

***Regional Campuses Faculty Senate***  
**UNIVERSITY OF SOUTH CAROLINA**  
**USC COLUMBIA**  
**Moore School of Business - Daniel Mickel Center**  
**Friday, February 15, 2013**

Coffee .....	9:00 - 9:30 AM
Daniel Mickel Center, Moore School of Business	
Morning Session.....	9:30 - 10:30 AM
Room 801-A	
Welcome	
Guest Speaker	
Mitchell West, University Technology Services	
"An Overview of the E-Submission Process of Tenure and Promotion Files on Blackboard"	
Standing Committees .....	10:30 - 12:00 PM
I. Rights and Responsibilities	
Room 858	
II. Welfare	
Room J-K	
III. System Affairs	
Room 856	
Special Committees.....	10:30 - 12:00 PM
I. Student Services	
Room 854	
Executive Committee .....	10:30 - 12:00 PM
Room 801-A	
Deans Meeting .....	10:30 - 12:00 PM
Room 801-H	
Luncheon .....	12:00 - 1:00 PM
Dining Area behind Lumpkin Auditorium	
Executive Committee .....	12:45 - 1:00 PM
Room 801-A	
Afternoon Session .....	1:00 - 2:45 PM
Room 801-A	

# AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes:            November 16, 2012    USC Union
- III. Reports from University Officers
  - A. Vice Provost and Executive Dean, Dr. Chris Plyler
  - B. Assistant Vice Provost for Extended University, Dr. Sally Boyd
  - C. Reports from the Regional Campus Deans
    - Interim Dean Stan Emanuel, USC Lancaster
    - Dean Ann Carmichael, USC Salkehatchie
    - Interim Dean Lynwood Watts, USC Sumter
    - Interim Dean Steve Lowe, USC Union
- IV. Reports from Standing Committees
  - A. Rights and Responsibilities – Professor Lisa Hammond
  - B. Welfare – Professor Fernanda Burke
  - C. System Affairs – Professor Andy Kunka
- V. Executive Committee – Professor Jolie Fontenot
- 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 Janet Hudson
  - D. Faculty-Board of Trustees Liaison Committee – Professor Bruce Nims
  - E. Regional Campuses Research and Productive Scholarship Committee – Professor Kajal Ghoshroy
  - F. Regional Campuses Academic Advisory Council – Professor Bruce Nims
  - 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 - February 13, 2013 minutes – Columbia campus

Bruce Nims: Well, the February meeting for the Regional Campus Faculty Senate will now come to order. I'd like to welcome you for our February meeting and give thanks to Summer and the staff for getting our refreshments out there and making arrangements for our lunch this afternoon. This morning we have a guest presenter, and because of the guest presenter, the dean's reports which we have been giving in the morning, will be moved to the afternoon. Lisa Hammond will introduce our speaker.

Lisa Hammond: Good morning, thank you. Sorry to slow things down a minute. There are some disadvantages to being seriously overcommitted. This morning, the presentation that we have for you we talked about in Executive Committee last week. You may remember at the last senate meeting we voted on a motion to have the tenure and promotion files that are currently in progress now scanned after the Regional Campuses' Tenure and Promotion Committee Meeting and forwarded to the Provost, electronically. They asked for this because it's facilitating the review process for them, and as you already may know, the Columbia tenure and promotion files are purely electronic process at this point. I'm not 100% sure how the documentation works, but there is a PDF file that candidates complete when they are writing their files so there are no binders or tabs. Those files are submitted through Blackboard for the different levels of review. Now for this year, what we did with the files as I understand it, and Chris, you can correct me if I'm wrong, we - after the Regional Campus Tenure and Promotion committee voted, the files and the ballots were scanned and forwarded to the Provost – or will be forwarded they may still be in the process of scanning them. Is that correct, Chris?

Chris Plyler: They actually come back to me for review and then they go to the Provost.

Lisa Hammond: Okay, so you are reviewing them as they are also being scanned at the same time, is that right?

Chris Plyler: Yes.

Lisa Hammond: Okay. So when they go to the Provost they will be electronic. The candidate was not asked to prepare any of this beyond the file they submitted originally at the beginning of the Fall semester. Obviously, this is a fairly cumbersome process. The Provost's office has asked us to consider moving the T&P forms online. I want to make it clear that Rights and Responsibilities at this point has not entertained a motion to do this. As you may remember, we are in the process of revising the Tenure and Promotion forms and so the committee thought it would be better to get the forms finished before we actually started moving the forms online, but we are hoping to bring you a motion about revised forms today, so we are at the point where we would then begin to consider how we want to move the forms online. In order to facilitate that process and possibly to expedite it so that we might be able to get this in place for next year, we talked about it in Executive Committee and decided to ask Mitchell West, who handled the set up process for the T&P files in Columbia to talk to us a little bit and show us how the process is like. I want to make it clear from the beginning these are how the Columbia process work, these are the Columbia forms, so these are not our process or our forms, but the basic mechanism for the process of transferring the files should be the same, I'm thinking. So Mitchell West is in University Technology Services. He is one of the Blackboard gurus over there. My favorite IT go to guy, he's going to walk us through and show us how this works. Before he starts, does anyone have any questions about the committee's role? Okay, Mitchell. Thank you for coming with us today.

Mitchell West: Good morning, everybody. So what we are going to do as Lisa said is look at the T&P process how it works on the Columbia campus using Blackboard and I guess I'll start out by giving some background on how it got to this point. About five or six years ago I think, the Provost's Office and the UCTP were looking for a way of doing this online and ultimately settled on using Blackboard because they thought of all the possible systems that might be available for doing this, more people would be likely familiar with Blackboard than anything else. Not everybody uses Blackboard, but a fair number of people do so there would at least be some familiarity with it. So we designed a system that would allow uploading of candidate files to a unit-level site, so that all the faculty that were

voting at the unit level could access that file and then vote on it. Then that file would be taken by the Unit Chair, the vote would be included and of course all the letters the outside reviews would all be included in the file and that would ultimately be moved up to – in some cases the department chair's site – in some cases it goes straight to the Dean's site depending on how the college works. The department chair would do what he or she should do at that level and pass it up to the Dean. The Dean would add the Dean's letter and then would pass it up to the Provost. So it just moves right on up the system, and the mechanism we use for passing that file up if you are familiar with creating assignments in Blackboard – that's all that really is. At the first level, the unit level, it's simply uploading a file. But from that point forward let's say the Unit Chair moves that up to the Department Chair's site, he's just essentially acting like a student uploading a file to the Department Chair's site. The Department Chair would then go into the grade center, access the file, add the Department Chair's letter, add the vote and then move it on up to the Dean's and so on. So that's what I'm going to show you. I'm not going to go into a great deal of detail today because we don't have a lot of time, but I'm going to give you an overview, take any questions and hopefully by the time we are done you'll have a pretty good sense of how this works. Now, I don't know if things will work a little bit differently on the Regional Campuses. I don't know if you go to Unit to Department Chair to Dean or how that varies so there may be some variation on how you do things at the Regional level compared to how it's done at Columbia. But all that can be set up. And all these sites are set up as organizations on Blackboard. If you go into Blackboard and you go below your list of courses you'll see a list of organizations and that's where you'll be set up.

So right now I'm already logged into Blackboard as a unit chair. How do you all do that at the Regional Campuses? Do you do unit to....

Lisa Hammond: It goes from the local T&P committee. On some campuses there's a department chair and academic dean who vote before that, but most campuses start with the local T&P Committee then go to the Dean, then to the Regional T&P Committee, then to Dr. Plylar and then to the Provost.

Mitchell West: So there would be a slightly different set up than what I've got up here but that would be easy to accommodate. So, going in as a unit chair what I would see here is I am a leader in the - you know what? I logged in as the wrong person. I apologize. I'm actually in as the Department Chair, and I need to be in as the Unit Chair. Okay, so now I'm in as the Unit Chair and you can see at the unit level that I am a leader in the unit organization and a participant in the department chair organization. And in the unit level you have all of the faculty that are eligible to vote in addition to the Unit Chair and any assistants to help manage this site as well. So if I click on this site, you'll see that it's been modified a little bit, so we really just have three menu items on the left hand side. Where you see Tenure and Promotion files that's where the files actually get uploaded. That's where we upload the files. Some people use the announcements area or the information area to upload any information their faculty might need in the T&P Process, but it's actually on the Tenure and Promotion files where the actual files will be uploaded. So if I click here you can see I've already got a file uploaded for a candidate, and it's really very simple to upload another file if you haven't done it before. All you really need to do at this point to add a candidate's file... Let me back up slightly a little bit. I don't work with the candidates, my part starts with Blackboard. There is a candidate file that at least on the Columbia campus the candidate would download from the Provost site and that file is set up in such a way that when it is converted to a PDF format, the different parts of that file are bookmarked, so it's very easy to go in and see the different parts of that file. For example, let's see. . . These are really just sample files right here. So I go in here and there's this little bookmark icon - all these different parts of the file are bookmarked. So the Word document is set up that way so when it is converted to PDF everything is bookmarked so if you want to go in and find a particular kind of file, it's very easy to go in and just click on a bookmark and find that part of the file that you want to review. The one thing I can tell you at the candidate level is that the candidate does not want to change any of the headers in that Word template that they get because changing the headers will change the bookmarks. They can modify the table, but don't change the headers, just simply fill in the information. So the candidate would fill out that Word form, would send it up to the unit level, the unit chair would take it and then convert that to a PDF and

upload that PDF to Blackboard. I'm just going to show you real quick it should not take long. It's very simple. In one of your content areas you go under Tenure & Promotion file – just go to build content. Search for that candidate's file and upload that file and down here if you don't want the full file name you can change it to the name of the candidate. And then you click Submit and the file is uploaded and people in that unit can access that candidate's file and review the file and be ready to vote. There is a way, let's say you have multiple candidates going up and maybe someone is going up for tenure and someone else is going up for promotion and maybe some people in the unit can't review another candidate's file because that candidate is going up for tenure and they don't have tenure yet, there's a way you can restrict access using adaptive release so only the tenured faculty who vote can see that file, everyone else wouldn't be able to see that file. Any questions at this point?

Chris Plyler: Once the vote is in, can you go back and identify who voted? Are the voters identified, the justifications, for example?

Mitchell West: Well, there are two ways to vote. The voting process has evolved over time. We originally did surveys in Blackboard. The problem with that is when you download the survey, there's a lot of code that comes down in the Excel file, you have to get rid of the code, it's kind of problematic. The way that the UCTP devised for doing the voting is an email ballot and it can either be done anonymously or not depending on how the department works. If it is an anonymous ballot, the unit chair gets the ballot template from the Provost's site. There's a way in Word that you can password protect that ballot. So you'll send the ballot out to the voting members of the unit, and then in a separate email you send the password. The voting members get the ballot, they open it up and put in their vote. They put under justification. They save that, and then they email it back to a third party – usually an administrative assistant who receives the ballots, but the admin doesn't have the password to open them, so the admin can't see the votes. But the admin collects the votes and when all those votes are in, the admin then transfers the files over to the unit chair, who has the password

for the ballots, but doesn't know who submitted which actual ballot. So if you are doing it anonymously, that's how it is done. Any questions on that? Yes.

Lisa Hammond: Is there a way to do that in Blackboard, too? Like the ballot could be downloaded from Blackboard – but you couldn't do that with anonymity, could you?

