

UNIVERSITY CAMPUSES FACULTY SENATE

FEBRUARY 19, 1988

USC-Lancaster

Informal Session

Chairman Tandy Willis welcomed the Senators and began the morning session by inviting remarks from the Deans.

Dean Arnold (Lancaster) welcomed Senators to USC-Lancaster and thanked the Lancaster delegation, particularly Professor Wade Chittam, for the day's arrangements. The Dean reported that renovations to Hubbard Hall are well-underway and that work is continuing on the Title III project, including the search for an instructional design specialist. He invited the body to attend the evening's performance of "Henry VIII" and to the "History of the Blues" program featuring Miss Jessie Mae Hemphill, 1987 winner of the W. C. Handy Award, and Professor David Evans of Memphis State University on March 11, 1988. Finally, he extended the services of the Campus to the Senate.

Dean Anderson (Sumter) was not in attendance.

Professor Paul Stone reported for Dean Clayton (Salkehatchie). Spring enrollment and FTE increased by 16%. Library renovations have begun. The basketball team had a successful homecoming, and the baseball season will begin soon.

Dean Davis (Union) announced that Professor Greg Labyak is working with the Union Campus's facility at Laurens. A facility, including paved parking, has been acquired. Renovations are continuing on the Campus. In addition, personnel are working on a new Title III grant.

Dean May (Lifelong Learning) had no report.

Dean Tuttle (Beaufort) was not in attendance.

The Chair announced that he had available for the Senate copies of a handout on parliamentary procedure.

Chairman Willis then welcomed and introduced the morning speaker, Associate Provost, Dr. Michael Welsh, who reported on his study of the greater persistence rates of black students at USC-Columbia. Due to time restraints, Dr. Welsh highlighted some of the more significant findings of the study.

The black student retention study was funded by the Commission on Higher Education. By accident, it was discovered a few years ago that black students were graduating at a higher rate (from Columbia) than their white counterparts. This finding was a decided contrast to national reports, which have led to a theory that black students on historically white campuses and white students on historically black campuses will have higher dropout rates than their other-race peers. The study was to ascertain factors that contributed to black student retention. The project was done in 1986-87 and focused on four cohorts: 1976, 1977, 1978, and 1979.

The black students who entered Carolina in those years were traced for seven years to determine graduation rates. For three of the cohorts, black students had a retention/graduation rate 1½% to 5½% greater than white students. For the 1979 group, the graduation rate of black students was 3% below that of whites. The study was conducted in two phases. The first phase explored fixed variables such as SAT scores (scores on average were 100 points lower for blacks), predicted grade point average (1.89 for blacks, 2.15 for whites), and gender. These variables were discounted as reasons for higher persistence rates of black students.

The second phase focused on the students themselves. From a population of 1050 students, a sample of 525 was drawn (50%). As a result of nearly 1500 telephone calls, 66 students whose profiles reflected that of the group were located and questioned. Blacks who graduated were compared to blacks who withdrew.

When asked why they chose USC-Columbia, location and academic reputation were the reasons given most often by the students. Financial aid was the reason given least often. (Given the changed financial environment, financial aid may be a more significant factor for today's black students.)

The significance of location may reside in the fact that Columbia has a large, stable black community in which many of the cultural, religious, and ethnic needs of the students can be met. Replication of the study by Clemson and the College of Charleston will provide more information about the location variable since one campus has a stable black community of size and the other does not, yet both are experiencing retention problems.

However, an early implication may be that some campuses may need to find viable substitutes for a black community in regards to black students, perhaps by providing for personal, dietary, entertainment, and religious needs.

The students were asked why they stayed once they were enrolled. One reason for staying was the sizable black enrollment (2300-3000 black students). The campus's black enrollment exceeded the "critical mass" of seventy-five (75) posited to be necessary to allow for social interaction. The greater numbers at Columbia allowed not only social interaction but also interaction in interest groups.

The students reported having access to leadership positions. Those who graduated were more likely to have held leadership positions; however, all were able to see other blacks exercising leadership.

Black graduates were more likely to have lived on campus and more likely to have had black roommates. Presently at Columbia, 25% of the students in the residence halls are black, although campus enrollment is 13% black. In addition, 30% of the hall advisors, those seen in positions of authority, are black.

Another finding was that black students were able to participate in black student organizations, and those who graduated were more likely to have been participants. This finding may indicate the need to rethink the move toward "mainstreaming".

Black students who graduated had more contact with black faculty and staff, and both graduates and non-graduates reported that there were not enough black faculty and staff.

Students reported that they were able to enroll in black studies courses. Although only 30% of the graduates enrolled in black studies courses, the opportunity evidently signaled to the students that the campus had an academic interest in their culture.

Students also reported enjoying a campus climate relatively free of racial discrimination in the classroom. On the other hand, most of the students did report racial discrimination in social activities.

The majority of the students (graduates and non-graduates) reported having had good relationships with white faculty and staff.

The investigators found also that graduates were more likely to have been enrolled in a University 101 class, the benefits of which are well known.

Dr. Welsh invited questions from the Senate.

Professor Powers (Sumter) asked if transfer students from the University Campuses were included in the study and if the study results could be generalized to black student populations other than those under study. Dr. Welsh replied that only students who entered Columbia as freshmen comprised the cohorts of the study.

One additional finding was that approximately half of the students who withdrew transferred to other institutions and about one in six of those students graduated from other institutions. The design of the study does not allow generalizability to other groups such as students who transfer in; however, a data base has been established which will permit the tracking of other groups of students. Dr. Welsh, in answer to Dean May's question, stated that future studies using the extended data base will permit identification of group performance based on age, for instance students over 25.

Dean Davis asked if age and sex variables were significant in the original study, and Dr. Welsh said they were not. He added that the students under study were traditional-aged students.

Professor West (Sumter) wondered whether the subjects under study were residential students throughout their undergraduate experience. Dr. Welsh replied that the question posed was "Did you live on campus your freshman year?" From the answers, it was found that students who withdrew lived on campus in higher rates than did graduates. A second question asked whether students lived on campus most of their other years at the University. Then it was found that graduates lived on campus at a much higher rate than did withdrawals. It was not determined whether students lived on campus the entire four to seven years.

Professor West suggested that the location variable might interact in some way with the residential variable: students may be coming from large, stable black communities.

Dr. Welsh answered that the study found that graduates came in higher rates from predominantly white high schools and rural areas rather than from suburban or urban areas. Professor West speculated that this might suggest that students were attracted to an urban locale.

In answer to a question about the year of school that students tended to drop out, Dr. Welsh said the greatest dropout occurred between the freshman and sophomore years.

When asked if black freshmen have access to black faculty and staff, Dr. Welsh stated that some do, probably as advisors or as advisors to black organizations.

Dean Arnold asked if the study looked at athletes and percentage of students on financial aid, and Dr. Welsh replied that those variables were not directly studied.

Professor Powers wondered if University 101 had a differential effect between black and white students. The study, replied Dr. Welsh, would not answer that question. Professor Gardner stated that findings on that question differ yearly.

Specific black graduation rates were requested by Professor Castleberry (Sumter). The rates were 48.9% in 1976, 54.7% in 1977, 56.4% in 1978, and 47% in 1979 (around 50% on average).

Dr. Welsh stated that the overall graduation rate would be 63% when Professor Walker (Union) asked how the results would change if the students who graduated from any college were included.

Dean Arnold wondered how these graduation rates would compare with the rates of black students who attend historically black institutions. Dr. Welsh did not know. He added that graduation

rates have historically hovered at about 50% for all freshmen. He noted that about 70% of black college students are enrolled in predominantly white institutions; however, 70% of undergraduate degrees earned by black students are awarded by historically black institutions.

Dr. Welsh thanked Dr. Duffy and the Senators for the opportunity to address the Senate.

Chairman Willis announced that the Senate's April meeting will be held on Hilton Head Island, and Dr. Duffy asked for the names of those who would need overnight accommodations.

The Senate then adjourned to Standing Committee meetings.

GENERAL SESSION

I. Call to Order

Chairman Willis called the afternoon session to order.

II. Correction/Approval of Minutes

The Chair requested and received motion and second to approve the minutes of November 13, 1987.

III. Reports from University Officers

A. Professor John N. Gardner, Associate Vice President for University Campuses and Continuing Education (Attachment 1)

Professor Gardner stated that he had no comments to add to his written report but would entertain questions.

Professor Powers asked if there is new information pertaining to the core curriculum.

Professor Gardner had nothing new. He did state that the academic deans will meet with the foreign language and math departments to discuss new placement tests.

