructor of record utilizes the SACS approved faculty teaching with him or her. So I think it's... I would like to see it get larger. But that just means we're having more interest and more enrollment growth, and it's also a huge recruiting tool for our campuses in some ways and in some. But our

Provost is just not... that's one of the things that doesn't excite him too much. He views it as the 13<sup>th</sup> grade, and he thinks that in the high schools, that's where the reform needs to happen, in K-12. But we've been active in it and will continue to be, as far as I know.

Well again, welcome to a new semester and to lots of things going on across the university. Always feel free to call on me, come by to visit, whatever, to talk about things that are on your mind, concerns, issues, etcetera. I look forward to this year, and look forward to the progress of the senate, across the year. Thank you Madam Chair.

**Sarah Miller:** Sally Boyd is not here, does anybody have Sally's report? Chris Nesmith.

**Chris Nesmith:** Good morning. Sally Boyd is out of town so I'm happy to read her report for her. Extended University welcomed one new faculty member this fall, Dawson Jones, who is teaching the three required Palmetto courses, as well as an occasional English class. He is scheduled to receive his doctorate in English from USC Columbia in December.

The report on Palmetto Programs is very gratifying. As of August of this year, 100 students have earned the BLS degree, and nine have graduated with the BOL. In the past four years, 109 citizens across our state have been able to complete a baccalaureate degree because of Palmetto Programs.

Currently 200 students are working toward the BLS and 79 are working toward the BOL. Of these 279 students, 105 are at Lancaster. And, believe it or not, each of the other three campuses currently has 58 Palmetto students.

Twenty-five graduation applications have been submitted for December, 14 for BLS and 11 for BOL. If anyone has questions I can try to answer them. Thank you.

**Sarah Miller:** Ok, reports from the deans. Dean Catalano, USC Lancaster.

**John Catalano:** Good morning. It's a great day to be in South Carolina, and I'm here to help you. Student Enrollment: It is still too early to predict final fall increases, but the numbers look encouraging. As of today we were up approximately 8%. We based our 2011-2012 budget on an increase of 3%, but have averaged 7% per year for about ten years. Each enrollment increase of 1% produces revenues of approximately \$66,000 this year.

Faculty: As we welcome new tenure track professors of American history and sociology, and new instructors of criminal justice, medieval history, and British literature, I have already met with Dr. Scarlett, who chairs the Faculty Hiring Priorities Committee, about new faculty hires for the coming year. The new USCL Writing Lab is intended to add to, not replace, the Academic Success Center. Our intention is that by combining all

tutoring services under Dr. Dana Lawrence, USCL can begin to better plan and implement a best practices approach that helps all USCL students succeed.

Facilities: Hubbard Hall renovation is now complete. It is amazingly different from what it did look like. The Founders Hall project is on track to break ground on a 40,000 square foot classroom building in the spring. The Lancer Soccer Team will begin play on the new soccer field next month. We are currently recruiting for the addition of the new men's soccer team for 2012-13. Over the last year we have been working through a detailed deferred maintenance schedule that totals \$1,000,000. The major project this year is the replacement of the Gregory HWC chiller that is over 30 years old (\$140,000).

Community Events: The Chamber of Commerce hosted an event on campus last month on the state of education in Lancaster. We are on track to host approximately 300 outside events again this year. Diamond Rio was our September concert and Billy Ocean is the October upcoming event.

Financial update: Of course, the SC budget is dismal once again. USCL will be short \$359,000 from last year (that includes the loss of stimulus funding). That means that just to stay even with last year (one of the worst budget years on record) we will have to make that amount up by tuition and enrollment increases. The USC BOT approved tuition increase of 3.9% will make up approximately \$250,000. The remaining \$100,000 shortage, new hires, and increased expenses will have to come from enrollment increases. Each year we cut it very close and this year will be no different. I am proud that we continue to accept all qualified applicants and that during these hard times we have not laid off or furloughed any employees. Fortunately, several factors have helped:

Careful spending, which is now available for you to view (HETA)

Increased enrollments have been an annual blessing

Palmetto Programs tuition split continues to increase each year

Millage increases from the Lancaster County Council have been extremely important

The City of Lancaster has been a huge help, especially in beautification efforts

The EFUSCL has raised millions in support of the campus.

Parity: for years I have complained about the inequity of state funding. It has only worsened.

Updated as of September 26, 2011\*

HDCT    FTE                    2011-2012 Appropriation

Lancaster	1,678	1,194	\$1,450,359 (\$1215 per FTE)
Salkehatchie	1,149	761	\$1,135,413 (\$1492 per FTE)
Sumter	1,002	750	\$2,297,158 (\$3063 per FTE)
Union	492	335	\$560,614 (\$1673 per FTE)

\*These numbers are not final until mid October. They will increase as we add 2nd 8 week students. Also they do not include the number of students working on Bachelor's degrees on our campuses since they are technically Columbia students. In the case of Lancaster, that number of students working on Columbia degrees but doing all their coursework here well exceeds 100.