Mitchell West: Well, you could password protect the ballot and some people have actually done it that way, and then they could download the ballot from Blackboard and then the unit chair would email the password and there are some departments that have done it that way. So you could email both the ballot and the password. So that's an option as well. If you are not doing it anonymously, then the unit chair can send the ballot out to the members and the voting members can then return them directly to the unit chair. Any questions on that? No? Okay. So then at the next level – I'm actually going to open up another browser so we can show both levels here. I'm actually going up to the next level which might be the department chair. Okay, so now we are at the next level up, it might be the department chair depending on your department. And so what this person needs to do is go into their site, and again you'll see the Tenure and Promotions in Blackboard and actually create an assignment so the unit chair can pass it up to the department level in this case – again it might vary depending on what you do. So I've got two in there already. I'll add another one very quickly just to show you how it's done. I'm just going to go up to Assessment, down to Assignment, and all you really have to do is type in the candidate's name and because it's an assignment, you do have to put some value in this Points Possible field. It could be a one or a zero. And then you click Submit. And now you have a place where the unit level can pass the file up to the unit chair or the department chair, whoever the next level is. And you can see here in the Grade Center – the only person who will show up in the Grade Center will be who is going to pass the file up. So you'll see the columns for each candidate. So now I'm going to go back to the unit chair level, I'm going to go back to My USC and enter – in this case – the department chair's site. Now I can see the candidates that I can upload the files for. All I need to do is click on the candidate's name, grab the file, click Submit, and now that file is uploaded. You get a receipt getting a time stamp. You



can print this out to get a record of it. And the next level person would go in here, go into their Grade Center. They would see a green square with an exclamation point. At that level the person would add their vote to the file, add their letter to the file and then pass it on up to the next level. And it pretty much continues like that all up the line. I think when it gets up to the UCTP, then they take it from Blackboard and put it on Sharepoint. But up to the Provost, it goes on Blackboard. And that's basically how the process works. Any questions about that? No? Yes.

Betty Johnston: Hi, I'm Betty Johnston from Lancaster. I was just wonder if the supporting documents would also be included or would that still be hard copied.

Mitchell West: Secondary files for the most part are not included. I don't know how they are going to handle that because some secondary files – they might be books or something other that can't be easily uploaded that way, so right now secondary files are still done the old fashioned way – passed up in hardcopy or some other way. Yeah. So. Any other questions? Okay. If there aren't then thank you very much.

Bruce Nims: Well, many thanks for that. Again, it's good to have – we can talk about procedures in the abstract, but it's really helpful to have a clear image of how this new procedure might work. We will have some extra time this morning for our committee meetings. I will make a few little changes here. Rights and Responsibilities was originally scheduled to be in Room 858, but again Dr. Hammond would like to use the projection devices here in 801A so the Rights and Responsibilities will be meeting in here and the Executive Committee will be in 858. Welfare will be in room JK, System affairs in 856. Of course we will have our luncheon at 12:00 PM in the area behind the Lumpkin auditorium. Are there any other announcements that need to be made? Okay, the deans are in room 801H and the afternoon session will start after lunch. Thank you very much. Adjourn to committee meetings now.

Afternoon Session

Bruce Nims: Well on the excellent principle that the sooner we start the sooner we can finish, I'm going to allow a minute or two more for folks to filter back in but we will start the afternoon session a few minutes early. Okay our afternoon session will now come to order. The first item of business is the correction and approval of the minutes. Our minutes have just been posted, so I don't think anyone has had the opportunity to look them over, and so in addition, there was a very lively discussion last November at Union and when discussion becomes lively, folks don't always identify themselves clearly. So if you did participate in that discussion, the minutes are posted – please go and look over them and let our secretary, Jolie Fontenot know. So we will have the minutes approved at our next meeting.

Okay, before we begin our first report from University Officers, I think we all know that on Monday, Dr. Susan Elkins will take office as the Chancellor of the new Palmetto College and what that means is that today is the last day of Dr. Chris Plyler to be the administrative leader of the Regional Campuses. And I would like on behalf of the Executive Committee and of the Senate to thank Chris for his eleven years of service to the Regional Campuses. He has been a strong advocate for the Regional Campuses this entire time. He has had an open door. He has always been available and accessible to anyone who needed him. He has shown consistently good judgment in his decisions. He's been a unifying force for the Regional Campuses. And he's guided us well through this transition to the Palmetto College. I want to thank Chris and we look forward to his continuing as an esteemed colleague for the Regional Campuses. I think we can all give Chris a thanks. Thank you so much, Chris, and now your report.

Chris Plyler: Thank you very much. My wife will be delighted to learn that I make consistently good decisions. On behalf of the entire system, President Pastides two weeks ago appealed to the Education Committee of the House Ways and Means Committee for two primary appeals. The first was to annualize the remaining 2.8 million dollar non-recurring funds for Palmetto College. Half of it is recurring, half not. He wants the full five to be recurring as we all do. So we'll

keep our fingers crossed on that. The other appeal was for \$41 million for deferred maintenance across the USC system. Our facilities are beginning to deteriorate some and something we all have to keep up with. And I know that locally we appropriate a good portion of our budget for deferred maintenance but it always helps when the State comes to our aid and I hope it happens in this case. Chancellor Elkins will report Monday. She is anxious to get out to the campuses initially. Frankly, she wanted to do it next week. She comes Monday and wanted to get to all four campuses next week. And we would do that if the campuses could accept us all next week. But there are a lot of things going on with the campuses as you are well aware. So it looks like it will be the following week that we will actually get to the campuses and orient her to you and to whomever the campus' administration and faculty want her to meet. So we look forward to that. Lots of questions she's got to jump on a fast moving train in developing the Palmetto College part of this new organization we have. And there will be lots of questions about that organizational structure – developing a fair revenue sharing formula so the senior campuses can get more excited about Palmetto College than they presently are and trying to define what certain things mean – certain things that the President has articulated – one faculty under Palmetto College – what does that mean? How do we break that out? We'll see over the next weeks and months and years to come. So it will be something for us all to participate and look forward to. I'd like to congratulate our four new distributive learning grant participants: Tara Fatemia for her women's health course, Pearl Fernandez for her anatomy and physiology one laboratory, Hace Hampton for his rhetoric and popular culture course and Chris Nesmith for critical reading and composition. Congratulations. Keep those proposals coming. This money, as I understand it will be recurring from the Provost and we look forward to them coming online. Also, to the two 2013 Provost Internal Grant recipients from the regionals we are down a few from last year but we are still represented by Janet Hudson from Extended University and Nicholas Guittar from Lancaster. Just a couple of quick announcements. I hope that you will go onto the Regional Campus' website and complete any information highlighted in yellow in the designated area called Senator Delegate and Committee list. We still have some information that needs updating particularly from Sumter campus. Please go on and get that done. It will

help Summer a great deal. Other announcements – February 25<sup>th</sup> – the President’s Leadership dialog will take place on February 26<sup>th</sup> undergraduate studies forum, the Carolina Core update that we’ve all got a stake in. March 6<sup>th</sup> Undergraduate studies forum USC Connect update and then on March 26<sup>th</sup> retention of women faculty in the STEM disciplines with Sue Roessel. So keep those on your calendar if you are at all interested. If you want more information they are on the Provost’s website. We’ve got as you know three dean searches underway. We’ve identified finalists in each search. Interviews are now being scheduled on campus and in Columbia and we’ll keep you apprised as those move ahead. Any questions? Thank you very much.

Bruce Nims: Assistant Vice Provost, Sally Boyd.

Sally Boyd: Good afternoon. An update on Palmetto Programs which it still is at this moment and it’s a very good thing, a strong thing that has worked well. We keep saying that we are heading into some territory that is not completely known to us yet. It will become better known to us, but the part that we do know is the BLS and BOL and they are in very good shape. As of the December graduation, we have 206 graduates from those two degrees, thirty of whom graduated in December. Currently, 366 are enrolled, 46 of those are new for this semester so we are continuing to pick up new students at a very health rate. We have 46 graduation applications for the May graduation. So, doing very well. Also want to announce that a new faculty member has been hired to work with Dawson Jones and Mary Hjelm in teaching the required courses for Palmetto. It is Shelly Jones who will receive her Ph.D in English in May. That’s it.

Bruce Nims: I’d like to welcome Interim Dean Stan Emanuel, his first visit to the Faculty Senate.

Stan Emanuel: Yeah, this is my first. This might be my last because you know these searches are about to get finished up. But anyway, it’s good to be with you all. There was a report that was submitted electronically. I don’t know, hopefully you all got this. Did you get this? You didn’t get it? I don’t know what happened. Anyway just a couple of quick things. As far as enrollment, we’re down 1.9% in headcount and 7% headcount and 3.7% in FTE. Of course we are still waiting on

final numbers from Spring, too. Couple of other things, we had the highest number of students that were on the Dean's list and the President's Honor Roll, 300 plus. That was a big accomplishment there. We are searching. Got some openings in Psychology and Astronomy/Physics. Those are going to be together and Exercise Science as well as Sociology. So we've got a couple of areas that we are trying to fill as far as faculty goes. Probably the biggest thing we've got going on is we have a new building underway that just got started. We had a groundbreaking back on January 23<sup>rd</sup> with Founders Hall, our new classroom building, which is going to add I think 18 classrooms and quite a few faculty offices as well. And we do have an audit going on on campus too in several areas. It's not a complete audit, but it's three of the areas on campus. And our Native American studies center that opened last fall is doing very well. We're up to know several hundred visits a month from people coming from everywhere. This was a joint venture with the city of Lancaster and it has worked out really well. That's about all I've got. Anybody have any questions? Anything I can answer? Quick enough for you?

Bruce Nims: Okay, Dean Carmichael from USC Salkahatchie.

Anne Carmichael: I've submitted a report electronically and I have some copies as well. Some of the highlights I want to share with you – first of all – I want to commend Dr. Sarah Miller and Dr. Lee Kai as fellow mentors for Sabrina Driggers and Christopher Rughy respectively in receiving Magellan grants for this term. Searches are underway for four new faculty in the following disciplines: Biology, Business, Computer Science, and Math. And in terms of capital projects, we have a number of projects that are underway some will take multiple years to complete but we are in the final phase of finishing the Carolina Theater. We are renovating the hut in Allendale which is the gathering place that is used by the community. And we are also creating some new classroom and office space in the Walterboro science building. We've been fortunate to receive funds from the Department of Transportation to add what will be three new parking lots this coming term. And I will say that all these projects are being funded by grants from the USDA or DOT funds with the exception of the classroom and the offices. We are hosting this year one of the first campuses that in a rural community that has

been asked to host the Governor's school for science and math for middle school aged children. It will be in July and the focus will be on science technology. So we are excited about that opportunity to bring this program to the local schools and children. And let's see – I want to make sure I didn't leave anything out. Oh, on the sports arena, we are hosting the NJCAA Division Ten Regional basketball tournament. It will bring athletes from North Carolina, South Carolina, and Georgia to the campus and so we are excited about being a host for that event. And last, but not least I want to tell you that we are looking forward to hosting the Regional Campus Faculty Senate in April on the Salkahatchie West campus. That concludes my report.

Bruce Nims: Thank you. Interim Dean Lyn Watts from Sumter.

Lyn Watts: Good afternoon. Budget wise USC Sumter began this academic year with a fairly strong fund balance and we have yet to tap into the fund balance. As we look to next year we will be looking to hire a new dean for the campus but also an Associate Dean for Academic affairs. Enrollment wise the spring 2013 semester shows we are down by 9.5% in headcount and 4.6% in FTE. One hundred percent of that decrease in enrollment is due to a decrease in concurrent enrollment. So in comparison to where we were in the fall we are actually making up ground. Human Resources wise we have one retirement – Dr. Maitland Rose – retired in December. We are conducting a search for that math position at this time. We've had a couple of staff resignations, and one that is significant to the Dean's office is Mary Smith has retired. Honors – Dr. Heni Van Bulck, Associate Professor of Business Administration gave a presentation at the annual meeting of Physician's Viewbook Network in Charlestown in November. Dr. Andrew Kunka in English presented a paper at the annual meeting of the Modern Language Association in Boston in January. Dr. Sal Macias, professor of Psychology had a paper accepted for publication in the APA online book Essays for Excellence in Teaching Volume Twelve. And Dr. Eric Reisenhauer, Professor of History has a paper accepted for presentation at the Midwest Victorian Studies Association Conference. Student activities – our students actually built a float and entered it in our Sumter Christmas parade. Our softball team also participated in that Christmas parade. We have an annual Dr. Martin Luther King Dream Walk and this

year we had more than 600 people walking in that event. So that's a big highlight and our softball teams and baseball teams participated in that as well. And of course, softball and baseball are gearing up for their 2013 seasons. Faculty advisement – that is a new concept on our campus. We just initiated that this year. Our faculty have embraced this and have done a really, really good job. We were behind the learning curve. Some significant improvements have been made and hopefully by this summer we'll have a very well-oiled machine. Campus improvement – new lettering on the Williams Rice Edwards Administration Building and the restarting of our fountains and the adding of benches is the beginning of a campus-wide improvement program. We'll be kicking that into high gear this Spring including everything from tree trimming to planting flowers and shrubs – even growing some grass. Thank you very much.