Professor Willis asked how the University Campuses will respond to the restrictions on course offerings imposed by the foreign language department.

Professor Gardner replied that he did not interpret the changes from that department to be restrictive.

Professor Powers replied that the placement tests proposed will be valid for only one year which would seem to force students to Columbia.

Professor Gardner agreed to raise the issue with the appropriate individuals.

Professor Willis requested Professor Gardner to react to the Columbia Faculty Senate's motion concerning the Library Committee.

Professor Gardner recounted the events that preceded the actual motion to restore University Campuses representation to the Library Committee (see University Campuses Faculty Senate Minutes, November 13, 1987, p. 7). He added that a Library Committee member suggested alternative wording of the motion which seems to exclude librarians from the committee. The altered motion was approved by the Columbia Senate in February (Attachment 1).

Professor Willis stressed that University Campuses representation was restored to the Library Committee.

Professor Labyak asked whether these events would affect University Campuses representation on other committees.

Professor Gardner said they would not.

B. Dr. John J. Duffy, System Vice President for University Campuses and Continuing Education (Attachment 2)

Dr. Duffy commented on the budget. The House Ways and Means is now considering current recommendations at 95% funding plus \$8 million non-recurring money for research. Ninety-five percent represents a substantial increase from current funding level.

"The Cutting Edge" must now be acted upon by the Senate.

Regarding the discussion surrounding the Savannah River Plant initiative, Dr. Duffy explained that if the University becomes involved, the involvement would be a joint venture between USC, M-USC, and Clemson and would be confined to the laboratory.

University Campuses are represented on two System search committees: Dr. Duffy will participate in the search for a new Provost, and Professor Gardner will participate in the search to fill the position of Mr. Rob Roberson, System Vice President for Computer Services (recently deceased), and in the selection of the new Dean of the College of Education.

Dr. Duffy praised the renovations occurring in the Library Processing Center.

He also voiced being impressed by the University-sponsored AIDS conference, both by the conference itself and by the

seriousness of the threat. He announced that the conference will be televised twice during the spring semester and urged all to watch.

Campus enrollments are quite good; two campuses are down, but most are appreciably up.

Dr. Duffy ended his report by stating that faculty interested in attending conferences sponsored or co-sponsored by his Office (Attachment 2), should speak to their Deans.

Dr. Duffy invited questions.

Professor Powers, referring to "The Cutting Edge," wondered whether other concerns, besides "funding for research," the University expressed about the documents had been cleared.

Dr. Duffy feels the document in its current form represents a compromise between the university presidents and the Commission on Higher Education and is comfortable accepting that.

Professor Powers asked if the term "two-year campuses," used in tandem with the technical schools, could be altered or was the wording deliberate.

Dr. Duffy replied that "two-year" is how the Commission on Higher Education views our Campuses. New initiatives to gain approval for extended campus programs including those at USC-Coastal and USC-Aiken, may blur the "two-year" concept for CHE; however, the Southern Association (SACS) may present similar problems about school classifications. Professor Gardner added that the term is taken verbatim from the CHE's 1980 master plan for higher education in South Carolina.

Professor Curlovic asked Dr. Duffy to clarify his comment concerning Coastal and Aiken and the Commission.

Dr. Duffy replied that CHE has a resolution that states that when 50% of the courses needed for a degree are offered, a program exists. With that definition, the University Campuses have several programs on satellite sites as do Aiken and Coastal. As a result the University will present these programs in a single package for CHE approval. Dr. Duffy added that, given the multiple instructional delivery systems utilized by the University, including teleconferencing, the concept of "site specific" degrees is outdated.

Professor Costello remarked that the statement "...the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions"

contained in "The Cutting Edge", seems to represent an infringement of faculty rights in determining admission criteria and curricula.

Professor Gardner stated that the language of the document represents a compromise from what the CHE originally asked for, i.e. three floors of admissions, possibly leading to a three-tiered system of higher education in the state. This may not be the end of the Commission's push for three levels of admissions, however.

Dr. Duffy added that the University representatives had tremendous input into the document; some ideas were incorporated.

Professor Powers, acknowledging that "deals have been cut" at the administrative level and stating that faculty do not take orders directly through administrative channels, asked if faculty can still have a voice, take independent action with regard to this issue, collectively or individually?

Dr. Duffy replied that faculty have every right to act.

Professor Willis reflected that three issues of concern expressed at the System meetings about "The Cutting Edge" are in the document: floors on admissions, criteria and approval of developmental studies, and approval of assessment.

The compromise, according to Dr. Duffy, gives the Commission the right to review but the universities retain the right to determine assessment; however, the developmental studies issue is still unresolved.

IV. Reports from Standing Committees

A. Rights and Responsibilities--Professor Charles Walker (Union)

Professor Walker reported the following:

"The Rights and Responsibilities Committee continued to discuss the issues raised in Union (see University Campuses Faculty Senate Minutes, November 13, 1987, USC-Union, p. 7-9) and has reached no conclusions.

"The Committee also decided to establish a sub-committee to study the grievance procedures and the composition of the present Grievance Committee in order to recommend possible changes. The sub-committee is made up of the following:

Carolyn West - Chair
Nancy Washington
Marion Preacher
Jane Upshaw
Charles Walker
John Logue - Advisor

Professor Willis asked Professor Gardner to respond to the grievance issue. Professor Gardner stated that recent personnel matters have made the grievance procedures (as represented in the Faculty Manual) operational, which revealed several problems. The first dealt with the grievance procedure, necessitating the first-time use of the procedure in Appendix 3 (see The University Campuses Faculty Manual, p. 62), and the second was the termination of a tenured faculty appointment. The grievance case found the University Campuses operating in direct violation of state statute. A 1981 act that brought about the state employee and unclassified academic employee grievance procedure specifically denies grievance of non-renewal appointments by non-tenured faculty. Our manual states that one of the grievable matters is non-renewal. We must address this violation of state law.

The second issue is the service of non-tenured faculty on grievance committees. "It is our position that non-tenured faculty who serve on grievance committees are very vulnerable." The grievance process would have much more integrity if members were tenured.

Another problem is that the University Campuses don't have a separate Grievance Committee; presently it is the Rights and Responsibilities Committee, and if all the Rights and Responsibilities Committee members were to be tenured, it would deny non-tenured faculty the right to discuss important topics of rights and responsibilities. One of the questions this committee will address is whether there should be a separate Grievance Committee as provided for by the Columbia Faculty Manual.

The other problem concerns the procedures for termination of tenured faculty. "We hope we never have to go through this again." The only campus to go through the entire procedure has been a University Campus. As a result, our procedure establishes precedence. There is much ambiguity revolving the appeal mechanism, involving the Board of Trustees. The Office of the Vice President is currently writing a summary of the legal problems encountered while attempting to implement those procedures. Hind-sight and experience have unveiled contradictions that must be addressed.

Professor Willis noted that this was the first year that the University Campuses Tenure and Promotion Committee operated under the revisions approved last April (see University Campuses Faculty Senate Minutes, April 24, 1987, p. 18-19).

Two problems were revealed: the letter to candidates did not include standard disclaimer acknowledging that Committee action is only a recommendation, and it did not provide a statement of the right to grieve. "Did the Rights and Responsibilities Committee discuss this issue and form any recommendations?"

Professor Walker replied that the decision was to let Dr. Duffy's Office handle the matter since no manual change was needed. Discussion continued between Professor Willis and Walker but no conclusion was reached. Professor Willis then asked the interpretation, in the guidelines, of "all questions will be decided by simple majority," particularly in such situations when, of a twelve member committee, that are nine abstentions, two yes votes, and one no vote. "Is it a simple majority of the entire committee or of those voting yes or no?"

Professor Walker replied that the Committee did not discuss the issue.

Members of the Rights and Responsibilities Committee expressed concern that there exists a breakdown of communications in the link between the Executive Committee, Rights and Responsibilities Committee Chairman, and Rights and Responsibilities Committee members as evidenced in the November meeting and the present one. In the formal session, the Chair assumes that the members, in the Standing Committee meeting, have discussed issues raised in Executive Committee, when the members have not been made aware of some of the issues. Professor Logue and West (Sumter) suggest that in the future, questions or issues to be addressed be forwarded to the Committee members in writing, particularly issues involving problems with the Faculty Manual.

B. Welfare--Professor Don Curlovic (Sumter)

Professor Curlovic reported on two issues. The first is the annual faculty salary study. The committee had requested two things: one was a salary study using the same format as previous years. That study was received from Milton S. Baker (Attachments 3 and 4). Now that the data base has been changed (previous studies have included 11- and 12-month salaries done on 9/11 basis), this year's study only includes nine-month faculty. Comparisons may be difficult. The decision to make the change was done by statisticians. The other part of the study requested a listing of salaries without names attached for each campus

for 1987-88. We have been waiting for a response from Jane Jameson. Professor Gardner or Dr. Duffy will report on that response.