A USC Lancaster student is valued at only 40% of what a USC Sumter student is. If we were funded the same as Sumter, the state would increase our appropriation to \$3,657,222 an increase of \$2.2 million.

This year USC Lancaster will spend approximately \$17.3 million in all our accounts and the State of SC will provide only 8.38% of that total.

I hope something comes of the Accountability-based funding. I'm not sure it will; I've been arguing for this for about 10 years.

Each year it is the dean's job to announce senators so please stand as I call your name:

Shemsi Alhaddad

Chris Bundrick

Fernanda Burke

Danny Faulkner

Annette Golonka

Lisa Hammond

Bettie Obi Johnson

Suzanne Penuel

David Roberts

And that means that every single one of our senators showed up. So thank you for doing that. We have four alternates this year, Stephen Campbell, Stan Emanuel, Jason



Holt, and Nicholas Lawrence-- and since you all showed up none of them showed up but I think you'll meet them later. Bruce Nims is on the Executive Committee.

SM: Dr. Refinetti:

**Roberto Refinetti:** Alright, Dean Carmicheal regrets she couldn't be here, the weather was too nice and she's at the ... no, she's not at the beach.

USC Salkehatchie is pleased to report a record number of applications and a 12% increase in new students for the fall semester; however, due to the implementation of financial aid changes, we had a decrease in returning students. The net effect should be a very slight increase for this term.

Salkehatchie celebrated the beginning of the fall semester with a weeklong International Festival- Come Discover the World! Presentations were made by faculty and included representation from Brazil, Chengdu, India, Romania, Taiwan, Cameroon, Spain, Ireland, and South Africa. An international student panel also presented information from their respective countries.

This fall, we welcomed two new faculty members in chemistry and math. Dr. Li Cai, assistant professor of chemistry, holds a Ph.D in chemistry from Ohio State University. Dr. Ajanta Roy holds a Ph.D in mathematics for Bengal Engineering University.

Dr. Arthur Mitchell's latest book, South Carolina Irish, was recently published. The book recounts the trials & triumphs of the Irish and their kin in South Carolina with a short treatment of North Carolina Irish.

Congratulations Dr. Carmela Gottesman for being promoted to associate professor and earning tenure.

As of the end of the fiscal year, USC Salkehatchie had received over \$1.2 million for grants in program development and expansion.

The first summer bridge program for aspiring nurses was offered through a grant funded by the Health Resources and Services Administration (HRSA). Seventeen freshmen earned three hours of college credit by participating in an introductory college course (University 101) designed for aspiring nurses. Sixteen rising juniors participated in a training program designed to help them be more successful in completing their nursing degree.

USC Salkehatchie and the SC Institute of Archaeology and Anthropology celebrated the unveiling of the Topper site exhibit on September 15 on the Allendale campus. Dr. Pastides, Dr. Fitzpatrick, and Dr. Plyler joined us for this event. The Topper Site is

located on the Clariant Corporation property in Allendale County, along the banks of the Savannah River, about 15 miles from our campus. The exhibit was made possible through the generosity of individuals and community partners. The exhibit is open for public viewing during library hours.

Introducing the Salkehatchie Senate delegation, please stand as I call you:

Sarah Miller is the senate chair.

Maureen Anderson

Carmela Gottesman

Bryan Lai

Bryan Love

Martha McKeelin

John Peek

Hussein Zeidan, I think Hussein is not here but all the others are here.

Oh yes, and David Hatch is here as the alternate. Thank you.

**SM:** USC Sumter?

**Anthony Coyne:** Dr. Carpenter is not sending his regrets. He was so excited about getting out of town he did not prepare a report. So I will just introduce our senators and at the next meeting he will presumably submit a report for both quarters.

The senators who are here are:

Pearl Fernandes

Kajal Ghoshoy

Ray McManus

Hennie Van Bulck.

Not present :

Steve Bishoff

Blane DaSilva

Leandro Junes, and

Rebecca Hillman.

And that's the report this time, thank you.

[Dean's report submitted electronically after the meeting is at the end of the minutes].

**SM:** And Dean Lowe, USC Union?

**Steve Lowe:** I was going to say I'll be brief but I don't think I can match that. Good morning everybody. I know you're all anxious to get to your committee meetings so I will be as brief as possible.

Sam Hauptman, as Chris said, has been hired as Assistant Professor of Sociology. I had hoped that that would mean I could announce that our faculty was continuing to expand but we had one resignation this year. Valarie Burnett resigned to take a position at Newberry College. So we are still at nine full-time faculty. However, we are hoping to expand that this year.

We will be conducting searches for an Assistant Professor of Psychology and two Teaching Associates to teach Chemistry and Biology Labs. In addition, we are planning to hire a new Director of Communications for the campus. This person will be in charge of all campus communications and development. We will also be starting a search for a new recruiter very soon.

Enrollment is 492 in headcount (-6.11%) and 335 FTE (-6.55%). 39% Minority.