Bruce Nims: Steve Lowe, Interim Dean at Union.

Steve Lowe: Hi everyone. Just a couple of quick things. First of all, this might be my last opportunity to address this body in my current role so I want to thank you for your attention and for laughing at my really poor jokes over the last two and a half years. We're still planning on doing at least one hire for next year, but we are finalizing exactly what field that will be in probably in Sociology. Our preliminary enrollment for the Spring is 490 – that's actually down about 13%, but as Lynwood mentioned, our drop as well is almost entirely in dual enrollment students. We're only down four regular students from last Spring. So we are doing pretty well, actually. Applications for the Fall are doing pretty well, too. Our future bookstore and student center on 311 Main Street in Union is on track to be completed by the start of the Fall Semester. The external renovations have been completed – basically involving removing one-third of the building and redoing the entire roof. That is done and we are looking towards starting on the interior very soon. Our computer virtualization project is going very well. We plan to replace a lot of our desktops and laptops with what are called zero client machines and if you want to know what those are if you don't know already, I'll refer you to our IT Director. But basically it means that there is no internal operating system on the box. It's just a way to communicate with the virtual server. Athletics – our club sports team the baseball team the Bantams played

against Furman University's club team last Saturday and won both games 5-0 and 4-3. We are proceeding with a club softball team to start in the Fall. We've advertised for a part-time softball coach to take care of that. And I'd like to congratulate Randy Lowell and his student Kaitlin Wade for a Magellan grant. And one special event announcement. The Third Annual Upcountry Literary Festival will be held on March 22<sup>nd</sup> and 23<sup>rd</sup>. Everyone is welcome. There is a Facebook page for the event. Robert Morgan, who spoke at the inaugural event two years ago will return for our keynote as well and to receive the Singing Billy Walker Award. And if you need to know who Singing Billy Walker was, I'll refer you to Dr. Alan Charles on our campus who can tell you all about him. So thank you very much. Any questions?

Bruce Nims: It's now time for reports from Standing Committees. Rights and Responsibilities Dr. Lisa Hammond.

Lisa Hammond: Thank you. Rights and Responsibilities met and considered a number of business items we'll be bringing up. One item under unfinished business – a revision to a motion that was passed in September. And I'll discuss all these when we get to that point rather than go into them here. We have two items of new business or maybe one depending on how you count it. So we'll be bringing up under new business some discussion of Tenure and Promotion forms and the revision process for that. I believe that's it.

Bruce Nims: Welfare – Professor Fernanda Burke

Fernanda Burke: Good afternoon, I just want to let everyone know that we deliberated very hard today. We had really good nominees for the John J. Duffy Excellence in Teaching Award. We did come up with a winner today which will be announced at the April meeting of the Senate so we'll present the award at that time. We are also working on the salary study so we will be presenting results on that as well in April. Any questions? Thank you.

Bruce Nims: System Affairs, Professor Andrew Kunka.

Andrew Kunka: System Affairs will be presenting under new business the revised Associate of Arts and Associates of Science degrees for the Sumter campus, so



that will go up then. We also continue to discuss the dashboard as part of an ongoing charge for that committee. And the third items that's of importance to everybody. We had earlier in the year been charged with addressing the memo that the Provost had sent out about the Summary of Teaching Evaluations and what data it should contain. In previous meetings, just to kind of refresh everybody's memory, we had submitted the policy that we have in the Regional Campus Faculty Manual as it stands to the Provost saying we think this meets the needs of the Provost and we received a message back from Christine Curtis stating that some revisions would be useful and, to quote her letter, "My analysis is that – the one area that the Regional Campuses and the Extended University Teaching Summary guidelines fall short is in the lack of collecting teaching data for other sections of the same course, or other courses in the same discipline at the same level within the same campus and in comparison with all the Regional campuses." So our committee is continuing to discuss this, but just to report to everybody - because of this feedback from the Provost's Office, we encourage each campus' compiler to include this course specific data for the campus. Individual disciplines may also want to suggest data sets that they would need to meet these criteria as well. This should definitely be arranged for anyone going up for tenure or promotion next year. Also, on the second part of Dr. Curtis' point about gathering the data for a course throughout the Regional Campus System, we do not currently have an adequate mechanism yet for gathering the data across the campuses. So we will need time and resources to create that mechanism within the Systems Affairs office and I know the Lancaster Campus does this but I don't think their model is - well, their model requires a lot of hard work and effort from individuals and I don't think it's sustainable or possibly manageable on some of the campuses. Do you agree? Any questions about that? So, to summarize, please let people know who are going up for tenure next year to get extra data beyond what is required in the Regional Campus Faculty Manual right now. Thank you.

Bruce Nims: For the Executive Committee, I'm going to call on Dr. Chris Nesmith for two matters he's going to present nominations and also give the report from the Trustees Liaison.

Chris Nesmith: Good afternoon, everybody. One of the things that the Vice-Chair is charged with doing is to present the slate of nominations for the Executive Committee and some of the committees next year. Where is Randy Rollings when you need him? I've got a jump drive and wanted to use a document camera to project this on the board. (inaudible) While that's – Thank you, Lisa. I wanted to show this to you guys. We would be voting on this in April and some of these things are by mandate what they are – I guess Bruce, maybe you can help me with that. Some are open for nominations from the floor or will be in April. So this will be posted in the minutes for this meeting. Here they are. The Executive Committee only had one open position and that was the At large representative from Salkahatchie. Tom Bragg has put his name forth as the willing sheep for the cull. But – no, Tom, it's something you really will enjoy doing I promise you. So there's the nominations. Also, Maureen Anderson's term is up after April for the Committee on Libraries and Julia Elliot in Extended University has agreed to be nominated for that committee chair. So, that's that. Also, in December, I visited with the Board of Trustees as the Liaison for Bruce, who was traveling at the time. And the Board of Trustees met and there were three faculty members from the Columbia Faculty Senate who were there as well. We were all introduced to the Board of Trustees and they seemed to be happy that we were there as representing the Faculty Senates. Sandra Kelly, who is the Chair of the Columbia Faculty Senate gave a presentation to the Board of Trustees on what faculty members do besides teach and do research. And many of the Board of Trustees seemed pleased to hear this and some of them even commented that they were not aware faculty members do other things so much as committee work, service work, and advising, and mentoring and things of that nature. I was a little surprised to hear that, but I guess I shouldn't be. But I was happy that she did that and that's my report.

Bruce Nims: Okay, Committee on Libraries, Professor Maureen Anderson's report.

Maureen Anderson: We don't meet until April so no report.

Bruce Nims: Okay, Committee on Curricula and Courses, Professor Robert Castleberry who is unable to be with us this afternoon and I will deliver his written report. I fear I will not be able to match Dr. Castleberry's dry humor but I will try my best.

"I am sorry that I can not be with you now, but the Committee is meeting at this moment. Instead of waiting anxiously for a few months to find out what is happening there, you may wish to periodically visit the webpage for the Columbia Faculty Senate and note their response to the recommendations of the Courses & Curriculum Committee.

As I have noted several times before, the Committee meets on a monthly basis to consider changes to the curriculum. I usually get an electronic copy of the agenda before each meeting, and I forward it 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.

For what it is worth, Journalism has submitted a large number of changes to their program. Also, the Committee continues to act on a number of course approvals for the Carolina Core. I suggest that you play close attention to the addition of courses for the Core. If you teach a course that should qualify as a Core course, but has not, as yet, been approved as one, you may wish to shepherd its approval yourself. Instructions for accomplishing this are posted on the Provost's webpage."

Okay, Research and Productive Scholarship Committee Professor Kajal Goshroy (inaudible)

Goshroy: No report.

Bruce Nims: Your charge?

(inaudible)

Goshroy: Our new charge to the committee is to make a list or chart of all the University Grants available to the Regional Campus faculty. Make a list of all the Regional Campus faculty to have won an award in the last five years. Thank you.

Bruce Nims: The Regional Campus' Faculty Advisory council – that particular entity is no longer relevant. We'll see what the Chancellor has in mind. And the Conflict of Interest Committee informs me that the committee has not met recently, so there is no report. Okay, now time for Unfinished Business. Professor Lisa Hammond.

Lisa Hammond: I know everybody shudders every time I take the stand because you know that we're probably going to be here for a while. There are two items of unfinished business. One is not a matter that we discussed in committee but is relative to something that we passed in the November meeting that I mentioned this morning. We had passed a motion that allowed Dr. Plyler's office to scan the tenure and promotion files of the candidates who are currently in progress. I think that Dr. Plyler may have had a heart attack when I said this earlier. He said he didn't think he needed to do that. So I said, "Check and find out quick." So Dr. Plyler, you know, got right on that, and that the urgency was getting the T&P forms online and not that they be scanned this year. We're still trying to confirm that that is the case. If that is the case, then I'll be talking to you about that in new business. If that is not the case, then we have already passed a procedure that I gave Dr. Plyler a print copy of today that he will be able to use to scan those files should they need to be scanned. So that is the first item of unfinished business requiring no real actions on our part. Any questions about that? Am I stating everything properly? Okay. Alright. Our actual next order of business – I brought Athena with me today because we need lots of wisdom – I thought. We are . . . I'm going to slightly cheat and squeeze a report in here because I was not actually on the agenda as the Regional Campuses Faculty Manual Liaison Officer. I'm here to talk about what we did in the Rights and Responsibilities Committee but before I do that I have to report to you some changes that happened with the manual. So I'm cheating a tiny bit, but I hope you all will indulge me. Also, this screen shrunk to about this size so I'm going to try to look like I can see so you'll be able to figure out really quickly that I can't. Okay, so in the capacity of Regional Campuses and Extended University Faculty Manual Liaison Officer, I'm here to make a very strange report. First of all, you may remember that I was elected to this office in September when we passed some legislation creating it. That legislation was sent forward to Dr. Plyler's office and then Dr. Curtis' office and through all those various levels of the review. We have a new version of the faculty manual. It has not been posted online yet, although I think it's ready at this point. We had one final question to resolve here this morning. So that new faculty manual should go live next week. There was some issues with getting everything approved, and I'm not going to go into huge detail about it, but I will answer any questions at any point in the

process if you feel like you don't have enough information. So first of all, this is a report that will be attached to the minutes, so you all can see it in more detail later, but there were several items that I can confirm were definitely approved through all the different levels all the way through the Board of Trustees and are now included in the new 2012 faculty manual. These are all items that we have considered, reviewed, passed through the formal processes of the senate and so should not be surprising to you. So those are all listed here and I'm not going to go over all of these because we've already passed them. But I'll answer any questions. If I'm going too fast just holler. Now, in the process of that review, we had two issues that came up. One is that we had passed some items in November that were not particularly controversial, and so the expectation was that we would be able to have them included in the 2012 manual as well. The Monday after the senate meeting, I forwarded everything that we passed to Dr. Plyler's office. We sent it forward to Dr. Curtis. It looked like it was good and then I think the simplest way to do this is to say there seems to be a communication breakdown. So at that point we pulled out of the version of the manual that was going to the Board of Trustees several items that were passed in November 2012 that are Senate approved actions. These are listed here as pending actions included in the 2013 version of the manual which should be published in July, I think. The Board of Trustees meets in June. So these are all relatively minor items. We made a change to the description of the Provost's Regional Campus Academic Advisory Council which I certainly hope will still be relevant in a new form. The categories of scholarship we reordered those so that candidates would not put their weakest area of scholarship first. And then there were some appendix updates that Dr. Curtis wanted to include, but these had not finished being rotated through all the various levels of departments that had to approve them. So these are all things that are pending for the 2013 faculty manual. One other item Dr. Curtis declined to approve and sent back for further action from Senate. That is the revision we made to the by-laws in September to create the position that I was elected for that doesn't actually now exist. This is the Regional Campuses Faculty Manual Liaison Officer. Our committee met and discussed this and we have an amended motion to bring forward. This would supersede the motion that was passed in November so we may be getting into interesting Roberts Rules grounds I don't know but I'm sure somebody will step on my toes and let me know if that is the case. So I have a motion to bring forward to you. This is the original motion as it was voted and approved in September of 2012. Dr. Curtis had three concerns that we've tried to address in varying ways. One was that the term limit on the office was not consistent with the other term limits of the Executive Committee members. One of the things that we were trying to do is have an officer who had some longevity who could develop a period of time with the manual and what we ended up doing to address that concern Dr. Curtis said it sounded as if this person could do this job their whole career. I was shocked by this, as I'm sure you'll know. But there was a suggestion that some term limits be put in place. We talked about various ways to do