Dr. Duffy stated that his office received a listing of all salaries, excluding deans. Upon review, his office found errors. Another problem is that the information permits invasion of privacy, the identification of an individual and his/her salary, information beyond that allowed by FOI. As a result, Dr. Duffy's office faces a dilemma. He wants to comply with the Welfare Committee's request but is obligated to protect individual rights of privacy. Compounding that are other questions such as administrative supplements that don't fit the traditional salary package. Dr. Duffy's office has decided not to provide the Welfare Committee with information in its present form, but will continue to work to resolve the issues equitably. He stated that he was open to comments on the matter of privacy protection.

Professor Curlovic asked if it would be possible to give the percent raises on each campus broken out for 11-, 12-, and 9-month faculty without attaching dollar amounts or names.

Dr. Duffy and Professor Gardner saw no problem with that request, provided the order of presentation could be random. They agreed to take the request under consideration and possibly provide that information for the next meeting. Dr. Duffy added that administrative supplement is not considered a raise issue. For example, a \$20,000/year faculty member being paid a \$4,000 administrative supplement who receives a 7% raise receives the raise on \$20,000, not the \$4,000. The only concern is base salary (for this discussion).

To answer Professor Chittam's (Lancaster) question about administrative supplement, Dr. Duffy explained that administrative supplement is a mechanism used by the University to supplement salaries when a faculty member assumes administrative duties (such as division head). When that person reverts to faculty status he/she no longer gets the additional money. Two University Campuses use administrative supplements. He noted that full-time professors teaching overloads may fare better salary-wise than administrators.

Dr. Duffy remarked that the average salary of several of our Campuses is higher than the average salary of two of the Four-Year Campuses as a result of work begun several years ago by this body.

Dean Arnold (Lancaster), replying to an invitation to voice objections to the release of information about merit percentage increases made by Dr. Duffy, stated that on smaller

campuses, there are relatively small numbers of 11- and 12-month unclassified employees who for the most part are not represented by this body. Is it a good idea to release information when there is the possibility that salaries can identify these individuals by name?

Professor Curlovic replied that according to the data received in November, the smallest number on any campus in any category is six. He did not think identification was a problem.

Dean Arnold replied that his concern was not so much the nine-month faculty since they are fully represented and can ask for whatever information concerns them. That is not the case for 11- and particularly 12-month employees with the exception of librarians. They may not want that information released. He added that no administrators on his campus, during his tenure, have received increases as great as those of the faculty. His concerns, though, parallel those of Dr. Duffy.

Dr. Duffy suggested the possibility of merging the data without identifying campuses. He then posed the question, "What exactly do you want? What will this data prove, if anything?"

Professor Curlovic replied that it is an effort to give individuals an idea of where they stand in relation to others in terms of salaries on their campus. Such candidness may dispel rumors that tend to lessen morale and create ill-will.

Professor Gardner stated that this group has received far more information about salaries than any other faculty group in the System.

C. Intra-University Services and Communications Committee
--Professor Robert Costello (Sumter)

Professor Costello reported, "The Committee engaged in a long and productive discussion of System functioning in the area of curricular articulation among the Campuses. We plan to prepare a report on this issue at the next Senate meeting and we are gathering information for that report."

"The Committee agreed to develop the concept of a visiting scholar's program among the University Campuses which originated as a proposal by Arthur Mitchell at Salkehatchie for a mini-faculty exchange program. A detailed proposal will be presented at the next Senate meeting."

"We also plan to submit specific guidelines for the use of the UCAM course designator. The committee welcomes your input on all the issues under consideration."

Dr. Duffy stated that it may be of interest to the body that next month he will be meeting with the Chancellor of the Wisconsin System who is interested in faculty exchange.

V. Executive Committee--Professor Deborah Cureton (Lancaster)

The Executive Committee, reported Professor Cureton, met on February 5 and discussed many of the issues that have already been explored during the day, including the Library Committee representation issue. The Executive Committee will formally thank Professor Rufus Fellers (Chair, Columbia Faculty Senate) for his support in resolving the issue. The committee also thanks Professor Gardner for his "dog-with-a-bone" tenacity in accomplishing re-representation.

At that meeting, Professor Gardner reported the status of the information requested from Jane Jameson, his work in trying to eliminate the "two-year campus" designation from publications, and his work regarding the grievance procedure and the problems pertaining thereto. In addition, we discussed the omission of information in the tenure and promotion letter (i.e. action taken by the T&P Committee is not the final action; applicants have the right of appeal).

The committee would like to receive the information requested on the developmental studies questionnaire (see University Campuses Faculty Senate Minutes, November 13, 1987, p. 11) by March so that a report can be presented to the Senate in April.

We discussed, too, the core curriculum, the 1988 admissions standards, and the quest for off-campus program approval.

During the morning meeting, the committee discussed again the previous issues. In addition, the Executive Committee makes the following motion:

The Executive Committee moves that the following guidelines for selection, composition, and procedures of the Nominating Committee of the University Campuses Faculty Senate be adopted and inserted into the University Campuses Faculty Manual on page 14 under the heading "Special Committee" as the final item.

Nominating Committee. Each year a Nominating Committee of the Senate shall present at the final Spring meeting a list of nominees for those Executive Committee and System Committee seats which representatives elected by the University Campuses Faculty senate normally fill, and for any other elected, representative positions which may become available.

The Chair of this committee shall be the Vice-Chair of the Executive Committee of the University Campuses Faculty Senate.

Each senatorial delegation from each University Campus represented in the University Campuses Faculty Senate shall choose from among its members one representative to serve on the Nominating Committee.

The Chair of the Nominating Committee shall notify each member of the Nominating Committee at the February meeting of the University Campuses Faculty Senate of the positions to be filled.

Committee members should solicit the applications of prospective nominees from their respective campuses. Prospective nominees should exhibit a high degree of interest and a willingness to fulfill the duties required by the position. Executive Committee nominees shall be current members of the University Campuses Faculty Senate.

The Nominating Committee Chair shall call a meeting of the committee by March 15, at which time the committee will select, by a method of its own choosing, all its nominees for available positions.

At the beginning of the last Spring semester meeting of the University Campuses Faculty Senate, the Chair of the Nominating Committee shall submit, in writing to the full Senate, the names of the nominees the committee has chosen.

During the afternoon session of the Senate meeting, the Chair of the University Campuses Faculty Senate shall call for nominations from the floor.

At the end of the senate meeting, the Chair of the Senate shall conduct a vote by secret ballot for the positions.

In highly unusual or extenuating circumstances, the Chair of the Senate may waive these procedures and form a Nominating Committee in any manner appropriate to the temporary situation."

Professor Willis presented the rationale supporting the motion: simply a codification of a procedure now followed, to be included in the Faculty Manual. A substantive issue, the Executive Committee brings it before the body now to be discussed and to be voted on in April. Professor Costello asked if each delegation was to elect their representative. Professor Willis replied that the delegation was free to use whatever method they deemed appropriate. There was no further discussion.

VI. Reports of Special Committees

A. Nominating Committee--Professor Greg Labyak (Salkehatchie/Union)

Professor Labyak tentatively scheduled a meeting of the Nominating Committee for March 25 at the Faculty House. Nominating Committee members are Professors Greg Labyak, Chair; John Stine (Lifelong Learning); Shari Lohela (Lancaster); Jane Upshaw (Beaufort); Sal Macias (Sumter); Mary Barton (Union). As always, there are slots on Special Committees to be elected and for those positions any faculty member is eligible. Executive Committee determinations to be made will be chosen from the Senate membership.

B. Library Committee

Chairman Willis reported receiving a written withdrawal of representation (in light of the motion passed by the Columbia Senate) from Professor Lori Broome Harris who was to have been the University Campuses Senate representative to the Library Committee. The Nominating Committee will nominate someone to fill that position in April. Until April, Chairman Willis will assume the position. There were no objections.

C. Committee on Courses and Curricula--Professor Robert Castleberry (Sumter)

Professor Castleberry reported:

"Since I only make a formal report at these meetings (which usually aren't very timely), I now (last two committee meetings) send a summary letter to the Academic Deans of the University Campuses and to the Office of the Vice President for University Campuses after every committee meeting. I trust that this information is then being passed on to the appropriate faculty."