In facilities news, work on the new parking lot has been completed, converting about 60 grassy parking spaces to around 50 paved ones. A new library classroom/computer lab is on schedule for a November opening. The 311 Project, in which we will convert a building on Main Street in Union into a new retail bookstore and student center, is on tap for the near future, and there is also the possibility of purchasing of an old Piggly Wiggly store across from our Main Building, which I hope can become updated science labs.

USC Union was the only two-year school in South Carolina to have been nominated for the Aspen Prize for Community College Excellence. Sadly, I must report that USCU was not among the ten finalists. There were 120 schools nominated nation-wide for that award.

Planning is underway for the second annual Upcountry Literary Festival, a two-day celebration of literature, mostly concentrating on literature with Southern themes. It will be held either on March 16-17 or 23-24, 2012. The final dates will be established soon.

Our senators for the year:

Sam Hauptman

Denise Shaw

Helene Maire-Afeli could not be here, she's out of town.

Our alternate, Lane Mayon, is having some travel difficulties, I understand, and he may join us later.

And I'm also happy to report-- this is actually a red letter day for us--for the first time in recent memory, USC Union has a member of the Executive Committee. I think that's worth applause. Jolie Fontenot is an Executive Committee member, and I think this is the first time in many years we've had someone on the Executive Committee of this group. Thank you very much.

**SM:** Thank you Steve. Chris?

**Chris Nesmith:** Before we break, I forgot to introduce our senate delegation. Our three senators for Extended University this year are:

Julia Elliott

Matt Rashotte, and

Patrick Saucier.

And I'm on the Executive Committee as secretary. Thanks.

**SM:** Thank you. Ok, we will adjourn now to standing committees. It is 10:30, we will still have lunch at noon, though. Standing committees: Rights and Responsibilities is in 858. Welfare is in Room JK. System Affairs has been moved to 856. I'll see you all at noon.

## **ADJOURNED**

Afternoon session

**Sarah Miller called the** afternoon session to order at 1:00.

The minutes from the April 22 senate meeting at Salkehatchie were approved with no corrections.

**Sarah Miller:** Reports from standing committees. Rights and Responsibilities: Dr. Danny Faulkner.

**Danny Faulkner:** In the meeting today we were briefed on some business matters from last year that we hadn't quite finished yet. We also discussed our new charges for the

year. We're kind of continuing some projects from last time. We have nothing new to present today but we do have two motions from the April meeting that were ruled substantive and hence will be voted on today. They're in the minutes but if you like, when the time comes, I will read those so you can be better informed when you vote on them.

**Sarah Miller:** Thank you Danny. Welfare Committee? Chris?

**Chris Bundrick:** Welfare met, and accepted our three standard charges, which are of course to continue administering the T&P Workshop, to run the John J. Duffy Teaching Award, and the faculty surveys. The survey coming up this time around we believe is job satisfaction. So that will be coming up soon. We've begun planning the T&P Workshop which will be January 13, 2012. January 13 will be the T&P workshop. There will be more details about that forthcoming. We discussed potential ways in which we'll do the faculty surveys but details for that won't be set until the November meeting so we'll get back to that next time.

**SM:** Report from Systems Affairs? Carmela Gottesman?

**Carmela Gottesman:** Hello. System Affairs met. We are still working on a list of developmental courses, including a course in Math and two courses in English—an effective reading and an effective writing—a foundational writing courses. We're still working on the course descriptions for those. We're also going to try to solicit opinions on the possibility for a science fundamentals course, or something like that. We want to see if the people who actually teach sciences—we don't have anyone our committee—so we have to ask people from outside the committee if they are interested in something like that, so we're going to solicit opinions about that. We're going to suggest when we do all this, a policy which would ask that these developmental courses would count as elective courses would count as electives toward the associates degrees at the different campuses, but only if taken before they take the course they are preparing for. So if it's a math course it would count as an elective only if they took it before Math 11, if it's an English course that it count only if they took it before English 101.

On a different matter that we've discussed today, we'd like to make a motion under new business? Yes, we'd like to make a motion that we, as the Regional Campuses Faculty Senate, that our chair contact the chair of the greater university faculty senate, with regard to the grade forgiveness policy. As it stands right now, the course grade forgiveness policy for the university system states that a student may take retake a class if they got a grade of D+ or less, and they can petition if they get a better grade the second time they take it, that this better grade replaces the old grade. They can only do it for two classes in their academic careers. And as it stands right now, the second time they take the course they have to take it on the same campus as the first time. So let's say they took a course at Salkehatchie and they got an F, if they move on to Columbia, and they take the course again at Columbia and get a better grade, they can't ask for the grade forgiveness for that course. And that has been a problem for some of our students, because they whole idea of our campuses is that our students

start with us and they can continue with one of the senior institutions and right now this grade forgiveness policy—they can't take advantage of that. So these students would have to come back to our campus to retake the course, and if they're already in Columbia you can see how that'd be a problem. Particularly if it's something that's not offered in the summer. If it's in the summer maybe they could come back and take it in the summer but what if we don't offer it in the summer? So we would like to ask... this policy was a policy that was approved by the greater university faculty senate so what we would like is to make a motion to ask –yes?