this in committee. What we did was change the last sentence of section one here we changed it so the Liaison shall be nominated and elected for a one-year term at the last Senate meeting of the year. The officer need not be a currently serving senator and is eligible for election for up to three successive terms. Now what this means is that the person could be elected every year and serve three terms then have to rotate off and someone new would have to come on. So that's the first change. The second change – in the original motion that we passed there was a detailed description of the duties of the Liaison Officer which you can see here – so will be responsible for this, that, and the other thing. This was sent back and she said that in her opinion it was inconsistent with the duties of other officers as were described in the by-laws. I think basically there is a philosophical difference for how legislation is handled where Dr. Curtis' perspective, the legislation should be as limited as possible and the execution of it should take place other than in the place of governance documents of the manual – which is a legitimate concern. So what we did with that was we struck the language, and I'm going to talk about what we did with that in part of a second motion. And the final objection that she had – the original document stated that it should be negotiated between the Vice Provost and whoever was a sucker enough to take this position some form of compensation. She did not like that. It cannot be dictated to the administration. This is true. So we cut it out. There was some controversy about this topic – this discussion - should the administration be allowed to dictate these sort of details. You know, that kind of conversation. I hope that what we have here is a reasonable compromise that addresses the concerns of the original administration and still enables us to create a position that will maintain reliably our faculty manual which is in my opinion, one of our most important documents. Now this is our first motion. Let me briefly describe the second motion which I can't decide if it is new business or old business, so you'll have to help me figure it out. But when we cut that out one of the things that concerned members of the committee is that we had made this list of responsibilities that were now no longer in the by-laws did we want them to just drop out of sight, and the consensus was we did not. So we have made a second motion here asking the Executive Committee to update the new senator's handbook to create more detailed descriptions of the responsibilities of all the Executive Committee officers and we've given them this verbiage from our original motion. We also added one item to it, right here, dating tenure and promotion forms with any revised page numbers or criteria – that's assuming that the tenure and promotion revisions that we bring forward later might be approved at some point in the future. So there are two motions. Motion one to amend our original motion passed in September to this form here. And motion two, to ask the Executive Committee to update the new senator's faculty handbook to reflect detailed descriptions of responsibilities. I would say certainly the first, the chair would rule substantive.

Bruce Nims: Yeah, the first one is definitely substantive and I'll also rule that since the – there was a very logical connection between the proposed revisions and the motion for the Executive Committee to update the job descriptions both are properly presented under unfinished business.

Lisa Hammond: Okay, so a discussion of the first motion, I guess.

Patrick Saucier: Patrick Saucier, Extended University. Alright, you're just cutting out the compensation clause completely so there would be no compensation for this position?

Lisa Hammond: I don't know about that. There would be no statement in the faculty manual that dictated that any compensation be required. That would then make it an administrative decision as it would to whether such would exist.

Bruce Nims: Other discussion? Okay. I do rule this as substantive. It will be printed in the minutes so we can review it in detail before voting next meeting.

Lisa Hammond: Okay, motion two – the related motion that the Rights and Responsibilities committee ask and if passed the senate would be asking the Executive Committee to revise and expand the description of officers in the information for new senators handbook. This verbiage here could be a starting point. They may change it, add to it, I don't know.

Bruce Nims: Since this also may involve a change to the manual then I'm going to rule this one substantive as well.

Lisa Hammond: Do we need to have any discussion of the motion? Okay, that's it for unfinished business.

Bruce Nims: From Rights and Responsibilities I believe we have another motion under unfinished business.

Lisa Hammond: Yeah, the recorder has asked that people come forward as he's having trouble hearing who is speaking into the microphone.

Bruce Nims: Yeah, so come on forward.

Andy Kunka: I move that we take from the table the resolution passed from the USC Sumter faculty organization. There are copies up front and I can project it up on the screen as well. The basic thrust of the motion which was discussed at the last senate meeting.

Bruce Nims: By the way I do rule that the motion not go off the table.

Andy Kunka: The basic thrust of the motion. What's behind it is there is a little gray area in the offering of Palmetto courses which tend to be upper level courses and of course Palmetto courses are offered usually online or by two-way video or hybrid delivery methods and the gray area is that the Sumter faculty were concerned that were certain upper level courses to be offered in Palmetto they may not – faculty in the Regional campuses may not be able to offer the course on their campus in a face-to-face delivery method, and some students need those upper level courses and some students prefer not to take online and some students are not involved in Palmetto so basically the motion boils down to retaining the faculty teach upper level courses that may be offered at the same time via Palmetto. I'm trying to pull it up. This was passed along to the Regional Campuses Faculty Senate for essentially moral support to show that the entire body of the Regional Campuses Faculty support just retaining as many modes of instruction as possible on the Regional Campuses.

Bruce Nims: Okay, well since the resolution comes from the Sumter Faculty Organization which is a deliberative body it requires a second so we can discuss the resolution at this time. Patrick Saucier.

Patrick Saucier: Extended University. I'm sorry where is the who is proposing that classes that people not be allowed to teach classes or.

Andy Kunka: It's a gray area. It hasn't been proposed.

Patrick Saucier: So this is a resolution for a problem that doesn't exist at this point?

Andy Kunka: Like many things we do in senate and faculty service in general it's meant to

Bruce Nims: I have to ask you to remember that this is a general discussion, not a conversation.

Patrick Saucier: So is that a yes? That you are responding to a problem that doesn't actually exist?

Andy Kunka: I think we are trying to prevent problems.

Patrick Saucier: So that's a yes. It doesn't prevent it from existing.

Lisa Hammond: Lisa Hammond, Lancaster for a point of information the Rights and Responsibilities Committee brought this motion forward last time there were some minor changes. So this version that came from the Sumter Faculty Organization is not the version that was considered but I can't really tell you off the top of my head exactly what the differences were. I don't think they were substantial.

Bruce Nims: Okay. Other discussion?



Patrick Saucier: Yes, Patrick Saucier, Extended University. In the future should there be changes to the curriculum so that courses only be allowed to be taught in a particular fashion, would that not have to be approved by the faculty senate? So should there be a change in the curriculum or a change in, say, the method of delivery that we were only going to delivery classes in this particular method. Would that not affect accreditation and have to be approved by the senate and also have to meet accreditation criteria.

Bruce Nims: I'm not qualified to answer that question myself. But I think that question is on the floor and one we should be thinking about.

Ray McManus: Yeah, Ray McManus, USC Sumter, I'm just stating for the record and for purposes of discussion that this was not unanimously approved by the Sumter faculty organization.

Nick Lawrence: Nick Lawrence, Lancaster. I've read through this several times. I see no reason to approach this as if it is a mandate in any way. It does not mandate anything any more than the rules as you've pointed out don't actually exist but as you pointed out may head off an problem as we request these concerns be given serious consideration as Palmetto College continues to be designed and implemented – that to me seems entirely reasonable to ask someone to take something seriously as they move something forward. If we don't agree that it deserves to be taken seriously then that's fine. But it seems to me that we're not trying to shoot anything down that doesn't exist. We are saying that we have these concerns, please think about them.

Jessica Sheffield: Ah, sorry, Jessica Sheffield, Extended University. I would agree that the resolution does not mandate anything, but I would suggest that the resolution presumes certain things that the body may not agree with. For example, certain disciplines require a level of student-teacher interaction which the online format cannot readily provide. That's a fairly provocative statement.

Nick Lawrence: I agree that it's a provocative statement. That's why it's worth voting on and discussing. You know, I'm not the first person to list a class and get cherry picked down, but I can think of a few classes that I'm sure and everyone else can too. It might be provocative but it also might be – some students would benefit from an online experience. Many of the students require face-to-face classroom experience to persist. Yeah, I don't see any language here that necessarily says that online classes in any discipline won't work. It's asking for a mix.

Andy Kunka: One of my concerns with this is not so much with the content of it as with the idea of a resolution itself sending forth a tone to the Provost that is possibly antagonistic and I think that there are better venues for expressing these problems, and I think they have been expressed in those venues, and so it may just be that certain faculty on the Sumter campus aren't privy to those discussions that go on, but I believe

that we could handle this in a different way, and I don't think that a resolution is the best way.

Heni Van Bulck: I'd like a clarification as to what this meant with the appropriate channels with the Provost.

Andy Kunka: And also the new chancellor.

Heni Van Bulck: Yes, but I fully support the sentiment of the statement, the timing is not ideal. She has offered as we heard a few minutes ago to come visit us on our campus. I think we need to engage in person-to-person dialog and then I think you will find when you meet one-on-one that she fully supports this statement and by forcing it (inaudible)

Lisa Hammond: I think that the fact that this discussion was tabled last time suggests to me that there is a concern about the language here. So if the language is vague or provocative as some have suggested, I suggest that the Sumter faculty consider revising it to make it something that we would be more comfortable addressing. Nothing here has changed since the last time that we looked at this and were not really happy with it. I think I personally would be very happy to support a resolution that said we should maintain all available means of teaching our classes and reaching our students successfully. That's a different resolution than I believe what we've got here.

Heni Van Bulck: I'd like to follow up on the sentiment that if the intent of this body is to express commitment or a reaffirmation of the value of face-to-face classrooms I would be fully in support of one. But if it is an attack on the incoming chancellor, then (inaudible).

Nick Lawrence: Nick Lawrence, Lancaster. You know it's a broad reach to interpret this as an attack on the Palmetto College or on the Chancellor. I don't see hostile language in here. I think that there's a lot of projection happening that does not involve the document. I agree the document could be better written although I've certainly seen things passed here that were worse written. A request that concerns be given serious consideration is about as respectful as it gets and there may very well be some value in saying you know we have some concerns and here they are to the person who is coming in to chair the Palmetto College. If we are going to table it or vote it down or whatever I think that's what we are going to do, but I think it's a misrepresentation to suggest that this is aggressive or an attack or hostile or cowardly or anything like that. It's a very moderately phrased expression of concerns that some people feel and I think that's to describe it as anything else is a little bit shady, to be frank.

Patrick Saucier: Patrick Saucier, Extended University. So if we were, let's say, to pass this resolution, today, for example, and for some unknown reason God forbid the meaning of online could change or technology should change with the needs of our

students change in the future such that the thing that this is trying to prevent from coming about actually makes perfectly good sense, then the faculty senate sitting at that time, would simply have to vote to ignore this resolution. Right? So it's pretty much a toothless resolution. It's a long statement that doesn't really obligate or bind anybody to anything, but just states our position. And if it's just stating our position then it must be stating our position to somebody. Is that an unfair assessment of that?

Bruce Nims: Yes.

Tom Powers: Tom Powers, Sumter. I would like the gentleman to clarify his statement. I don't know what he means by pointless, toothless, long, makes good sense. This is a very hypothetical situation and I find some of the comments rather vague and I'd like to have them clarified a little bit. Can you restate that?

Patrick Saucier: Yes, I would. The resolution doesn't really obligate anybody to do anything and in the future if some course should be offered exclusively online because it makes sense to the faculty of the senate then they would simply have to vote to ignore this resolution. Nothing would prevent them from actually implementing that policy. This resolution would not prevent people from doing the thing that it is asking us to resolve and not to do. So, that is what I meant by toothless. It would be toothful if it would have prevented you from doing something or put some kind of restrictions to prevent you from moving in a direction which it does not do.

Lisa Hammond: Lisa Hammond, Lancaster. Effectively by that definition all resolutions are toothless. I apologize if this is premature, but I move to call the question.

Bruce Nims: Question has been called. Is there any more discussion? Any more? Does anybody have anything different to say? Okay, I'd like to call the question now and call for a vote. All in favor of the resolution please say, "Aye." All opposed? The nays have it. The resolution fails. Alright, New Business.