"Already passed by the Columbia Senate (and in the minutes):
-significant changes to the art program and courses
-some changes to the THSP program
-changes to the Latin Studies program
-changes to the Biology program (101, 102 now 111, 112, 113)."

"Already passed by the Columbia Senate (and in the minutes) are changes to several programs to conform to the the core curriculum:

-changes to the basic educational requirements
of the College of Science and Mathematics

-extensive changes to the Business Administration program. (Still to be resolved is the Numerical and Analytical Reasoning section.)"

"Items not acted on as yet by the Columbia Senate:

- several changes to the Criminal Justice program
- several changes to the Pharmacy program
- addition of optional lab courses for Biol 200 (Plant Science) and Biol 270 (Man and the Environment)."

"Concerning Foreign Language as discussed earlier, having sat in on the discussion of the foreign language changes and the core curriculum, I do not perceive any feeling that the University Campuses should avoid offering 120-level foreign language courses. My interpretation of the memos that have been circulating on this matter indicate that University Campuses should not be expected to offer those courses that cannot be staffed by approved faculty and/or will not generate sufficient enrollment."

D. Faculty Welfare--Professor Hussien Zeidan
(Salkehatchie)

Professor Zeidan was not in attendance. There was no report.

E. Academic Planning--Professor Robert Group
(Salkehatchie)

Professor Group's report, Attachment 5, was read by the secretary.

F. Faculty/Board of Trustees Liaison Committee--
Professor Billy Cordray (Beaufort)

Professor Cordray reported that the Academic Affairs Committee of the Board of Trustees met on Thursday before the last Senate meeting to approve the M.A. in Religious Studies and the B.A. in European Studies. The Board of Trustees met on December 11, 1987 and formally approved the above programs, developed guidelines for the use of \$850,000 given to the Law School, approved the authority of University Campuses Deans to sign contracts not exceeding \$10,000, ratified a Board resolution recognizing President Holderman for his outstanding work, and approved the planning document for 2001 plan.

The Academic Affairs Committee met again on January 28, 1988, and approved NASTDEC Accreditation of Teacher Education Program at USC-Coastal Carolina.

The Board of Trustees met February 18, 1988, to approve the items considered by the Academic Affairs Committee. (See Attachment 6)

F. Research and Productive Scholarship--
Professor Noni Bohonak (Lancaster)

Professor Bohonak reported that the Committee has not yet met this semester.

G. System Committee--Professor Tandy Willis (Union)

The System Committee has held two meetings since November. Professor Willis was unable to attend either; however, he does have minutes of those proceedings.

VII. Unfinished Business

Chairman Willis stated that unfinished business pertained to the motion, presented at the November meeting, to change the term of office of the Courses and Curricula representative from one year to three years. He asked for discussion before vote was taken. Professor Powers asked former and present representatives to that committee to comment on the proposed change.

Professor West supported the change, stating that the position is one of tremendous responsibility and continuity is an advantage. Professor Gardner concurred.

After discussion, the vote was taken and the motion carried. The action will take effect with the new representative elected in April.

VIII. New Business

The Chair called for new business. Professor Powers moved that the Senate adopt the following motion:

The University Campuses Faculty Senate encourages the faculty organizations on each University campus to examine the proposed Chapter 104 of Title 59 of the 1976 Code (otherwise known as "The Cutting Edge") for provisions contrary to traditional faculty rights, responsibilities, and prerogatives; and to communicate, in such manner as each shall consider appropriate, to the state legislature and the state Commission on Higher Education, or to the member thereof, such faculty concerns and objections about those provisions, as each shall deem proper.

The motion received a second from Professor Fielder (Union).

Professor Macias (Sumter) asked Professor Powers to clarify the intent of the motion.

Professor Powers replied that it is probably too late for this body to take action; therefore, the motion encourages individual campus faculty organizations (and individual faculty) to let their legislators hear from them on this issue...to make a faculty voice known.

Professor Gardner asked if the motion included all System Campuses.

Professor Powers replied that they were excluded only because they are not represented in this body; however, he would accept a friendly amendment.

Professor West suggested that faculty may have potential powers not yet utilized. We would have a better idea of that power if we knew how many legislative districts have university campuses faculty as constituents. That kind of information might be useful in the future.

Professor Stine offered the friendly amendment to include all System Campuses and Professor Fielder seconded the amendment to the motion.

The vote was taken and the motion carried.

IX. Announcements

Dean Arnold announced and invited all to the reception in Hubbard Hall Gallery.

Chairman Willis thanked those who helped resolve the Library Committee issue: Dr. Duffy, Professor Gardner, Professor Allman, and Professor Fellers. He also expressed appreciation to Dean Arnold and USC-Lancaster for the day's hospitality.

The Chair then announced that the April meeting date for the Senate must be changed from April 15 to April 22 at Hilton Head Island because there were not enough rooms available at the Hilton Head Inn on the 15th.

The Executive Committee meeting date of April 1 would not change.

A motion to adjourn was made, seconded, and passed.

ATTENDANCE: February 19, 1988

BEAUFORT

Present

Rick Boulware	Executive
Dave McCollum	IUSC
Jane Upshaw	R&R
John Blair	IUSC
Gordon Sproul	(alternate)

Absent

Somers Miller	Welfare
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LANCASTER

Present

Noni Bohonak	Welfare
Jerry Currence	R&R
Deborah Cureton	Executive
Shari Lohela	IUSC
Darlene McManus	R&R
Wayne Thurman	IUSC
Wade Chittam	Welfare

LIFELONG LEARNING

Present

Linda Allman	Executive
Steve Dalton	IUSC
John Stine	Welfare
Nancy Washington	R&R

SALKEHATCHIE

Present

Gregg Labyak	Executive
Marion Preacher	R&R
Ali Pyarali	Welfare
Paul Stone	IUSC

SUMTER

Present

Robert Costello	IUSC
Don Curlovic	Welfare
Sal Macias	IUSC
Tom Powers	Executive
John Varner	Welfare
Carolyn West	R&R
John Logue	(alternate)
Robert Castleberry	(alternate)

Absent

Jean Hatcher	R&R
Jordy Johnson	IUSC
Kay Oldhouser	Welfare

UNION

Present

Mary Barton	Welfare
Julie Fielder	IUSC
Charles Walker	R&R
Tandy Willis	Executive



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT
for University Campuses and
Continuing Education

(803) 777-7695

REPORT OF THE ASSOCIATE VICE PRESIDENT FOR
UNIVERSITY CAMPUSES AND CONTINUING EDUCATION
FOR
UNIVERSITY CAMPUSES FACULTY SENATE
USC-Lancaster
February 19, 1988

Action of Columbia Senate on Library Committee Representation

You will recall that at our previous meeting there was discussion on the pending debate in the Columbia Faculty Senate as to whether the University Campuses faculty would continue to enjoy the guarantee of a seat on the University Library Committee which had been converted from an advisory committee to an elected committee of the faculty by Columbia Faculty Senate action in spring 1987. At the December Columbia Senate meeting, a motion was introduced by the Faculty Senate Steering Committee to restore a seat to the University Campuses faculty but the action was ruled a substantive matter and hence not to be acted upon until the February meeting. At the February meeting, the Steering Committee reported out a revised motion for final action by the Senate; the motion was as follows:

That the Committee on Libraries membership be enlarged to seven elected members, including a teaching representative of the University Campuses. This member would be elected by the University Campus Senate.

A representative of the Library Committee informed the Columbia Senate that this motion as presented by the Steering Committee had the unanimous support of the Library Committee. The motion was adopted by the Columbia Senate and hence I am pleased to report that the University Campuses faculty at least has some guarantee of continuing membership on this very important committee.

Family Fund Totals For the Fall 1987 Campaign

You will find appended to this report, information about this year's Family Fund campaign. These totals are as of December 23, 1987 and do not reflect contributions which in all probability will have come in since then. This will mean for example that Sumter will have most certainly met its goal. As you will see in the attached data, as of December 23, that campus was extremely close to meeting its goal. In total, three out of our five

campuses exceeded their goals, according to the Foundation, and one campus was able to achieve 100% full-time employees contributing. Several, as you will see, came very, very close to that. I am very pleased with this year's campaign which reflects tremendous generosity and support of faculty and staff. I thank all of you who have participated in this year's campaign.