**Sarah Miller:** I believe that should be a resolution instead of a motion.

**Carmela Gottesman:** Ok. Scratch motion out, put resolution in. So we still have to vote on it? Yes, we still have to vote on it. So again the logic of this is that we don't think it's logical to ask students to go back to the campus where they originally took the course. Now on the inverse side, if we're not going to require people to take the course the second time at the same institution that they took it the first time, that would also mean a student could potentially take the course on Columbia and then come to our campus and get a better grade, and then use that as grade forgiveness. We don't think that could be considered a problem, since if a student—any student—takes a course at one of our campuses the first time and got a D, well, let's say they got a good grade—got a B, that would count in Columbia, so why wouldn't it count the second time? So that's our argument for asking that they reconsider this policy. That's all I have.

**Sarah Miller:** The report from the Executive Committee-- I told Chris that I would just give it. What the standing committees went over is what we talked about in the Executive meeting, and here today the executive board members looked over the new senator guide, which had not been updated since '09, and made some changes, mostly people changes, and we gave that to Summer, so if you'd like to look at the updated new guide it should be available online in a couple of weeks.

Reports from standing committees-- Committee on Libraries? No report from Maureen Anderson.

Committee on Courses and Curricula. Professor Robert Castleberry.

**Robert Castleberry:** The Committee meets on a monthly basis to consider changes to the curriculum; we have met twice so far this semester. We will meet again in two weeks. 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.

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.

1. There are a few new ANTH courses, including ANTH 360 (Anthropology of Sex).
2. There are also some new Rhetoric courses (ENGL and SPCH cross-listed).
3. Psyc 430 (Social Psych) can now be taught as a distance (web) course. ACCT 226 was approved in principle as a distance (web) course.
4. Most of the Palmetto courses were approved.
5. For what it is worth, a memo from Executive Vice President for Academic Affairs Amiridis to Columbia faculty (maybe us, although we weren't directly mentioned?), was distributed at the meeting. Specifically, he stated that our syllabi must include student learning outcomes (nothing new here) and course syllabi must now detail our attendance policy (this in my opinion is new).

And that concludes my report.

**Danny Faulkner:** No jokes, this time?

**Robert Castleberry:** I guess I'm it this time.

**Sarah Miler:** Committee on faculty welfare? Pearl?

**Pearl Fernandes:** No report.

**SM:** No report. Board of Trustees liaison committee. There was a meeting two weeks ago. And it was, by the way, a ten minute meeting, but I came to Columbia anyway. The Board of Trustees eliminated the athletic training concentration under the Bachelor Science in Physical Education; a Master's degree in music theory, and a doctoral degree in health education, and they established a new program, a graduate certificate in play therapy.

Regional Campuses Research and Productive Scholarship and Productive?

**Patrick Saucier:** No report.

Regional Campuses Academic [Provost's] Advisory Council. That is also me, that meeting, if you are on that committee, is going to be Friday, October 20<sup>th</sup>. So if you're part of that committee you need to write that down.

And other committees, Conflict of Interest? Does anyone have a report from Noni?

**Noni Bohonak:** No report.

**SM:** And unfinished business?

**Danny Faulkner:** We had two motions from April. I'll read the first one to you and then read the second after we vote on the first. Motion number one: The Regional Campuses Rights and Responsibility committee moves to insert a bullet number 5 on page 29 in the section "External Review Procedures" of the Regional Campuses Faculty Manual, and to renumber all the bullets in that section. The inserted bullet will read: "It is recommended that the tenure and promotion file be complete and final at the point of submission for external review. However, the candidate may continue to revise the file after submission until the deadline set for an individual campus review, but no later than November 1.

**Sarah Miller:** Ok, we need—that was your motion so we need a second.

**DF:** No, coming from a committee it needs no second.

**SM:** Ok, discussion on this?

**Chris Bundrick:** Ok, so this is not binding in the sense that it requires a candidate to have a complete file by the time the external review comes around?

**DF:** No, it says it recommends this, but you can continue to revise it until your campus submission.

**SM:** Any other comments? All in favor? Anyone opposed? [Motion was carried].

**Danny Faulkner:** Ok, the second motion: On page 79 of the Regional Campuses Faculty Manual in the section, "Bylaws of the Regional Campuses Faculty Senate," under Article 3, "Officers," Rights and Responsibilities moves to insert the following as Section 3 on page 79, and to renumber the remaining sections accordingly. And this is what we want to insert: "Following the final senate meeting of the academic year, the new immediate past chair will forward to the Vice-Provost and Executive Dean all motions and actions approved by the Regional Campuses Faculty Senate during the term the immediate past chair presided as chair of the senate." The intention of this is to get the report or the request to submit to the Board of Trustees administration through Chris's office in a timely manner. We've not always been very good at that. And we keep trying to tweak this, and so we're putting it in the manual so we'll at least have it in the manual rather than just sort of an understanding, because, as it turns out, and Chris has probably explained this to me 25 times over the years, and I still don't wite get it I'm afraid, that, just because we pass something and it's in the minutes doesn't mean it automatically goes forward. What Chris requires from the Senate, or some officer of the Senate, is an official letter requesting, please take these motions forward to the administration and Board of Trustees, ultimately. And he doesn't want them done piece-meal, willy-nilly, each senate meeting, he wants it done say once or twice a year, in one package. So it's just a matter of putting that into the manual.