Lisa Hammond: Are we the only committee with new business? (inaudible) Okay. Okay. I'm trusting that my committee is going to help me keep this straight. So Committee, help. Alright, the Rights and Responsibilities Committee is bringing to your attention today revisions to the tenure and promotion forms. The T&P forms have not been revised since I have been at USC Lancaster, which is either thirteen or fourteen years. They are based on an older structure for tenure and promotion and there have been some small issues that have come up that have made it difficult for candidates putting together T&P files. Further, we were asked to consider revising the T&P forms by the Provost's office last year, I believe. So there was a subcommittee this summer that began working in June and worked through November to propose revisions to the tenure and promotion forms. The sheet that you have that has the three sections in it marked in red is the report of the Ad Hoc Tenure and Promotion Revisions Committee

forms revision committee. That committee – here are the committee members: Danny Faulkner, Pearl Fernandez, Carmela Gottisman, Lisa Hammond, Hayes Hampton, Janet Hudson, Sarah Miller, Erik Reisenhauer, Denise Shaw. This was an all volunteer committee that worked during the summer when they weren't getting paid. So if you see any of these people, you might want to tell them that you appreciate them working on your behalf during the summer. And many of these are folks that are already full professors and will not benefit from the revisions to these forms. So that makes their efforts even more valuable. The Rights and Responsibilities committee took the report that this group brought forward and made some changes to those recommendations. So the sheet that you have is the committee report from last year and I'm about to put up a more current version of it now. What this sheet does is it outlines the changes to each of the forms and tells you briefly why we made the changes. So I'm going to put the form – the summary – up and we can go through each change individually. This is new business and I believe it is substantive so I think thinking the best way to do this and tell me if there is a better way – I think the best way to do this is to just go through it kind of quickly form by form, show you what we have and then entertain discussion. These documents would then be posted on the Senate website and senators would take them back to their campuses and let people know that these are substantive changes that are coming forward. Does that sound like a viable plan? So this sheet right here is pretty similar to the one that you have but there are a few small differences in it. We made a number of changes in both committees to the forms just to take care of small procedural things so for example the name for Extended University was wrong in some of the forms. It was an older campus unit name. So I'm just going to go through each of the forms. Oh let me preface this for a second. We were from the Provost's office given the instruction to look at the Columbia T&P forms and to consider what might be useful in those for our adoption and also to consider moving the T&P forms to online. So both committees did look at the Columbia T&P forms. They are very similar in a number of respects. I want to highlight a couple of small differences. The Columbia T&P forms summarize teaching in a pretty different way than we do. Their teaching responsibilities are a little different. So they report courses in aggregate. This didn't seem like a real good idea for us so we have a modified chart that doesn't look quite like this but does put the teaching information in the standardized format that we have not had up to this point – candidates could determine the form that they presented their teaching data. We were also encouraged to look at the chart for reporting scholarship activities. Both committees did look at this and both committees declined to adopt a model of this kind. As you can see what this chart does is it enables the candidate to quantify their research so that it is quickly and accessibly reviewable. You can view and go in and say this is what the candidate did in terms of numbers. It was the belief of both committees that the quantification of this kind would be to the disadvantage of our candidates since research is not our primary obligation you don't really want to send up a chart in your

T&P form that has a couple of ones and a lot of blank spaces. So the committees declined to adopt a form of this type. So that's your background. How are we doing so far? Any questions? So I'm going to go through the list here. I don't have a printout of this so everybody help me out. RCTP one and three both just change unit names to Extended University. These I would say are nonsubstantive changes. That's in the drop down menu right here where the candidate selects their campus. RCTP two is where the criteria for tenure and promotion is included. We've had some problems in the past with candidates including the wrong criteria for their rank. So a lot of people go and just copy whole pages out of the faculty manual and there the definitions for example for highly effective scholarship for files that are going up for tenure that only have to have a record of effective scholarship. So it's been kind of confusing and inconsistent. So the suggestion that was made by the committee was to insert the primary criteria right here for tenure and promotion, this comes directly from the manual and is inserted for the candidate and then to leave spaces that instruct the candidate depending on which rank they are going for to select only the appropriate rank. We are hoping this would make it a little bit clearer for candidates what information should be included on this form. So this one is relatively straight forward. So they choose the criteria for effective or highly effective depending on the rank being sought. The description of scholarship, the description of service is consistent for both ranks so we just lifted that verbiage and put it in there. The only disadvantage that I can see to this form is that it's going to mean somebody needs to watch it regularly every time the manual changes, if the page numbers change or if the criteria change the forms will need to be updated. That sounds like an excellent job for the Regional Campuses Faculty Manual Liaison officer. So that is form number two. Number three is nonsubstantive with a change to a unit name. Number four, the list of supporting materials, this is a fairly lengthy list for many people. The committee voted to move it to the end of the file so it's just moved down and the form does not actually change. That enables reviewers to get to the content file quicker. RCTP five was quite a controversial form. It's always interesting how these things go. Originally this form was entitled curriculum vitae. Many T&P candidates have been concerned that on their curriculum vitae there was no place for them to define their scholarship. So the form had a place for education and employment history and grants and awards and teaching responsibilities were listed here. There was a lot of debate about this. The conclusion that I'm bringing you today takes the name of this form and changes it to Education and Employment history so only that information is included here. It moves the summary of teaching responsibilities to the teaching section of the file, and we did add at the very end of the file or near the end, a section called vitae where the candidate can include a full vitae that is not a form that they fill in. So it is not. Most of you have a vitae. You know that our vitae are very different. We looked at trying to come up with standardized forms. We didn't get very far with that. But people seemed to feel that it was very important to have a vitae in there so we added a tab

where the candidate can insert his or her full vitae. So that changes the name here and eliminates some of the information that is included at this point. That's the first real substantive change. Yes, sir.

Andy Kunka: Andy Kunka, Sumter. So in moving the teaching responsibilities to evidence of effective teaching, does that then become a part of the page limit for the rest of the document?

Lisa Hammond: I believe that it would. Any other questions or comments about this one? Okay, let me check where I am on my chart. RCTP five, the personal statement, there were a couple of revisions suggested. First of all, the description of what the personal statement is supposed to be that was existent at the time is marked here was relatively vague and many candidates were unclear as to the purpose of the personal statement. There is a section in the faculty manual that lists each tab and suggests what should be included in each tab. What we did was went to that list and pulled the language that described what should be in the personal statement. So this language right here with the exception of this final sentence that is existent in the manual at this point. This basically says that the personal statement should be kind of an introduction or overview for how the candidate has met the criteria and that detailed descriptions should be confined to the relative narrative sections. It clarifies that the intent of the personal statement is to make more of an introduction to the file. We added an exciting controversial new thing – a limit of five pages to the personal statement. There was a lot of discussion about should we have a limit. Some people wanted it to be two pages. The English majors were fainting, so we ended up with five. We did not make this more specific about double-space, single-space, eight point, twenty point, so who knows what could come up here. But this is the gist of it. Yes, sir.

Nick Guittar: Sorry, is that the page limit you were talking about?

Andy Kunka: I'm talking about the overall page limit to the document – Andy Kunka – Sumter – it's what thirty pages? Twenty-five? (inaudible) And section two previously would not have counted towards the thirty page total (inaudible). Evidence of teaching scholarship and service.

Lisa Hammond: The narrative sections of the file which are six, seven, eight, and nine, which are the personal statement, teaching responsibilities, scholarship, and service. If you are worried about the page numbers, the chart that we have is one page. It's not a particularly long chart. Now it does whack out a page. We could say that it should not exceed thirty-one typed pages, but I don't know if that's necessary or not. Y'all will let me know, I'm sure. Yes, ma'am.

Jessica Sheffield: Jessica Sheffield, Extended University. Can I clarify? I think what I heard in concern was that list of teaching responsibilities would have been underneath education and employment history which were not accounted for.

Lisa Hammond: Right.

Jessica Sheffield: Moving it into the narrative we are possibly losing a page.

Lisa Hammond: It will be a full page, easily.

Jessica Sheffield: Well, less so for some of us. So it's not the chart.

Lisa Hammond: Right, right. I think one of the things – the original limit I think was twenty or twenty-five pages.

Bruce Nims: Twenty-five.

Lisa Hammond. Twenty-five pages. The files have grown increasingly longer and when you tell a candidate that it can be a maximum of this many pages, candidates sometimes feel like they have to make it that many pages whether they need to or not. And certainly we have been urged to be concise by the administration. So speaking in my personal opinion I don't think the loss of the page is going to be a huge problem, so certainly that was something that we did talk about and was something that we could continue to talk about in here. I don't mean to be dismissive at all of the concern. Alright so that's the personal statement. RCTP seven, the changes here are much more substantive. This is probably the most significant change that the committee has brought to your attention. We have drafted some language that refers the candidates to the relevant sections of the manual that they will want to use to describe how their teaching meets effectiveness. Sometimes candidates have the tendency to talk about what I did in this class what I did in that class and they don't clearly define how what they are doing in class meets the criteria. So we are hoping that this encourages the candidates to say, "The way I met this criteria was," and list the activity rather than describe what their classes are. We lifted this language here from the original curriculum vitae form that in this proposed version is now Education and Employment History, and now we added a couple of words about different kinds of instruction that have been added since the time these forms were created originally. So the type of course is expanded to lecture, lab, independent study, online, two-way video, and then the covering all ills, etc. There is a chart that we had a devil of a time trying to figure out how to fit on a single page and if anybody has got a suggestion for a better way to do this I'd love to hear it. We talked about having a landscape chart rather than a portrait chart. There was not support in the committee for that in the original committee that put the proposal together. Personally, I think that would be easier, so anybody wants to friendly amend, go for it. To help you see how that chart would work, I put together a

model here for a faculty member teaching at Hogwarts and doing a little independent study for somebody at Bobatan. You can see here how the courses would be listed. The information would be filling in the chart. So you got some kind of dire abbreviation that you've got to do to get everything in this page but it seems to cover most of the information fairly accurately. One thing that is different here that is important and I want to call your attention to it. This column, overall global index, was not required in the previous form. The list of courses that were taught did not require any student evaluation information be attached to it. This was also a topic of great discussion. Some people said, "Well that's all going to be in the summary of the teaching evaluations." Other people said, "Well, it should not be here, we just want to know what classes they taught." In the end the consensus in the large committee that met over the summer that was reached over the summer and was backed again by Rights and Responsibilities was that having the one score for the global overall average was helpful to see it on a single page listed there separately. This is as you can see pretty different from the Columbia form that reports the courses in aggregate rather than saying you taught three sections in this class and it had seventy-five total students. It breaks each class down section by section. The other change to this form is that we added the verbiage from the faculty manual that describes the various criteria. So this would make a change to how the candidate would complete the form. It basically requires the candidate to address each of the criteria separately and in a separate place. This was also fairly controversial, but we do want all the files addressing the criteria so ultimately this passed as well. So you can see the description for course design there's a blank space for the candidate to insert information, student learning outcomes, knowledge, and etc. So let me pause here a second since teaching is our primary mission on the regional campuses and since this is the form that we changed the most to see if there are any questions about it. Okay, once again, everybody is in a stupor from lunch or bludgeoned by the committee's excessive preparation. Yes?

Becky Hillman: Becky Hillman, Sumter. Is there some sort of ruling – say only three students did the online evaluation for one of the classes. Should that be included or not included?

Lisa Hammond: There is nothing in the manual or in the forms that talks about that, but the campus practices have been in you have a small class where it would be easy to identify individual students in evaluation, as I understand it, evaluations are not required for those classes. This could be done differently on different campuses, but I believe that's how it is done on mine. So that's not anything the manual or forms address but certainly we could add that kind of language if it was the will of the senate. Yes, ma'am.

(inaudible): I've had classes with one student where they did the evaluations.

Lisa Hammond: They did do the evaluations?



Bruce Nims: On our campus it is entirely optional.

Lisa Hammond: Yes, ma'am.

Jessica Sheffield: Jessica Sheffield, Extended University. I wonder if there is a question here that is implicit about response rates. I wonder if I have twenty students and only ten do the evaluations - is that something we care about? Should we report that? Is that something where we should put response rates along with global index? Is that something either of the committees took up?