Compliments About University Campuses Faculty

As most of you know, one of my responsibilities in our Office is to participate in the review of faculty credentials for teaching assignments which means that I am in very regular communication with Columbia department heads and get extensive feedback from them about our faculty. With very few exceptions, we are getting our faculty credentials approved for virtually every thing we request, particularly for our full-time faculty. We still have a few problems occasionally with adjuncts, with one department now in particular, the Department of Religious Studies. I wanted you to know especially that I am hearing all kinds of compliments about our faculty, most recently from the Departments of Chemistry and Biology. The Chemistry Department, for example, has extended an open invitation to University Campuses faculty to teach at USC-Columbia during summer sessions because of the high regard they have for the quality of our Chemistry instruction and also because they need additional faculty in the summer. The kinds of kudos I hear come as no surprise to me but I wanted to pass them on to you.

Freshman Year Experience Conference, February 20-24

I realize you will be reading this on February 19, the day before the Freshman Year Experience Conference starts. However, if any of you would like to attend and have not yet made your travel arrangements, we can still waive your registration fee and provide appropriate travel support. Please feel free to speak to me about this if you have any interest.

Workshops On Infusing the Curriculum With the African-American Experience

As you know, I recently extended to each University Campuses faculty member an invitation to attend one of the three workshops which this Office was sponsoring on the above referenced subject. I wanted to report to you that I was delighted with the response from our faculty and staff and I sincerely hope the workshops provided a stimulating learning experience for participants. At the workshop at USC-Salkehatchie on February 11, we had 28 people from Salkehatchie, six from Beaufort, one from Denmark TEC, and one from CHE. At another workshop later that same day at USC-Columbia, we had approximately 20 from USC-Columbia and four from USC-Sumter. I noted that not a single faculty member from USC-

Columbia attended the workshop on the Columbia Campuses. Thank goodness faculty were represented in that workshop by the three from USC-Sumter! At the USC-Lancaster workshop on February 12, we had several dozen faculty from USC-Lancaster, eight from USC-Union, three from USC-Sumter, and the chief academic officer and another administrator from Francis Marion College. As many of you are aware, I have a keen interest in providing faculty development opportunities for our faculty and I welcome and hereby solicit your input regarding other topics/presenters which we could make available to you.

Revision Of Grievance Procedures and Procedures For Termination Of Tenured Faculty

For the past year and half, regrettably, this Office has become involved in two separate actions involving the use of our University Campuses Faculty Manual grievance procedures and our Manual procedures for the termination of tenured faculty. Now having finally had to make these procedures operational, rather than their being strictly hypothetical as before, we have discovered some serious problems with them. For example, one provision in our grievance procedures is in direct conflict with a State statute and therefore must be changed. There are also two conflicting avenues of appeal which are presented to faculty who may wish to appeal a recommendation for termination of tenured appointment. Our procedures are also significantly different from some procedures afforded USC-Columbia faculty. In my opinion, there is also a problem with permitting untenured faculty to serve on the grievance committee which could ultimately place them at risk and which does not afford all members of such a committee a guarantee of tenure and, protection in the event they might chose to differ with the administration on a matter being grieved. I have been discussing these procedures with personnel in the System Legal Office and I have informed the Executive Committee that this Office seeks to work cooperatively with the University Campuses Faculty Senate in obtaining appropriate revisions of the Faculty Manual.

Core Curriculum Implementation

Two years ago, the Columbia Senate adopted a set of core requirements for baccalaureate degrees awarded by USC-Columbia. This curriculum will become operational with the admission of students to the fall semester 1988. Many of you faculty have been raising appropriate questions as to how the core requirements will be implemented on the University Campuses and your academic deans have been in turn channelling those requests to me. In this Office, we raised those same questions with appropriate individuals here at USC-Columbia and the resulting determinations are described for you in the enclosed correspondence along with this report.

Safety Audits Of the University Campuses

Since 1984 the University has had a Risk Management Council on which this Office is represented. The purpose of the Council is to identify various risk exposures and to make recommendations as to how the University can eliminate these and provide adequate protection for all of its employees and students. Recently, upon my recommendation, we have had environmental safety audits conducted at each of the University Campuses and on each a number of hazards were detected. These have been duly reported to the Deans of the University and corrective actions are and will be taken.

mkh

Attachments

1987-1988 USC FAMILY FUND CAMPAIGN: CONTINUING EDUCATION AND UNIVERSITY CAMPUSES

<u>GIVING UNIT</u>	<u>86-87 TOTAL</u>	<u>FULLTIME</u>	<u>87-88</u> ^{FTZ} <u>86-87</u>	<u>PARTTIME</u>	<u>TEMPORARY</u>	<u>GOAL</u>	<u>TOTAL</u>
Continuing Education/							
Univ. Campus Office	\$5,124	\$6,066	100% 88%	0	55	\$3,500	\$6,121
Financial Aid	n/a	340	100% n/a	0	0	350	340
Library Processing	n/a	554	92% n/a	0	0	350	554
Grad. Regional Studies	196	183	90% 63%	27	0	150	210
Lifelong Learning	1,269	769	100% 100%	0	0	2,300	769
Outreach Programs	645	1,288	83% 100%	0	0	n/a	1,288
Telecommunication &							
Correspondence Studies	1,510	1,095	100% 100%	0	30	1,400	1,125
USC - Beaufort	5,931	6,507	61% 69%	0	240	6,250	6,747
USC - Lancaster	6,453	4,226	53% 68%	0	0	5,500	4,226
USC - Salkehatchie	2,314	3,387	87% 56%	0	25	2,700	3,412
USC - Sumter	18,169	16,739	88% 89%	10	22	17,000	16,771
USC - Union	3,221	2,707	97% 100%	115	70	2,500	2,892
TOTALS	<u>\$44,932</u>	<u>\$43,861</u>	81% 80%	<u>\$152</u>	<u>\$442</u>	<u>\$42,000</u>	<u>\$44,453</u>

24
28

Copy

December 23, 1987

MEMORANDUM

TO: Francis T. Borkowski
Provost

FROM: John N. Gardner
Associate Vice President

SUBJECT: REQUESTED CLARIFICATIONS REGARDING APPLICATION OF
USC-COLUMBIA CORE CURRICULUM PROPOSAL TO THE UNIVERSITY
CAMPUSES

Frank, as you know, the fate of the University Campuses, including USC-Ft. Jackson in all respects is inextricably tied to USC-Columbia. Case in point: the Columbia curriculum is for all practical purposes the curriculum of the University Campuses. Thus, when major changes are made in the Columbia curriculum, this has an immediate and potentially profound impact on our much smaller campuses where resources are often much more likely to be limited and strained. The adoption in the spring of 1986 of the revised general education requirements is a particular case in point and we feel very much in need of clarification of some aspects of this curriculum revision as it may impact the University Campuses. Therefore, I am transmitting to you a series of questions which have come to me from the Academic Deans of our Campuses for which we are badly in need of clarification and assistance. Allow me to quote specifically from the text of the resolution adopted by the Faculty Senate and then pose to you certain questions:

Paragraph A - English

"English--six credits at the level of English 101, 102. Students who exempt English 101 and/or 102 without receiving credit toward graduation must enroll in three or six credits of English above the 100 level."

Question

1. We are puzzled as to what is meant by the statement "students who exempt English 101 and/or 102 without receiving credit toward graduation must enroll...." How can students be exempted without receiving degree credit?

MEMORANDUM

Francis T. Borkowski

December 23, 1987

Page 2

Paragraph B - Numerical and Analytical Reasoning

"Numerical and analytical reasoning..six credits, to be earned in one of the following ways: Math 122 or 141, plus an additional course from Philosophy 110, 111, mathematics (at the next highest level), Computer Science, or Statistics; two courses from one of the following fields..Philosophy (110 and 111 only) or Computer Science or Statistics."

Questions

Our Deans have heard that there has been much discussion on the Columbia campus about how these revised mathematics requirements will be implemented.

1. Does the wording above still constitute the requirements to which our campuses are now also to be bound?
2. How will courses below the level of Mathematics 122 be treated in terms of their applicability towards degrees, i.e. as elective credit?
3. Will CSCI 102 (new course) count under "numerical and analytical reasoning?"

Paragraph C - Humanities and Social Sciences

"Twelve credits at least three of which must be in history and three hours in fine arts."

Question

1. What is meant by "fine arts?" For example, does this include art history and/or applied art and/or applied music, etc.? Will "fine arts" include Theater Art (THSP 161/162) or Public Speaking (THSP 140)? And will this include 200 level ENGL literature courses?

Paragraph D - Natural Sciences

"...seven credits, including at least one course with a laboratory requirement."

Question

1. Will a four hour geography course (which will include a laboratory component) be accepted?

MEMORANDUM

Francis T. Borkowski

December 23, 1987

Page 3

Paragraph E - Foreign Languages

"Beginning in the fall of 1988, students shall demonstrate ability in a foreign language equivalent to that which can be normally gained through two years of high school study of one language. Those failing to do so must satisfactorily complete the equivalent study of foreign language at USC."