**SM:** Coming from committee it requires no second. Any discussion?



**Robert Castleberry:** So if we act on something the idea is that it is then not communicated for action, that it needs to wait a while, because... why?

**Chris Plyler:** The Provost's office and Legal, and the Board, have asked that all faculty revisions be submitted as a whole one time... they only take it up one time a year, and that's in July. So we submit them as a whole after we've done our business at the end of the academic year.

**DF:** And it's our job, and not Chris's office, to go through the minutes and determine those things we've actually passed. We could ask Chris to do that, but that's really shirking our responsibility.

**RC:** Ok, so basically we do that because that's the way the board says we should do it. And that works for me, thank you.

**Patrick Saucier:** Would you please read the motion one more time?

**DF:** Certainly. It is a bit confusing:

On page 79 of the Regional Campuses Faculty Manual in the section, "Bylaws of the Regional Campuses Faculty Senate," under Article 3, "Officers," the Rights and Responsibilities Committee moves to insert the following as Section 3 on page 79, and to renumber the remaining sections accordingly. And here is the thing we want to insert: "Following the final senate meeting of the academic year, the new immediate past chair will forward to the Vice-Provost and Executive Dean all motions and actions approved by the Regional Campuses Faculty Senate during the term the immediate past chair presided as chair of the senate." And this is in the minutes of the April meeting.

**SM:** Any further discussion? All in favor say aye. All opposed, nay. Motion passes. As does the first one. That concludes Old Business. We have an item under New Business.

**Carmela Gottesman:** Alright, I proposed a resolution that we as a Regional Campus Faculty senate ask our chair to contact the chair of the greater university faculty senate, for the purpose of reevaluating the grade forgiveness policy so that it is not limited to the original campus where the course was taken. [Unintelligible discussion] Ok, so: "Be it resolved that we as the Regional Campuses Faculty Senate request our chair to contact the chair of the USC Columbia Faculty Senate, for the purpose of reevaluating the grade forgiveness policy so that it is not limited to the original campus where the course was taken."

**SM:** Ok, so coming from committee it needs no second. So we have any discussion on this resolution?

**Martha McKeelin:** So the course would still have to be taken at a USC campus, you're not accepting it from any other schools?

**CG:** Right.

**Patrick Saucier:** It basically acknowledges an equality among campuses, right?

**CG:** That's what we're seeking.

**Robert Castelberry:** Essentially, we're taking the phrase "undergraduate courses on the same campus," and eliminating the phrase "on the same campus"?

**CG:** Right.

**SM:** Any other discussion? All in favor please say yay. Anyone opposed? Ok, the resolution passes. Thank you, Carmela.

I get all nervous when I come up here, so I didn't notice that President Pastides had come in. So my apologies to him.

As the 28<sup>th</sup> President of the University of South Carolina, Harris Pastides came to the presidency after a decade of service as Professor, Dean and Vice President. Under his leadership the most comprehensive strategic planning initiative in the university system has been launched. Everyone, President Harris Pastides. (Applause).

**Harris Pastides:**

One of the important, I think, priorities for this year I'd like to share with you, one is very directly related to our regional campuses, but in general I believe this is a year to be responding to the needs of our faculty and staff with a more meaningful raise, a look at your salaries and benefits. We did what we could last year, and it wasn't enough. It came in the form of a bonus and some of you have said "thanks", but we need to look at your base pay. The university has done what it could for a half dozen years even before the depth of the recession and we've continued to hold the line and toe the line, but our faculty are beginning to tire of holding the line. And that's normal, I don't think it's because you are any different from anybody else, but it's been a long, long time. It won't be easy but the Provost representing the Columbia campus and the deans and the chancellors and I will be steadfast in first negotiating with the Board of Trustees for a reasonable tuition increase. It's unfortunate to say, but your raises will come from a tuition increase. I don't think there is a prospect for a meaningful return to state funding, 9.5% as a university system. Think about it as a one-point something, 2-3 billion dollar a year budget with a little less than 100million dollars of that coming from the state. It's not heading north. There is nothing I can tell you we will fooling ourselves to think that we will go back to the day that I became president august the first 2008 when we had about 235 million dollar state appropriation and today it is less than 100 million dollars. There may be some assistance from the state in the terms of regulatory reform and that would be a good thing--some advance in the way that we are allowed to renovate a building, or deal with maintenance, or maybe even a little more money for deferred maintenance

which would be more than welcome; but in terms of just a return to meaningful state funding, I don't think so.