Lisa Hammond: Well, we did not talk about that explicitly. Where is my example? The chart does not say how many people responded to the student evaluation. That is something that as a reviewer in my opinion would be useful to have. It's not included on this version. I would say that for the candidate the onus is on the candidate to explain any circumstances where you have a significant deviation in the number of students enrolled in the class and the number of students who complete the evaluations. This form as it exists right now would not call that into prominence. Yes, ma'am?

Becky Himmond: Becky Himmond, Sumter. So would you put it right after this table? Your description of you know why that number was low or what happened with what?

Lisa Hammond: It's not in the table. The table does not require that information.

Becky Himmond: Right, but you are saying that's up to the candidate to explain it.

Lisa Hammond: Well, it's going to – that might be in your teaching summary that your colleague writes the summary and you get the data that is compiled from the compiler for your teaching summary. But because there's not a standard practice for how that is being handled you, I don't have an answer for that. It all depends on the campus. So I don't really know how to answer that question exactly. This is one reason why I thought it would be nice to have the landscape versus portrait chart because it would give you more room to add a column of that kind. Other questions? Okay. Alright, the next two are easy. For evidence of scholarship the only change made there is to refer the candidate to specific pages for the list of suggested evidence. This was the page where we declined to include or invent a chart. Evidence of scholarship, the same verbiage referring the candidates to the appropriate pages in the manual where they would go for the kind of evidence they would include here. We're hoping that this would enable the candidates to make their evidence fairly direct and they won't spend a whole long time going into great detail about it. You do need to provide context but evidence is different than extended narrative. We're hoping the language will help a little bit here. The next form is the list of supporting materials moved from early in the form to the end of it, or getting to the end of it. The next form RCTP ten is the full curriculum vitae that the candidate can just insert here in the format that the candidate prefers that is suitable for

his or her discipline. The curiously named “other items” this is something that certain campuses mandate the inclusion of particular items here. I believe that the USC Sumter campus has a specific policy that requires inclusion of this. Most candidates don’t have anything here but we decided it was better to retain it in the event that someone has a hankering to add some other items. And then the addenda, the only change here is that we pulled from the faculty manual the change that describes what can be included in the addenda. And I believe that is it. Okay, questions or discussion? Yes ma’am.

(Inaudible) from Lancaster. I think that having that global index is going to make it much more likely that the other teaching numbers are going to get downplayed over the others.

Lisa Hammond: The ones in the teaching summary? Is that a good thing or a bad thing?

(Inaudible) To me that’s a bad thing.

Bruce Nims: Further discussion? Well, needless to say this is a massively substantive presentation and this material will also be available –

Lisa Hammond: I will get it posted. It will probably be towards the end of next week, but I’ll have it posted. And I will email everybody, not just the senators when it comes up.

Bruce Nims: Yes, this is the course crucial to our candidates for tenure and promotion and is crucial to our professional growth and development and so I would recommend that everyone pay close attention to these changes and think about them seriously and we will have a more extended debate in Salkahatchie before voting.

Lisa Hammond: And again I would like to encourage any senator that has a specific thought or suggestions that if you can email that to me in a concrete form, in other words if you think this chart is not as helpful as a different kind of chart could be we can certainly entertain friendly amendments and particularly with this I think there is some room for improvement and I think it’s better than what we have right now, but if anybody is inclined to draft a better version I’d love to see it. Okay, we have one other item and I think that’s it. How am I doing Tom? And I don’t know how to do this so I need help. We have been asked to consider, as you know, moving the T&P forms online. Our committee talked about this at the end of the discussion of these forms and the modification of the forms – there’s not a lot of time in between – that was a pretty big topic that took most of our meeting time. We are planning to meet again between now and April to consider what kind of procedures we might want to put in place for putting files online. There was a definite consensus in the committee that we wanted to move that way. I don’t really know. Do we make a motion and say, “The Rights and Responsibility committee moves that we move the entire process online pending the work of a committee that defines specific teachers for that. Is that premature? Can we

get it on the docket so we can vote on it in April if we can put something together is the question that I have.

Bruce Nims: Uh, I think something like that has to be substantive.

Lisa Hammond: Oh, God, yes.

Bruce Nims: So I don't know that we can get it voted on.

Lisa Hammond: Okay, well I'm okay with that I just – the feeling I had from Executive Committee was the desire that we would like to see a motion come forward in this meeting.

Bruce Nims: Well, I think given the complexity and detail involved in these other motions involving our tenure and promotion process I think we need to get a lot of that determined before we then determine the full procedures for taking the forms online.

Lisa Hammond: Okay, in that case I will report to you that Rights and Responsibilities will meet and discuss this issue for. . . Any other questions about this before I shut the computer down?

Chris Nesmith: I have something. Suzanne's question kind of brought this to my mind if we vote on this in April what if a senator, or a group of senators has a concern about a particular component of this overall proposal. There's many different changes here and let's say that they are okay with all but one or two. Is there any way to deal with it in pieces and parcels or does it have to be one package or what?

Bruce Nims: As a matter of fact, I was just mentioning to Professor Miller that I will be brushing up on Robert's Rules of Order in April and we'll see what will be possible concerning these very complex motions because again, getting full agreement and full consensus on a detailed document is not an easy matter at all.

Lisa Hammond: I would recommend moving through each and every document as a separate motion. Andy?

Andy Kunka: Please don't shut your computer down because I need to use it.

Lisa Hammond: Okay, anything else? No one's teaching at the German or French academies.

Bruce Nims: Okay we have morning business from System Affairs.

Andy Kunka: We'd just like to say first that the idea of the Defense Against Dark Arts class is being taught online makes me want to reconsider the Sumter proposal. I apologize that I don't have copies of this but USC Sumter has passed the changes to

their Associate of Arts and Associate of Science degrees to align them with Carolina Core requirements and so they sent this to the System Affairs committee and we have approved it and sent it to the Senate as a whole. So, do you want me to scroll through this slowly?

Bruce Nims: If there are any observations about specific changes that you'd like to make I think everyone would appreciate that. Is there anything specific you want to point out?

Andy Kunka: I'm not sure. I think the only thing that came up for discussion is that Sumter is including Math 111 in the ARP core requirements and that may be different from other campuses. Yes?

Jessica Sheffield: One or two things from the other discussion that Sumter is requiring three ARP credits for the AA or is that going to leave it at six for the Columbia core?

Andy Kunka: Yeah, for the Columbia core it would be six, but for the Sumter AA degree it is three. We are not requiring a foreign language and the Columbia Core requirements does include a foreign language.

Sarah Miller: One of the ramifications on voting on this today. I know there was talk of getting the other campuses to agree to the same thing so if we vote yes on this today, do we all have to agree with what Sumter says?

Andy Kunka: There's no requirement as of yet that all of the regional campuses –

Sarah Miller: I know but that was a goal that we are supposed to be working toward.

Bruce Nims: There's no reason why that can't be a long term goal.

Sarah Miller: Right.

Andy Kunka: To clarify, other campuses are working on this. Several feel that it's going to take a long time to work on that so I don't know what that means for individual campuses. I think it might be difficult to this year come up with a single Associates of Science degrees. And since the Associates degrees are owned by the faculty on the particular campuses, it is the prerogative of the faculties to agree to this.

Sarah Miller: So other than saying we understand Sumter is doing this it doesn't lock us into anything else?

Bruce Nims: Motion has been presented and discussed. We can now vote on any motion brought forth by the Systems Affairs committee concerning the Sumter core requirements for the AA and AS degrees. All in favor say aye.

Senate: Aye.

Bruce Nims: All opposed? Motion passes. Is there any other new business? If not then we move to announcements. Any announcements? You've got something to tout. Hearing no announcements I will entertain a motion to adjourn.

End of meeting.

## Appendix – Electronic Reports

**Report of the Vice Provost for System Affairs**

**and Dean for Extended University**

**USC Regional Campuses Faculty Senate**

**USC Columbia, February 15, 2013**

**Legislative:** On behalf of the University System, President Pastides appealed to the Education Committee of the House Ways and Means Committee two weeks ago. Primary appeals: 1) annualize the remaining \$2.8M in nonrecurring funds designated for Palmetto College. Other appeals: \$41M for deferred maintenance across the System.

**Palmetto College:** Chancellor Elkins reports Monday (18<sup>th</sup>), and with her arrival, answers, decisions, etc. are expected for many of the questions we continue to have. Issues related to organizational structure, revenue sharing, the meaning of one Palmetto College Faculty and many others will be deliberated over the coming weeks and months.

**Distributed Learning Grant Program Recipients:**

Tara Fetemie.....*Womens Health, Women and Gender Studies* 113

Pearl Fernandes...*Anatomy and Physiology 1 Laboratory, Biology* 243L

Hayes Hampton....*Rhetoric and Popular Culture, English* 472

Chris Nesmith....*Critical Reading and Composition*

**2013 Provost's Internal Grants**

Janet Hudson, Extended University, *Black North Carolinians in the First World War, 1914 – 22*, \$5,229

Nicholas Guittar, Lancaster, *What it Means to be Black and Gay: A Sociological Analysis of Coming out Among African Americans and Caribbean Americans*, \$18,014

**Senator Delegation and Committee Listing** – please go on the Regional Campuses website and complete any missing information (highlited in yellow)...Sumter Campus!

**Announcements: (Provost Web Site)**

February 25, 2013

[2nd Annual President's Leadership Dialogue](#)

February 26, 2013

[Undergraduate Studies Forum - "Carolina Core Update"](#)

March 6, 2013

[Undergraduate Studies Forum - "USC Connect Update"](#)

March 26, 2013

[Retention of Women Faculty in the STEM disciplines with Sue Rosser, Ph.D.](#)

**Dean's Searches:** 3 finalists identified in each search. Interviews are now being scheduled on campuses and in Columbia

**End of Report**

### **Sally Boyd's REPORT TO RCFS FEBRUARY 15, 2013**

First, an update on Palmetto Programs (BLS and BOL). Thus far 206 students have graduated with one of these two degrees, 30 of them in December 2012. The current enrollment of 366 includes 46 new students admitted for Spring 2013. Forty-six graduation applications have been filed for May 2013.

Shelley Jones has accepted the assistant professor position in Extended University to join Dr. Mary Hjelm and Dr. Dawson Jones in teaching the required BLS and BOL courses (PALM 493, PALM 494, and UNIV 401). She will receive her PhD in English from USC in May.

**End of Report**

### **Regional Campus Faculty Senate Meeting USC Lancaster Dean's Report February 15, 2013**

**Student Enrollment:** USCL is down 1.97% in student headcount and down 3.67 % in FTE for the Spring 2013 semester. USCL is also currently serving 180 +/- students working on Columbia degrees that do not show up in these enrollment numbers. These numbers are not final, however, until all students from Spring II are enrolled.

**Honors Day:** USCL will host honors day for our local high schools on 02/22/13. Many of the students who attend honors day end up being a USCL student through Dual Enrollment Classes and/or full-time status after graduation.

**Academic Update:** This past Fall we had the highest number of students ever on the Dean's List and President's Honor Roll (300+). Our student athletes also did very well with their average GPA being above the average for non-student athletes.

**Faculty:** Tenure track searches continue in Psychology, Astronomy/Physics, and Exercise Science with faculty hired in these disciplines scheduled to begin in August 2013. We are also searching for an Instructor of Sociology. Interviews and campus visits are starting next week.

**Facilities:** An official groundbreaking ceremony was held on January 23, 2013 for our new Founders Hall classroom building. Construction has been somewhat slow due to the weather and some soil issues, but construction remains on schedule with the building slated to open by Spring semester 2014.

**Financial update:** The USC Internal Audit Department and an outside auditing firm have begun an audit of several areas within the USCL system. No results have been shared with us as of yet.

**Student Housing:** We have had two meetings with The Pendergraph Companies in the past two months, a Development, Construction and Management Company in reference to more student housing, either on-campus or off-campus. They are working on a proposal for presentation to us in the near future.

**NAS Center :** Our Native American Studies Center that opened in downtown Lancaster in the Fall of 2012 as a Joint Venture with the City of Lancaster continues to draw attention and visitors from the area. City officials are very pleased with how things are working in this collaborative arrangement.

**End of Report**

Regional Campuses Faculty Senate Report

February 15, 2013

The Governor's School for Science and Math has selected USC Salkehatchie as a site for a week long science and technology summer camp for 100 middle school aged children residing in Allendale, Barnwell and Bamberg counties. The camp is scheduled for July 22 and will be sponsored in part by Savannah River Nuclear Solutions.