Questions

We have a number of questions about the implementation of the foreign language requirements. For example:

1. If taking a 101, 102 foreign language course does not meet the foreign language requirements for a degree, does it at least count as an elective toward the 120 hours?
2. Will it be possible/permisible to "grandfather in" students who were admitted before 1988 and began to meet the foreign language requirements before the new curriculum was in place? Thus, for students who began prior to fall 1988 and who transfer to Columbia, will it be possible to have their foreign language 101-102 courses accepted as group requirements even if the courses were taken after Fall 1988?
3. What is meant by the phrase "equivalent study of foreign language" at USC? What now constitutes equivalency of instruction at USC to "two-years of high school study in one language?"
4. Many of our concerns about the foreign language requirement are based on the fact that we have very, very few qualified faculty in place on the Campuses to teach foreign languages (ironically, our situation is in some ways analogous to high schools in the State which are faced with similar difficulties in providing adequate foreign language instruction to meet the 1988 high school graduation course requirements). Consider our current staffing patterns, Frank, in foreign languages at the University Campuses:

Union	two ½-time instructors (one in Spanish and one in French)
Beaufort	one ½-time person and four adjuncts teaching one course each

MEMORANDUM

Francis T. Borkowski

December 23, 1987

Page 4

Salkehatchie	two ½-time instructors
Lancaster	two ½-time instructors
Sumter	one full-time person and one part-time German instructor

Conclusion

This Office hosts, periodically, meetings of the Academic Deans from the five University Campuses. We would like very much at a meeting during the spring semester to meet with representatives from Foreign Languages and Mathematics for them to demonstrate how the proficiency testing in those disciplines will be handled in Columbia, let alone the University Campuses. We also need to be making arrangements to do these kinds of assessment activities in our summer and fall 1988 freshman orientation. Towards that end we will most certainly need the assistance of our colleagues at USC-Columbia.

I thank you and your colleagues in your office for any assistance you can provide me in producing answers to the above raised questions.

mkh

cc: Steve Ackerman, Associate Provost
Peter Barry, Associate Dean for Academic Affairs, USC-Lancaster
Colin Bennett, Chair, Department of Mathematics
Sally Boyd, Assistant Dean, Lifelong Learning, and Director,
USC-Ft. Jackson
Bill Brown, Chair, Curriculum and Courses Committee
Susan Bridwell, Assistant Dean, Telecommunications
Instruction and Independent Learning
Francis Dannerbeck, Chair, Department of Foreign Languages
and Literature
John Duffy, System Vice President for University Campuses and
Continuing Education
Ron Killion, Acting Associate Dean for Academic Affairs,
USC-Salkehatchie
Tom Lisk, Associate Dean for Academic Affairs, USC-Sumter
Lila Meeks, Associate Dean for Academic Affairs, USC-Beaufort
Julian Minghi, Chair, Department of Geography
Joel Myerson, Chair, Department of English
Harold Sears, Associate Dean for Academic Affairs, USC-Union
Mike Welsh, Associate Provost

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FEB 8 1988

UNIVERSITY OF SOUTH CAROLINA


COLUMBIA, S. C. 29208

Office of the President
University, Campuses & Continuing Education
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURES
Tel. No. (803) 777-4881

MEMO

February 5, 1988

TO: Foreign Language Instructors
USC Campuses Other Than Columbia

FROM: Francis J. Dannerbeck 

SUBJECT: 1) Suggested Fall 88 Offerings
2) Placement Testing

1) As you know the current 101-102 FL courses will no longer exist effective fall 1988. In their place will be new 101-102 courses (6 credits) which are in effect, for university admission purposes, makeup work for students who do not fulfill 2 years of high school French, German, Latin, or Spanish proficiency prerequisites for USC admission. These new 101-102 courses are appropriate for this "makeup" but inappropriate for fulfillment of the USC graduation requirement of certain colleges and programs such as Humanities and Social Sciences.

On the Columbia campus, in addition to the 101-102 courses, 121 (4 credits) and 122 (3 credits) will be offered. The completion of a 122 course exit exam will satisfy 2 semester USC Humanities & Social Sciences and Science & Math FL graduation requirements. We are suggesting that for those campuses at which it would be difficult to offer both 101-102 and 121-122, that they limit themselves to 101-102 and not attempt to offer 121 and 122. The 101-102 sequences enable students, after they fulfill this entrance requirement as indicated above, to register for 122 if they need to fulfill a FL graduation requirement on the Columbia campus.

2) Placement testing is an integral part of these new course sequences. We are now tooling up to administer statewide placement tests in French, German, Spanish and Latin. Scores on these tests will be determiners of entry points for students. The entry points are 101, 121, 122, and 200 level. The course sequences for 2 semesters USC graduate requirement purposes are 101, 102, 122, or 121,122. Students who place at the 200 level have in effect fulfilled both the university core and the Humanities & Social Sciences and Science & Math graduation requirements, and may opt to take a 200 or higher level course, earn an A or B, and get Advanced Standing Credit for 121-122. Professor David Hill is our Placement Testing Director this semester. He will be in touch soon about placement test arrangements.

Students entering two-year campuses as freshmen will either register for the 101-102 courses if that is their placement test point for a language taken in high school, or if they haven't had the language they wish to take, will enter 101 directly without taking the placement test. If they place higher than 101 and wish to continue that same language in college, it can be taken later on the Columbia campus. However, the placement result is valid for only one year, and the test would have to be retaken if the time lag is longer than one year.

If you have questions about course materials, syllabi etc, the appropriate professors to contact this semester are as follows:

Annie Dumenil	French	7-2822
Arthur Mosher	German	7-2653
Catherine Castner	Latin	7-2837
Kenneth Fleak	Spanish	7-2502

We look forward to a mutually beneficial working relationship to facilitate a smooth transition to these new procedures.

Thank you.

FJD/lis

cc: Vice President John Gardner
Associate Dean of Humanities & Social Sciences
Columbia Campus, Thorne Compton
Professor David Hill, FL Placement Testing Coordinator



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JAN 22 1988

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S. C. 29208

Office of the System V. President
University Campuses & Continuing Education

FACULTY OF THE UNIVERSITY
Office of the Secretary

January 20, 1988

MEMORANDUM

TO: John N. Gardner, Associate Vice President
for System Campuses and Continuing Education

FROM: Lloyd W. Brown, Chairman
Curriculum and Courses Committee *LWB*

RE: Your Memo of December 23, 1987

Dr. Borkowski has asked this committee to respond to the points raised in your memorandum, and we are most pleased to do so. Please note that one member of the committee is a representative of the University Campuses.

Let me first provide specific answers to as many of your questions as possible, then add some general comments.

1. Paragraph A - English. Generally, exemptions carry degree credit, but there may be rare instances where they do not. The same question was posed to the previous chairperson of this committee on the floor of the Senate, and her response indicates one possible exception: "Professor Hark responded by noting new transfer students with a "D" in ENGL 101 (or equivalent) might be allowed to take a higher level course". (p. M-4, May 7, 1986)
2. Paragraph B - Numerical and Analytical Reasoning. The wording you quote is the operative phraseology. Your remaining questions are best answered in the general comments below.
3. Paragraph C - Humanities and Social Science. Please see general comments below.
4. Paragraph D - Natural Sciences. Please see general comments below.

Mr. John N. Gardner
January 2, 1988
Page Two

Paragraph E - Foreign Language. Your questions 1 and 3 are answered below. For question 2, the best answer would be that the new general curriculum requirements would apply only to students entering the University for the first time in the 1988 fall term. The USC Bulletin says, in effect, a student may choose any one bulletin and meet only those requirements to graduate. Thus, students entering before, and expecting to graduate under requirements in force prior to the 1988-89 edition, would be "grandfathered" if they so choose.

Question 4 might appear to be a problem at first sight but may not be one in actuality. The language requirement is necessary for those attempting a baccalaureate degree, not an associate degree. As most of the students from the University campuses seeking a four-year degree will need to spend at least a year on the Columbia campus, any lack of language opportunity at a particular campus could be remedied when the student transfers to Columbia. Also each student will be given a placement test when entering, it is entirely possible for him/her to fulfill the language requirement through satisfactory scores.

6. General. It is not really possible to provide specific answers to many of your questions. The prime reason is that each college of the University has a considerable amount of autonomy in setting curriculum standards. Many have entrance, progression and graduation requirements above the University minimum. By the same token, each college may determine what courses are "remedial" in nature; which are considered "fine arts"; whether Geography courses are considered natural science; what language courses are not allowed; what Mathematics and Computer Science courses are not allowed and so on. In other words, while the general requirements apply to all colleges, the specific implementation is determined by the college awarding the degree.