There is a discussion going on and this leads me to my second point and then I want to be available for Q&A. There is a discussion going on between the governor and the public universities that takes place at the commission on higher education; it's called accountability based funding. Simply put, if we do better we can expect more funding, but there is a long way to go before there is a handshake on that. As you might imagine some colleges will view the terms of doing better differently than others, some are better funded than others, those that are won't like the change and we will of course always advocate for parity. I look at Dean Catalano and if I didn't tell you he would, that the average funding per capita is lowest among the regionals at USC Lancaster and among the comprehensives it's at USC Beaufort. I consider different levels of funding for a son or daughter of South Carolina, different levels of funding to attend a different public college, unfair, unjust and frankly unethical. You know the value of a young life is the same, I believe-- should be. Now having said that if you are working more effectively, if you're advancing students better, if you are graduating more students, if you are more efficient in your operations you ought to be rewarded for that, but there is no formula that would reward us today for what's called accountability-based funding. We will continue to advocate for more parity and for more funding.

In the meantime, we have commissioned consultation and of course Chris Plyler is representing the campuses but just to be clear, all of the deans, the four deans of the regionals, are deeply engaged in what is called the Huron S. And I'm very excited about this and it started-- I think and I told you this last year, I believe-- as a result of an increasing question about the role of our regional campuses, not within the university, but outside the university as well and in particular relative to the technical colleges. And for better or worse the word that is most often used over and over and over again politically and in government is jobs. And they believe that the technical colleges do a good job and I would argue probably that we do a great job as well, but what government is saying is that they do a better job at preparing students for a particular job. We could debate that, but we don't need to because I know what we do and I know what you do. But that became a wedge, if you will, in conversations with government about a two-year associates degree in liberal studies, for example, and "what would someone do with that?" Well of course we would argue A, that they would be a better citizen and community member and better prepared for work, but also they are more prepared to pursue a baccalaureate and they have been prepared to do that in their home communities and their neighborhoods in a more economical but high quality environment. They said, well it sounds good, but how many are really getting four year degrees? And when you look at the numbers the answer is probably not enough, probably not enough of our advancing students out of the regional colleges go for a baccalaureate degree. So, in response to that we ask the question, well how can we get more of these students to advance to baccalaureate degrees? and given that the expense and complexity of moving from Walterboro to Aiken or Lancaster to Columbia or Anderson to Spartanburg will continue to be what it is and it is a big decision for a family and for a young person and many of whom are working or working part-time or

supporting families or are married or place bound. We thought, why don't we bring the baccalaureate programs to them? Now of course we can't say, good news, they are all four year colleges now, but in essence, let's face it, what we are contemplating is helping you to be able to provide through online education with the help of your faculty colleagues from around the system, not only in Columbia, but also in Beaufort, Spartanburg and Aiken to be able to tell a young person as they approach-- well, frankly as they are in high school and contemplate enrolling there-- that you never have to, we welcome your progression to one of our four year campuses or if you choose to another one as they are free to do. But you can also contemplate getting a four year degree, not necessarily in every major that is offered throughout the system, but in those majors that are important in your communities and in their world. I don't want to be more specific, but you know what they are, they are the jobs that are available in nursing or other aspects of health care, criminal justice, in some of the other professional areas. So what we are looking at now is through the mechanism of Palmetto College, being able to bring Palmetto College to you. It's there today of course for you but to really bring it to you in a bigger way. And that would allow you to recruit students who either plan on progressing to another college, but maybe increasingly students who say, I can get a four year degree in Allendale or in Union or in Lancaster or in Sumter. And uh, we don't know all the details yet, but I do want you to know that this is driven by helping you and helping us be more impactful. It's not taking anything away from you, it's not, you know, on the other hand I think it has to include the use of technology, there simply is not the money to double the size of faculty of course on each campus, so we would become four-year colleges in a traditional way. But if we get it right we will see in 1, 2, 3, 4, 5 years a far higher rate of your beginning students progressing to and eventually graduating with a baccalaureate degree. Devil is in the details and you have every right to be cautious or curious or even suspect, because you haven't been provided with the details yet and that will be coming as soon as we have them and we begin to think that there is a plan. But we think this will therefore be a very, very exciting time for our regional campuses, really a transformation, truly a transformation. To be able to continue to attract students, I think there are even a higher number who are either place bound or who for their own reasons think that where they started their education is the right place for them to complete their education.

I also believe the ongoing use of online and distance education will also allow you to meet the needs of older students. Of course you serve older students as well now, but really a larger array of students we want to as we call it come "Back to Carolina," they don't have to come back, so say you got about two years of a college degree anywhere in the system, it doesn't matter, and you've been there and you have a job and you are working but you sure would like a college diploma and you live in the Sumter area, for example, and you might have started in Columbia and are employed in Sumter. Through the use of online education we would welcome them Back to Carolina in Sumter, or Lancaster, or Union or Salkehatchie, where they can continue to work on your campus, so that the advisory support might be on your campus, the technology might be on your campus. It also might be in their home, in their den or bedroom but they would also be plugged in to your campuses. The four-year degree of course would be offered by one of our four year campuses, but they would still be in your care, and

we would have to work out the tuition of course and the fees that would be fair relative to support you're giving to them relative to the support that the faculty doing the online education.