USC Salkehatchie recently hosted a robotics scrimmage for high school students in preparation for the state competition. Teams that participated were from the region, as well as the upstate and North Carolina.

Searches are in process to hire four new faculty in the following disciplines: biology, business, computer science, and mathematics.

USC Salkehatchie is pleased to host the Region X basketball tournament the week of March 4<sup>th</sup>. The Walterboro-Colleton County Chamber of Commerce is partnering with us on this event.

Salkehatchie students Sabrina Driggers and Christopher Rufty received Magellan grants for this term. Dr. Sarah Miller and Dr. Li Cai are mentor professors (respectively) of these students.

Several capital projects are underway, including renovation of the Carolina Theatre, the Hut, the addition of several parking lots in Allendale, and the creation of a new classroom and offices in Walterboro. All projects, excluding the addition of classroom/offices, have been funded by grants from USDA Rural Development and SC Department of Transportation.

USC Salkehatchie looks forward to hosting the next Faculty Senate on our Allendale campus on April 19.

Respectfully submitted,

Ann C. Carmichael

Regional Campus Dean

**End of Report**

REPORT TO

## THE REGIONAL CAMPUSES FACULTY SENATE

February 15, 2013

**Budget:** USC Sumter began the year with a strong fund balance and to date have not used any of it. As we look to next year, our budget plans include adding back an Associate Dean for Academic Affairs as well as welcoming a new Dean to our campus. We will be using some of our fund balance in the very near future as we begin an aggressive marketing campaign to affect future enrollment.

**Student Enrollments:** 2013 Spring Semester enrollment figures indicate a 9.54% headcount enrollment decrease compared to last year, and a 4.63% FTE enrollment decrease compared to last year, which is significantly improved from 2012 Fall Semester. However, 100% of our spring enrollment decrease is attributed to our decrease in dual enrollment.

**Human Resources:** Since our last meeting, we have had one faculty retirement, Dr. Maitland Rose, and two staff resignations, of which only one has been replaced; and one staff retirement, Ms. Mary Fran Smith of the Dean's office.

**Honors:** Dr. Hennie van Bulck, Associate Professor of Business Administration, gave a presentation at the annual meeting of physicians view book network in Charleston in November. Dr. Andrew Kunka, Professor of English, presented a paper at the annual meeting of the Modern Language Association in Boston in January. Dr. Sal Macias, Professor of Psychology, had a paper accepted for publication in an APA on-line book "Essays from Excellence in Teaching, (Vol.12).", and Dr. Eric Reisenauer, Professor of History, has a paper accepted for presentation at the 2013 Midwest Victorian Studies Association Conference in April.

**Student Activities:** Our students built and entered a float in the Sumter Christmas parade. Our Women's Softball team also participated in the parade. Our 13<sup>th</sup> annual Dr. Martin Luther King Jr. Dream Walk hosted a record 600 plus participants on January 21, 2013. The USC Sumter's Men's Baseball and Women's Softball Teams have begun their seasons in search of the NCJAA Region 10 championship.

**Faculty Advisement:** For the first time in more than 25 years, the USC Sumter faculty have returned to academic advising. The learning curve has been an adjustment, but our faculty have stepped up and embraced the challenge. We will continue to tweak the process over the next few months to have a well-oiled process in preparation for summer orientation.

**Campus Improvements:** New lettering on the Williams Brice Edwards administration building and an upgrade to the fountain out front are the beginnings of an overall campus grounds makeover scheduled for this semester. This will include trees, shrubs, flowers and grass!

Respectfully submitted,

Lynwood Watts

Interim Regional Campus Dean

End of Report

Dean's Report  
USC Union  
Regional Campuses Faculty Senate  
February 15, 2013

**Hiring:** We still plan to proceed with at least one and possibly two new searches for Fall 2013, one of which will be funded by Palmetto College.

**Enrollment:** Preliminary enrollment for the spring semester is 490. Due to a significant drop in concurrent enrollment, especially at one High School where students were maxing out their hours, headcount is down nearly slightly over 13% and FTE is down slightly less than 13%. Our regular student enrollment is 257, down only 4 students from last spring. Applications for fall are running well ahead of this time last year.

**Facilities and IT:** 311 Main Street, our future new bookstore and student center, is on track to be completed by the start of the fall semester. Our deferred maintenance project is on track to start very soon. Our computer virtualization project has proceeded successfully so far, with both computer labs having virtual machines. We plan to replace many of our desktops and laptops with zero-client boxes this summer, and our VOIP phone project is ongoing.

**Athletics:** The Bantams played a double-header against Furman University's club team at our local field in Union on Saturday, February 9. The Bantams won both games, 5-0 and 4-3. We are moving ahead with a Club Softball program to start next fall and have advertised for a part-time softball coach.

**Special Events:** The third annual Upcountry Literary Festival will be held March 22-23, 2013. All are welcome to attend this free event. Information is on Facebook at USC Union Upcountry Literary Festival. Robert Morgan, who spoke at the inaugural event, will return for our keynote and to receive the Singing Billy Walker award.

**Magellan:** I'm happy to announce that student Kaitlyn Wade, under the direction of Assistant Professor of Psychology Randy Lowell, received a Magellan Award for the Spring of 2013.

Respectfully submitted,

Stephen Lowe, Interim Dean

End Report

Courses & Curriculum Report to the  
Regional Campuses Faculty Senate (February, 2013)

Robert B. Castleberry

I am sorry that I can not be with you now, but the Committee is meeting at this moment. Instead of waiting anxiously for a few months to find out what is happening there, you may wish to periodically visit the webpage for the Columbia Faculty Senate and note their response to the recommendations of the Courses & Curriculum Committee.

As I have noted several times before, the Committee meets on a monthly basis to consider changes to the curriculum. I usually get an electronic copy of the agenda before each meeting, and I forward it 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.

For what it is worth, Journalism has submitted a large number of changes to their program. Also, the Committee continues to act on a number of course approvals for the Carolina Core. I suggest that you play close attention to the addition of courses for the Core. If you teach a course that should qualify as a Core course, but has not, as yet, been approved as one, you may wish to shepherd its approval yourself. Instructions for accomplishing this are posted on the Provost's webpage.

Thanks,

Robert B. Castleberry

rcastle@uscsunter.edu

End of Report

Report of the Regional Campuses Faculty Senate  
Rights and Responsibilities Committee  
15 February 2013

**Committee Members**

**2012-2013**

Tom Bragg, Salkehatchie  
Mike Bonner, Lancaster  
Julia Elliott, Extended University  
Kajal Ghoshroy, Sumter  
Lisa Hammond, Lancaster (Chair)  
Bettie Johnson, Lancaster  
Bryan Love, Salkehatchie  
Randy Lowell, Union  
Martha McKevlin, Salkehatchie  
Tom Powers, Sumter

Rights and Responsibilities members spent considerable time in discussion of Motions 1, 2, and 3 below. The Committee also engaged in a preliminary discussion of what might be involved in beginning to move the tenure and promotion process online, but did not bring any motion to the floor regarding the matter at this time.

**Motion 1**

**(Unfinished Business)**

The Rights and Responsibilities Committee moves that the Senate accept the following Amendment to Appendix II. Bylaws of the Regional Campuses Faculty Senate, regarding creation of a *Regional Campus and Extended University Faculty Manual Liaison Officer*. This motion would replace the amendment originally passed by Senate on 9/2012.

**Article III - Officers**

**Section 1.** The officers of the Senate shall be a Chair, a Vice Chair, a Secretary, Immediate Past Chair ~~and~~, a Member-at-Large ~~and~~, and a *Regional Campuses and Extended University Faculty Manual Liaison Officer*, as well as such other officers as the Senate may from time to time establish. These officers shall perform the duties prescribed by the parliamentary authority and rules adopted by the Senate. The Secretary shall serve for a term of one year. The person designated to serve as Chair will serve for a total of three years on the Senate Executive Committee, the first year as Vice Chair, the second as Chair, and the third as Immediate Past Chair. The *Manual Liaison Officer* shall be nominated and elected for a one-year term at the last Senate meeting of the year. The Liaison Officer need not be a currently serving Senator and is eligible for election for up to three successive terms.

**Section 2.** The Vice Chair and the Secretary shall be nominated and elected at the last Senate meeting of the year preceding the one during which they are to serve. They shall be nominated by the Nominating Committee or from the floor. Any voting member of the faculty may offer a nomination for Vice Chair and Secretary from the floor; however, only members of the Senate

may vote in the election of these officers. Only voting members of the Senate and members of the Executive Committee shall be eligible for these offices. The Vice Chair shall assume the office of Chair at the close of the last meeting of the academic year.

**Section 3.** The Chair shall vote only to break a tie. Other members of the Executive Committee shall not be voting members of the Senate. Each campus is entitled to its quota of voting members in addition to its Executive Committee members.

**Section 4.** If the Chair becomes unable to serve during the course of the year, the Vice Chair shall assume the office and serve the remainder of that term plus the term to which regularly elected.

**Section 5.** Should the Secretary be unable to serve during the course of the year, a successor shall be nominated and elected at the next regular meeting.

**Section 6.** The *Regional Campuses and Extended University Faculty Manual* Liaison Officer is responsible for maintaining and publishing the *Faculty Manual*. The *Manual Liaison Officer* shall meet as needed with the Rights and Responsibilities Committee primarily, but also with other Senate Committees as needed. The Liaison Officer shall report to the Senate.

## **Motion 2 (Unfinished Business)**

The Rights and Responsibilities Committee moves that the Senate Executive Committee revise and expand the description of Officers in the *Information for New Senators* handbook, including the following detailed description of duties for the *Regional Campus and Extended University Faculty Manual Liaison Officer* and adding appropriate parallel descriptions for all Executive Committee Officers.

The Liaison Officer's duties shall include the maintenance of the *Regional Campuses and Extended University Faculty Manual*, specifically

- updating Appendix I to reflect changes in administrative structure and titles,
- making recommendations for editorial and other non-substantive changes to the Rights and Responsibilities Committee,
- communicating recommendations from various administrative levels to the Rights and Responsibilities Committee,
- researching and drafting preliminary reports to the Rights and Responsibilities Committee for consideration as possible Senate action,
- updating tenure and promotion forms with any revised page numbers or criteria,
- ensuring proper transmission of motions related to the *Faculty Manual* following approval by the *Regional Campuses Faculty Senate* to the Vice Provost and Executive Dean and through all other administrative channels in a timely manner, and
- preparing and publishing regular revisions of the *Faculty Manual*.

The *Faculty Manual Liaison Officer* may request that the Chair of the Senate appoint an *ad hoc Faculty Manual Revision Committee* to expedite major changes to the *Manual* in special

[circumstances. The Liaison Officer would chair such a committee, which would report to the Senate.](#)

**Motion 3**  
**(New Business)**

The Rights and Responsibilities Committee moves that the Senate accept the revisions to the Regional Campuses and Extended University Tenure and Promotion Forms as presented.

**Motion Background**

Our tenure and promotion forms have not been updated since at least the late 1990s. Rights and Responsibilities members formed an ad hoc committee over the summer to make preliminary recommendations. The initial draft of this motion was prepared by the ad hoc Regional Campuses Tenure and Promotion Forms Revision Committee from July through November 2012, and Rights and Responsibilities thanks those participants for their hard work.

Danny Faulkner, Lancaster  
Pearl Fernandes, Sumter  
Carmela Gottesman, Salkehatchie  
Lisa Hammond, Lancaster (Chair)  
Hayes Hampton, Sumter  
Janet Hudson, Extended University  
Sarah Miller, Salkehatchie  
Eric Reisenauer, Sumter  
Denise Shaw, Union

The ad hoc T&P Forms Revision Committee has been disbanded after completing their charge, and any comments on the motion should be directed to Rights and Responsibilities Committee members.

Please see the attached for the proposed revisions.



**Summary of Proposed Changes to the Regional Campuses Tenure and Promotion Forms  
presented by the ad hoc Tenure and Promotion Forms Revision Committee, November 2012  
as modified by Rights and Responsibilities 2/15/2013**

While any changes to the regional campuses tenure and promotion committee forms are substantive, changes that the Committee deems major are indicated in this list **in red** below.