I am sure you are aware that essentially the same situation now exists...one college may accept certain courses toward degree requirements while another may not.

Almost all colleges on the Columbia campus are changing their curricula to meet the new general education requirements. I am sure that the University campuses will be able to follow the changes as they are presented to the Faculty Senate. I would also suspect that each college will notify the campuses of any specific requirements that would apply to their students.

Mr. John N. Gardner
January 20, 1988
Page Three

The one question this committee cannot answer pertains to the mathematics and language placement tests. My understanding is that these departments are formulating and validating these tests, but we do not as yet have any specific information on when and where they will be administered or how they will be scored. I am sure that your proposed meeting with those departments will provide the answers to your questions.

John, I hope this has satisfactorily answered at least some of your questions. I regret that we cannot be more specific until all colleges have completed their curricular changes.

LWB/pap



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

DEPARTMENT OF ENGLISH

13 January 1988

John N. Gardner
Associate Vice President
Continuing Education
USC Campus

Dear Professor Gardner:

In response to your memo of 23 December to Provost Borkowski, I can supply the following clarifications:

- (1) Paragraph A dealing with English has to do with transfer students who passed ENGL 101 or 102 with the letter grade of D. These students might place in higher level English courses without those hours transferring.
- (2) Paragraph C, dealing with the College of Humanities and Social Sciences, raises the question of "What is fine arts?". You asked if this includes 200-level English literature courses. The answer is that each college will decide on its own what is meant by "fine arts."

I hope this information is of help.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joel Myerson".

Joel Myerson
Chair

JM/mmj

cc: Ina Rae Hark



UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S. C. 29208

Office of the President
University of South Carolina
Columbia, South Carolina

DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURES
Tel. No. (803) 777-4881

MEMO

January 26, 1988

TO: John N. Gardner, Associate Vice President for
University Campuses and Continuing Education

FROM: Francis J. Dannerbeck

SUBJECT: Core Curriculum Concerns--Foreign Languages

Following are our suggestions for addressing the foreign language concerns outlined in your December 23, 1987 memorandum about the above topic.

Question 1: If taking a 101, 102 foreign language course does not meet the foreign language requirements for a degree, does it at least count as an elective toward the 120 hours?

Answer: Yes

Question 2: Will it be possible/permissible to "grandfather in"...

Answer: To address this problem we have advertised widely this year that the current 101-102 courses would be offered for the last time this year including summer I and II, 1988. The new 101-102 courses will be totally new and are not recommended for grandfathering after summer II, 1988, because they will then be "high-school makeup courses" intended to have people make up for University admission purposes what they didn't get in high school. Beginning in fall, 1988, the student who takes 101-102 and completes them successfully, will have completed the entrance requirement, but will need to complete a 122 course exit exam to fulfill the current two-semester graduation requirement such as that of the College of Humanities and Social Sciences. Any exception to this procedure would need to be petitioned through the College.

Question 3: What is meant by the phrase "equivalent study of foreign languages"...

Answer: We are talking about level achieved, verifiable with a placement test rather than just seat time defined as two-years of high school study.

Page 2
J. N. Gardner
January 26, 1988

Question 4: Staffing concerns.

Answer: Our suggestion is that two-year campuses limit themselves to 101 and 102 courses and not attempt to offer 121 and 122. The 101-102 sequences enable students to fulfill the entrance requirement and to then register for 122 if they need to fulfill a FL graduation requirement on the Columbia campus. This policy will have implications for advisement. It will be desirable that students take FL courses in the year immediately preceding a continuation of FL study at the Columbia Campus. Additionally, **we recommend that the two-year campuses serve as placement test sites for students who have had strong high school FL backgrounds and may wish to attempt to place out of 122 for example to fulfill a BA graduation requirement.** The Columbia campus will work with two-year campuses to arrange placement testing.

Another recommendation pertains to transfer students who have had two semesters of a foreign language at a tech school, or at some other college or university. This experience will count for USC entrance purposes but to fulfill the FL graduation requirement, such as the one in Humanities and Social Sciences, for example, these students will need to take our placement test, which for most of them will be an exit test to fulfill the requirement. Such students who do not achieve a specified exit exam score will need to take a 122 course on the Columbia campus and then pass the exit test.

FJD/ljs

cc: Prof. David Hill



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UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

DEPARTMENT OF GEOGRAPHY

To: Mr. John N. Gardner
Associate Vice President
University Campuses and Continuing Education

From: Julian V. Minghi
Professor and Chairman

JVM

Date: January 6, 1988

Re: Clarification on Geography and the Natural Science Core Curriculum Requirement and its Application to the University Campuses.

FVG cfo
U.C. Academic
Department of USC
Robert [unclear] Sumter
11/11/88

You ask if our two four-credit lab courses at the 1-200 level will be accepted:- Geography 201 Introduction to Physical Geography, Geography 202 Introduction to Weather and Climate.

I cannot, of course, give an authoritative answer but my answer is "they should be so accepted." They were accepted in Arts and Sciences before the split of the College prior to 1972 and they still are accepted in many Colleges on the campus. In terms of content they are genuine courses in the classical natural science tradition. They are offered by faculty (NOT graduate students!) who have a solid natural science basis to their doctoral training and the labs are run, under direct supervision of faculty, by graduate assistants who have more than an adequate background in physical geography. The basic fact is that geography is both a social and a natural science and that Geography 201 and 202 represent the epitome of its natural science side. I would be delighted to see these courses accepted as meeting the science requirement in the University campuses as I feel they are bonafide natural science lab courses. I also recognize the practicality of such an acceptance given the fact that there are a limited number of geography faculty positions and that we need to make optimum use of the teaching capability we have available.

JVM/tdt

cc: Dr. Francis T. Borkowski, Provost
Dr. H. Thorne Compton, Associate Dean
Humanities and Social Sciences



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT
for University Campuses and
Continuing Education

February 1, 1988

(803) 777-7695

Mr. Lloyd W. Brown, Chairman
Curriculum and Courses Committee
c/o College of Journalism
USC-Columbia

Dear Bill:

On behalf of the University Campuses I want to thank you very much for your memorandum of January 20 about the work of your colleagues on the Curriculum and Courses Committee to respond to my memo of December 23rd. Having served on the Curriculum and Courses Committee for three years myself, I know how enormously time consuming and difficult your tasks often can be so I appreciate your interest in the questions I raised.

I want you to know that I will be meeting before long with the Academic Deans of the University Campuses to discuss the response of your committee to our questions. We will also be meeting with appropriate individuals from the Departments of Foreign Languages and Mathematics to determine testing placement procedures.

It well could be that we will still have additional questions that we wish to raise to your committee or matters that we simply wish to apprise you of. In that case I will communicate to you directly with appropriate copies to the Provost who referred this matter to you initially.

I know that we on the University Campuses are extremely well represented on your committee by Professor Robert Castleberry, and we are appreciative of that fact.

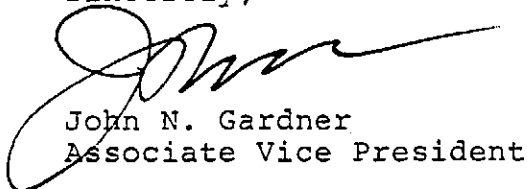
Bill, the actions your committee takes on behalf of the Columbia curriculum have enormous significance to the University Campuses because, of course, your curriculum is essentially ours even though we now have significant numbers of students who move from the University Campuses to other four-year campuses of the University.

Mr. Lloyd W. Brown
February 1, 1988
Page 2

This means that those faculty who do academic advising on our five campuses have the increasingly complex task of advising students through their course selection and academic and career planning based on four potentially different sets of curriculum (i.e., the curricula of USC-Columbia, USC-Spartanburg, USC-Coastal, and USC-Aiken). I am sure you can appreciate our need to have as precise answers as possible to the difficult questions that we have raised and to which you kindly have responded.

I will keep you informed and thank you again.