So I think this ought to work; it was as I said before driven a little bit by the potential fear that the state may not completely appreciate what is being done on the regionals. But I think we quickly took that and turned that into a potential positive. We don't know what it will cost yet, completely, there is obviously going to have to be a hefty new investment. We don't know what each of the degrees-- and we are asking the deans to tell us what four-year degrees beyond those that someone can study for now in Sumter for example, and in all of the other campus-- would be the most appealing, most needed, most attractive to the Sumter community. So, I can see myself calling Senator Phil Leventis one day, and he's a great advocate and always has been for Sumter being four years and say well it's a different way of doing it, but you certainly are a four year college at Sumter today. And students will be given the care and nurturing and face to face education that they always had for their first two years and then they will be able to use technology, and --let's call it what it is compete with those online universities. We don't want to be the University of Phoenix, but we want to provide the best that those universities do at a more affordable rate. We're not going to gouge our students like some private online universities do and for the record I didn't say that University of Phoenix gouges students-- or Webster-- I just said that we are going to be more affordable and more accessible to them. I think those are the main messages that I wanted to share with my faculty senate colleagues and be available to you and beyond that of course in your world and mine we head into October which I have come to know now as president that along with April as the two busiest months of my year and I bet it's the same for you. We do give the students a break in October, I know, but you don't really get that break like the students do and I certainly don't get it. It's a fun time, it's a pressured time, but I'm glad to not be here lamenting the state budget. I could be, nothing has changed. But I think we are looking beyond that; we are more what I call self-reliant university, we are more tuition dependent. That's always going to be a conflict between the money that we need to take care of you and for you to be able to take care of the students that we really need it's not a matter of want, anymore, it's the money we need to provide a quality education versus the money we have to ask for from the families. The trustees are very concerned about that, government is very concerned about that, and so we don't know what that number is yet, but we know that will have to defend every dollar, every tenth of 1% that we have to ask for in a raise, in a tuition raise. Because I can tell you that their starting point is zero; that is the starting point of government and the board of trustees. It's zero, from their perspective and we, you and I will have to advocate for every dollar above zero and we will certainly do that. Madam President I am willing to stay for as long as you need me or will have me for any questions that you might have. Or advice. I'm used to that.

Anything about anything that I have said? Do you feel that you have been given at least a general introduction to what the Huron Study is and I know Chris that it has been to every campus, but it is important as we begin to see what the shape of this will be like practically, functionally, and organizationally that they or we go back and have group

meetings with each of the regional campus faculty to get their input. I can guarantee that this will not be coming to you as an email: Guess what, good news...it will be a conversation with you.

**Bruce Nims, Lancaster:** In reference to your remarks earlier about inquiries being made as to the relative worth of regional campuses versus the technical colleges, I believe that one of the things that we represent are the higher aspirations in our citizens, and I believe that some of these political arguments that are being offered in some ways are aimed towards a diminished sense of aspiration for our citizens. In some ways asking our citizens or saying to our citizens, there's really only so much you can have. And I believe one way in which we can sell ourselves as places as opportunities for the development of higher aspirations and personal growth and that is a completely legitimate argument to make. And very seemingly pragmatic arguments about specific job training in a recessionary economy are in some ways I think less realistically converging aspirations towards growth of..

**Harris Pastides:** Well, I really could not disagree, but I do have to just...

**Bruce Nims:** I realize you have to be diplomatic.

**Harris Pastides:** Well, and also if I were to role play a little bit this is very directly a conversation with the Governor, very directly-- and I'm paraphrasing--but I believe she told me that she understands that we do a good job in preparing students to go on for a baccalaureate degree, but she doesn't know what we do with --by the way I tried to answer--but she doesn't know what we do with the two-year degree outside of those who get a technical education within the regional campuses, what they do if they do not advance, and given that some will not advance, shouldn't those people have a technical preparation rather than a general college preparation? And then she asked me how many of your graduates from regionals go on and then get a four year degree. If I could have said 90% I think she would have been completely fine with that, and that is what we are moving toward in the Huron study: more students advancing to a 4 year degree without having to relocate. But because the answer was fewer than 50% and I don't know what the percentage is 40, 30?

**Chris Plyler:** 29%

**Harris Pastides:** 29%. She was concerned about, therefore, the 71% and that argument about the intellectual development of the mind didn't carry a lot of water because, she would argue, that 71% of who we educate might do better training to be an advanced riveter for Boeing for example and forgive me, I'm just trying to give you the mindset of government. That's where she's at, if we were advancing 90, 80, 75 % to baccalaureate she would say good deal that's more economical for them and they are staying in their communities, they are more likely to return. It's the 71% who take the two year degree and her argument would be that they aren't getting the job at Boeing. And again we can argue that a little bit but that is where the government is coming from.

**Hennie Von Bulck:** As president of this university, are there things that you would ask us to do tomorrow or Monday morning as we go to work that would help in that endeavor specifically?