Original #	New #	Proposed Title	Change	Intent
RCTP-1		Regional Campuses Tenure and Promotion File	change the options in the drop-down menu to update the unit name for Extended University	
RCTP-2		Regional Campuses Criteria for Tenure and/or Promotion	insert specific sections of the Criteria for Tenure and/or Promotion from the Regional Campuses Faculty Manual (RCFM)	to eliminate problems with candidates not including full criteria
RCTP-3		Voting Form	change the options in the drop-down menu to update the unit name for Extended University	
RCTP-4	RCTP-9	List of Supporting Materials	moved to just before Curriculum Vitae and all forms following renumbered accordingly	
RCTP-5	<b>RCTP-4</b>	<b>Education and Employment History</b>	<b>Originally called Curriculum Vitae, renamed section, cut Honors and Awards section, moved Teaching Responsibilities to Evidence of Effective Teaching section</b>	<b>to allow for a single page submission with academic credentials to the Board of Trustees if desired.</b>
RCTP-6	<b>RCTP-5</b>	<b>Personal Statement</b>	<b>combine original instructions for the form with RCFM description of the intent of the Personal Statement (page 18), limit the Personal Statement to five pages</b>	<b>to allow the Personal Statement to serve as the introduction to the candidate's work (committee recommends advising candidates to write this section last)</b>
RCTP-7	<b>RCTP-6</b>	<b>Evidence of Effective Teaching</b>	<b>add reference to Guidelines for Documentation of Standards for Tenure and Promotion, add preformatted chart for Teaching Responsibilities (originally in RCTP-5), add specific criteria for Effective Teaching to structure candidate narrative (2011 RCFM 32)</b>	<b>to standardize presentation of teaching history in the Teaching Responsibilities Chart, to provide more explicit guidance to candidates in addressing the criteria in their narratives</b>
RCTP-8	RCTP-7	Evidence of Scholarship	add reference to Guidelines for Documentation of Standards for Tenure and Promotion for suggested evidence	
RCTP-9	RCTP-8	Evidence of Service	add reference to Guidelines for Documentation of Standards for Tenure and Promotion for suggested evidence	
	<b>RCTP-10</b>	<b>Curriculum Vitae</b>	<b>Candidate includes full curriculum vitae (no form required)</b>	<b>to allow the candidate to include a full curriculum vitae formatted as desired</b>
RCTP-10	RCTP-11	Other Items	add RCFM description of what may be included in Other Items	
RCTP-11	RCTP-12	Addendum	add RCFM description of what may be included in Addendum	

**Regional Campuses Tenure and Promotion File**

Date: [Click here to enter a date.](#)

Candidate's Name: [Click here to enter text.](#)

Campus: [Choose an item.](#)

Action Requested by Candidate: [Choose an item.](#)

Included on the next page of this file is a copy of the academic unit criteria for tenure and promotion. The candidate's signature below indicates acceptance of these criteria and an understanding that they will serve as the basis for evaluation of the evidence in and accompanying this file. Vote justifications (required) and other recommendations must also be made with reference to these criteria.

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Candidate's Signature

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Campus Tenure and Promotion Committee Chair's Signature

## **Regional Campuses Criteria for Tenure and/or Promotion**

Each applicant for tenure and/or promotion should address the following criteria, with documentation.

1. Effectiveness as a Teacher or Librarian
2. Scholarship
3. Service

~~Insert here a copy of the criteria for faculty rank sought, as specified in the *Regional Campuses Faculty Manual*.~~

**Criteria for Tenure and Promotion** (*Regional Campuses Faculty Manual 2011, page 8*)  
Relative to the central mission of the Regional Campuses, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions. Scholarship and Service are important as individual categories and increase in importance as they are considered together, especially elements of categories used to document scholarship as defined and described in Guidelines for Documentation of Standards for Tenure and Promotion below.

1. Effectiveness as a Teacher and/or Librarian
2. Scholarship
3. Service

**Criteria for Faculty Rank sought**  
(insert from *RCFM*, pages 7-8)

**Criteria for Effective or Highly Effective Teaching, depending on rank being sought**  
(insert from *RCFM*, pages 9)

**Scholarship** (*RCFM 2011, page 8*)

Scholarship should be documented by activities clearly identified as scholarly relative to the definition, description and checklist located in Guidelines for Documentation of Standards for Tenure and Promotion below. Activities submitted to fulfill this category of the qualifications for tenure and promotion should be appropriate to the individual and of demonstrable value to the local community, campus, or general educational community. Each activity should be judged meritorious in proportion to the degree it matches the categories of scholarship and is consistent with the checklist provided in Guidelines for Documentation of Standards for Tenure and Promotion below.

Since pertinence of scholarship activities is influenced by the expertise and interests of the candidate, mission and needs of the local campus, and availability of support (all of which change over time), the candidate is obligated to justify the nature, extent and value of his or her scholarship. This justification should be in the form of a listing and narrative description of activities. The description should explain scholarly aspects and present a case for the importance of each activity. The candidate's tenure and promotion file must contain documentation supporting both the fact and value of activities referenced in the narrative.

**Criteria for Effective or Highly Effective Scholarship, depending on rank being sought**  
(insert from *RCFM*, page 10)

**Service** (*RCFM* 2011, page 10)

In its mission statement, the University recognizes service as an important function of a university professor. This is particularly true on the Regional Campuses. Service is outreach that faculty members provide to the campus, University, or the greater community. Service may include, but is not necessarily limited to, activities in four categories: service to the community, service to the local campus, service to the regional campuses/greater University, and service to the profession.

In the four categories of service identified above, activities may or may not be predicated on education and professional experience. It is the responsibility of the individual to demonstrate how the activity listed enhances the relationship between the University and the community. A guide for listing the activities for each of these categories can be found in Guidelines for Documentation of Standards for Tenure and Promotion below.

**Voting Form**

Candidate's Name: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Campus: [Choose an item.](#) Present Rank: [Choose an item.](#)

Date of first appointment at USC: [Click here to enter a date.](#)

Date of present rank at USC: [Click here to enter a date.](#)

Tenured?  Yes  No      Date Tenured, if applicable: [Click here to enter a date.](#)  
 Decision Year?  Yes  No

VOTES AND RECOMMENDATIONS	PROMOTION	TENURE	DATE
Division Chair (if applicable)	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Associate Dean for Academic Affairs (if applicable)	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Campus Committee Vote	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Regional Campus Dean	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Regional Campus Committee on Tenure and Promotion	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Vice Provost	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	
Provost	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Abstain <input type="checkbox"/>	

\* Committee justifications and administrative letters of recommendation must be bound to the appropriate section of this file beginning in RCTP-11A

|

**List of Supporting Materials**

Please include below a list of all supporting material submitted by the candidate, grouped in order of the criteria listed on page RCTP-2.

(Note that this is a list only. Actual reprints, exhibits, etc. should be separately bound or boxed.)

## Education and Employment History ~~Curriculum Vitae~~

1. Name: Click here to enter text.

2. Education History

COLLEGE/UNIVERSITY	MAJOR	DATES	DEGREE

3. Employment History

FIRM/INSTITUTION	DATES	RANK/POSITION

~~4. Honors and Awards~~

~~5.4. Teaching Responsibilities~~

~~Report courses taught (minimum 3 years) indicating contact hours, type of course (lecture/lab, etc.), credit hours, enrollment, elective vs. required, and site.~~

## Personal Statement

The Personal Statement should be an overview of the candidate's career, teaching philosophy, and scholarship and service activities, describing how the criteria for the action sought in this application have been successfully addressed. Detailed discussion and evidence should be confined to the appropriate evidence section. This Personal Statement normally should not exceed 5 typed pages.

~~Candidate's Personal Statement: In this section the candidate will describe how the criteria for the action sought in this application have been successfully addressed. Allow extra pages as necessary.~~

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**Student learning:**

Student demonstrates progress in achieving course goals.

**Knowledge:**

Effective instructors demonstrate a breadth and depth of understanding of the subject appropriate to the level of the course and students' background.

**Communication ability:**

Effective instructors make themselves clear, state objectives, summarize major points and provide examples. They present material in an organized manner and encourage student participation.

**Instructional improvement:**

Effective instructors continually reassess their teaching methodologies and course content and seek to enhance their teaching skills.

**Personal characteristics:**

Effective instructors are approachable and available. They are respected and are fair in all dealings with students. Their enthusiasm about teaching and their subject serves to motivate and inspire their students.

**Evidence of Scholarship**

[See Guidelines for Documentation of Standards for Tenure and Promotion \(2011 \*RCFM\* 33-36\) for suggested evidence.](#)

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**Evidence of Service**

[See Guidelines for Documentation of Standards for Tenure and Promotion \(2011 RCFM 36-37\) for suggested evidence.](#)

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**List of Supporting Materials**

Please include below a list of all supporting material submitted by the candidate, grouped in order of the criteria listed on page RCTP-2.

(Note that this is a list only. Actual reprints, exhibits, etc. should be separately bound or boxed.)

|

| [Insert full curriculum vitae.](#)

**Other Items**

[Campus-specific policy may dictate the inclusion of certain items in this section.](#)

**Addenda**

The Regional Campuses Faculty Manual prescribes that only the following items may be included in the Addenda: If referred to in the file, material information arising as a consequence of actions taken prior to the campus vote, for example (i) letters from outside evaluators solicited before but received after the campus review process is initiated; (ii) notification of acceptance of a manuscript referred to in the file; (iii) publication of books (2011 *RCFM* 18-19, 20).



**Report of the Regional Campuses and Extended University Faculty Manual Liaison Officer**  
Lisa Hammond  
Regional Campuses Faculty Senate  
15 February 2013

The University of South Carolina Board of Trustees approved the new 2012 edition of the *Regional Campuses and Extended University Faculty Manual* 18 December 2012. A number of items were deferred for approval. The following list includes all changes incorporated into the 2012 *RCEUFM*.

### Approved Updates Included in *RCEUFM* (2012)

**Approved: External Review Procedure (p. 23-24)**

minor clarification that candidates may continue to revise their tenure and promotion files after submission to external reviewers

**Approved: Appointment of Local Tenure and Promotion Committee**

**Members (p. 26)** creation of a procedure for appointing members when a campus lacks sufficient tenured faculty to staff local tenure and promotion committees

**Approved: Amendment to candidate tenure and promotion notification**

**(p. 31)** minor wording change to the section governing candidate notification by RCTP Committee Chair, recommended by Legal 10/2011 to bring practices into compliance with current university legal procedures

**Approved: Hearings Procedures, Regional Campuses Grievance**

**Committee (p. 41-42)** change recommended by Legal 10/2011 to bring practices into compliance with current university legal procedures

**Approved: Liability, Copyright Policy (p. 63)**

change recommended by Legal 10/2011 to bring practices into compliance with current university legal procedures

**Approved: Age of Retirement (p. 70)**

change retirement date to reflect current state policy

Several actions remain pending inclusion in the upcoming edition of the *Regional Campuses and Extended University Faculty Manual*. The list on the following page includes all motions affecting the *Manual* and approved by the Regional Campuses Faculty Senate not included in the 2012 RCFM. These actions are subject to review and approval by all appropriate levels of administrative review, also including Legal and the Board of Trustees.

## Updates Pending Action or Approval for Inclusion in *RCEUFM* (2013)

### **Description of Provost's Regional Campuses Advisory Council (p. 5 and 85)**

add Vice Provosts to committee membership description at Dr. Christine Curtis's request, move to appendix to allow for automatic updating with other administrative committees

### **Categories of Scholarship description and Scholarship Effectiveness chart (p. 35-39)**

no change to any policy or language; reorder so that categories of scholarship are listed in order of significance (dissemination of knowledge, application of knowledge, evaluation of scholarship, professional development)

### **Appendix Updates (79-86)**

changes recommended by Dr. Christine Curtis to descriptions of university officers to reflect changes in administrative structure

Senate-approved legislation returned by administration for additional review. Referred back to Rights and Responsibilities, November 2012.

### **Creation of new Senate position, *Regional Campus Faculty Manual Liaison Officer***

An amendment to Appendix II. Bylaws of the Regional Campuses Faculty Senate, creating a new Senate officer responsible for coordinating all revisions to the *RCFM*.