**Harris Pastides:** First of all, I think I would remind all of your students in classes how accessible we wish to be to them for their 4 year aspiration, remind them that even today of course they can study toward a baccalaureate degree through Palmetto college on their campus, but how when we accepted them we were very hopeful, if not expecting that they would go on. I would reiterate every single day that they are here as one step, a half step if you will, toward a baccalaureate degree. Beyond that, I guess I would, in a completely different thing, if not for Monday, but tell you as well I respect your own interest and commitment to your own scholarship. I know we are mainly about teaching but I know that every one of you chooses to be, in your case Sumter and other cases elsewhere, because it was your choice to commit to teaching and every one of you was prepared to and is expected to engage in pursuit of your own academic interest. It's sad to me that we don't have enough time usually to interact about that, but through the faculty senate and other mechanisms and I'm certainly aware of the distinguished professors and those that I hear about and learn about. But I do believe that it's important for you to know that I don't think of you only as teachers although that is a very lofty title of course. But I know that each of you under incredible, incredible responsibility of the kind that faculty in Columbia, for example, don't have, commitment and time and effort to teaching still continue to pursue your scholarship and I commend you for that. Well thank you for having me on this beautiful day. I don't know that any of you can return or will return tomorrow, but there is also a football game that a president is responsible for. If we lose, I can tell you that my Monday morning will not be a fun morning. I will receive advice and criticism from all over the country. We are going to have Senator Graham and Congressman Clyburn in the box tomorrow, and I hope they don't wear blue and red, I hope they wear garnet and black together. Thank you for having me.

(Applause)

**Sarah Miller:** I believe we have concluded new business, which brings us to announcements, do we have any?

**Bryan Lai:** As part of Carolina Mathematics Seminar, all regional campus Math faculties meet twice every semester, together with other math faculties from other schools. At our last meeting September 10 at USC Sumter, one of the presenters was actually a student at USC Sumter. Our next meeting is scheduled on October 28 at The Citadel and one of USC Salkehatchie students is going to give a presentation.

**Sarah Miller:** Great. Other announcements? On a personal note I want to thank Bruce and Danny, because I now sympathize with my students with test anxiety. So, thank you. No other announcements? We are adjourned.

ADJOURNED/cln

REPORT OF  
THE DEAN OF THE UNIVERSITY OF SOUTH CAROLINA SUMTER TO  
THE REGIONAL CAMPUSES FACULTY SENATE

September 30, 2011

Since my last report to the Regional Campuses Faculty Senate on April 22, 2011, the economic news from the state of South Carolina continues to be grim. There also 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, continue to manage very significant cuts to our state appropriations. These cuts began during the Fall Semester of 2008, which means that we are well into the fourth fiscal year of what has become known as the Great Recession. The cumulative effects of budget cuts and other recessionary issues are the worst in the nation and this state since the Great Depression of the 1930's.

**Human Resources:** As you already know, the General Assembly has not provided a cost-of-living pay raise for faculty or staff for the past three fiscal years. The USC Board of Trustees has approved a payroll bonus, to be paid on October 31, 2011, but this bonus will not become part of the salary base for employees. As previously announced, three faculty retired 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 were filled as one-year term Instructor positions due to budgetary cuts, and the third position will remain vacant due to budgetary cuts. An internal search was recently conducted, and Dr. John Safford, Professor of Philosophy and Political. Since the inception of the TERI program, 33 USC Sumter employees have opted into the program. Of those 33, 26 have already retired, two are scheduled to retire in FY 12, three in FY 14, one in FY 15, and one in FY 16.

**Student Enrollments:** Preliminary official enrollment figures for the 2011 Fall Semester indicate a 15.53% headcount enrollment decrease compared to last year, and a 12.93% FTE enrollment decrease compared to last year. USC Sumter is not pleased with these figures and trends. Several factors that have contributed to the decreases have been identified, and work is underway on resolving these matters.

**Student Activities:** USC Sumter's Baseball and Softball teams completed successful seasons during Spring 2011. The Baseball team won the regular season championship for Region 10 for the second time in four years. USC Sumter's new Head Basketball Coach, Mr. Adam Wainwright, has recruited well and is looking forward to the beginning of the seasons for both men and women in November. All of USC Sumter's intercollegiate athletic teams look forward to the friendly but spirited rivalries with teams from other USC Regional Campuses.



**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.” At present, fifteen (15) of USC Sumter’s tenure-track faculty are benefiting from this teaching workload adjustment. 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 three years due to budget cuts. Due to the continuing bad budget news, it is probable that the second phase of this Plan could be delayed even further.

**Professional Travel:** At USC Sumter, since the beginning of budget cuts in Fall 2008, a 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. However, due to the continuing bad budget news, it is probable that the professional travel budget will be cut. Fortunately, faculty and staff professional travel will begin to experience moderate increased support in FY 12 from new private endowments administered through the Sumter Partnership of the USC Educational Foundation.

**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. 2011 is the eleventh 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 continuing bad budget news for FY 12, it is very unlikely that a capital construction bond bill will be passed during the 2012 Session of the General Assembly.

Respectfully submitted,

C. Leslie Carpenter

Regional Campus Dean