Sincerely,



John N. Gardner
Associate Vice President

tlf

cc: Chester W. Bain, Acting Provost
Peter Barry, Associate Dean for Academic Affairs,
USC-Lancaster
Sally Boyd, Assistant Dean, Lifelong Learning
Susan Bridwell, Assistant Dean, Telecommunications
Instruction
Robert B. Castleberry, University Campuses Representative to
the Curriculum and Courses Committee
John J. Duffy, System Vice President for University Campuses
and Continuing Education
Ron Killion, Acting Associate Dean for Academic Affairs,
USC-Salkehatchie
Tom Lisk, Associate Dean for Academic Affairs, USC-Sumter
Lila Meeks, Associate Dean for Academic Affairs, USC-Beaufort
Harold Sears, Associate Dean for Academic Affairs, USC-Union
Tandy Willis, Chairman, University Campuses Faculty Senate



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT
for University Campuses and
Continuing Education

(803) 777-7695

REPORT OF THE SYSTEM VICE PRESIDENT FOR
UNIVERSITY CAMPUSES AND CONTINUING EDUCATION
FOR
UNIVERSITY CAMPUSES FACULTY SENATE
USC-Lancaster
February 19, 1988

Budget

The higher education budget proposed by the Governor would fund the University at 91% of formula as opposed to the current situation which is 88%. The Budget and Control Board has also recommended 91%. The matter is now before the House Ways and Means Committee and at this point it is not clear whether the 91% will stand up. The University is striving, as are all the other institutions in the State, for 100% formula funding. The salary package for State employees which includes faculty currently stands at 5%.

The Cutting Edge

The document called The Cutting Edge, prepared by the Commission on Higher Education after a year of exhaustive study, has been amended by the Council of Presidents and is currently before the Legislature. The University's main concern with this document lies with the question of funding for research.

SRP Laboratory

Recently in Columbia, there has been some discussion among the faculty of USC's participation with other universities in the Savannah River Laboratory project. It should be made clear that the University's concern is with pure research and not with the manufacturing end of that particular facility. The University of South Carolina at Aiken is taking the lead in this area.

Search Committees

As you are well aware, Dr. Frank Borkowski has left the University to become president of the University of South Florida. I think it would be appropriate if this Senate took some action to recognize

Dr. Borkowski's leadership role as Provost and his contributions to the University Campuses System. We are currently engaged in a search for a new Provost. This is a nationwide search. It is wide open. There is no hidden agenda of inside candidates. It is my good fortune to represent the University Campuses System on this committee.

John Gardner is representing the University Campuses System on two additional search committees. First, he will represent us in the selection for the new Dean of the College of Education. Second, John will be representing us on the search committee for the System Vice President for Computer Services. I am very sad to say, for those of you who don't know, that System Vice President Roberson died suddenly in January of a heart attack.

Renovations

We are also quite proud of the fact that the Library Processing Center at 1021 Wheat Street has recently been renovated. If you are in Columbia, I hope that you will drop by. I'm sure that Linda Allman will be glad to show you around.

You may also be interested in the renovations of our Conference Room at 900 Assembly Street.

AIDS

The University will present a teleconference on AIDS as an employment issue on Thursday, March 3 from 2:00 p.m. to 6:00 p.m. I urge all of you who can to attend this. In my opinion this is the most clear and humane treatment of this problem that I have ever had occasion to see.

Enrollments

Attached to this report you will find the spring semester 1988 enrollments. Four of our campuses gained in enrollment and two had slight decreases.

Upcoming Conferences

The following is a list of upcoming conferences being coordinated by Lifelong Learning. As you will note, some of these are being co-sponsored with other institutions.

March 7-9, 1988

National Conference on Interdisciplinary
Baccalaureate Education, Columbia, SC.

April 11-13, 1988 Conference on the Distant Learner in
Human Services Professions, Columbia, SC.

May 23-25, 1988 1988 National Conference on the Adult
Learner, Columbia, SC.

October 3-5, 1988 The Minority Student Today: Recapturing
the Momentum, Kansas City, MO,
co-sponsored by the University of Missouri
at Kansas City.

November 14-16, 1988 Computers on Campus: Integrating
Institutional Resources, Tampa, FL,
co-sponsored by the University of Tampa.

mkh

Attachments

UNIVERSITY OF SOUTH CAROLINA
 ENROLLMENT COMPARISON
 FALL 87 vs. SPRING 88

=====;
 : OFFICIAL FINAL :
 =====;

(Includes Correspondence
 and Late Fall GRS)

	HEADCOUNT		F.T.E.		% CHANGE	
	OFFICIAL	OFFICIAL	OFFICIAL	OFFICIAL	HD. CT.	F.T.E.
	AS OF 9/14/87	AS OF 1/29/88	AS OF 1/31/87	AS OF 1/29/88		
Columbia U/G	15,011	13,832	13,694	12,612	-7.9	-7.9
Law	759	712	789	732	-6.2	-7.2
D.Pharm.	70	41	68	39		-42.6
*Masters			3,271	2,662		-18.6
*Doctoral			1,479	1,579		6.8
*Total Grad.	7,811	8,524			9.1	
Sub-Total	23,651	23,109	19,301	17,624	-2.3	-8.7
Aiken	2,350	2,236	1,743	1,638	-4.9	-6.0
Coastal	3,650	3,321	3,004	2,735	-9.0	-9.0
Spartanburg	3,083	2,950	2,275	2,152	-4.3	-5.4
Beaufort	898	741	472	423	-16.6	-10.4
Lancaster	1,018	979	622	517	-3.8	-16.9
Salkehatchie	541	505	365	325	-6.7	-10.5
Buster	1,292	1,167	894	795	-9.7	-11.1
Union	303	273	186	158	-9.9	-15.1
Sub-Total	13,125	12,172	9,559	8,743	-7.3	-8.5
TOTAL	36,776	35,281	28,860	26,367	-4.1	-8.6
Med. School: M.D.	251	244	251	244	-2.8	-2.8
: Ph.D.	44	37	48	44	-15.8	-8.3
Total Med. School	295	281	299	288	-4.7	-3.7
*Masters:						
Columbia			2,510	2,232		
GRS			761	430		
*Doctoral:						
Columbia			1,131	1,429		
GRS			348	150		
*Total Grad.:						
Columbia			3,641	3,661		.5
GRS			1,109	580		-47.7

*** F.T.E. Divisions used:

Includes Corresp. and Late GRS.

SOURCE: E60760 (Headcount),
 E61 Matrix Program (FTE's).
 Prepared by System Office of Institutional Research
 cd - 2/1/88

U/G = 15	F 87	SP 88
OPHR = 15		
Law = 14	U/G :	189
Mast. = 12	MAST.:	750
Doct. = 9	DOCT.:	119
	(Audit FTE's excluded:	33
		122
		-145
		-59
		84

UNIVERSITY OF SOUTH CAROLINA
ENROLLMENT COMPARISON
SPRING 1988

=====;
: OFFICIAL FINAL :
=====;

(Includes Correspondence
and Late Fall GRS)

	HEADCOUNT		F.T.E.		% CHANGE	
	OFFICIAL		OFFICIAL		HO. CT.	F.T.E.
	AS OF 1/31/87	AS OF 1/29/88	AS OF 1/31/87	AS OF 1/29/88		
Columbia U/G	13,551	13,332	12,361	12,612	2.1	2.0
Law	728	712	741	732	-2.2	-1.2
D.Pharm.	9	41	5	39		680.0
#Masters			3,186	2,662		-16.4
#Doctoral			1,517	1,579		4.1
#Total Grad.	8,744	8,524			-2.5	
Sub-Total	23,032	23,109	17,810	17,624	.3	-1.0
Aiken	2,028	2,236	1,484	1,638	10.3	10.4
Coastal	2,919	3,321	2,394	2,735	13.8	14.2
Sparsburg	2,793	2,950	2,027	2,152	5.6	6.2
Beaufort	723	741	400	423	2.5	5.8
Lancaster	780	979	550	517	25.5	-6.0
Salvannah	418	505	278	325	20.8	16.9
Sumter	1,061	1,157	755	795	8.0	5.3
Union	256	273	181	158	-4.5	-12.7
Sub-Total	11,028	12,172	8,069	8,743	10.4	8.4
TOTAL	34,060	35,281	25,879	26,367	3.6	1.9
Med. School: M.D.	235	244	235	244	3.8	3.8
: Ph.D.	37	37	35	44	.0	25.7
Total Med. School	272	281	270	288	3.3	6.7
#Masters:						
Columbia			2,394	2,232		
GRS			792	430		
#Doctoral:						
Columbia			1,256	1,429		
GRS			261	150		
#Total Grad.:						
Columbia			3,650	3,661		.3
GRS			1,035	580		-44.9

F.T.E. Divisions used:

Includes Corress. and Late GRS FTE:

SOURCE: ESO780 (Headcount),

U/G = 15

1987 1988

Esl Matrix Program (FTE's).

DPHR = 15

Prepared by System Office of Institutional Research

Law = 14

U/G : 113 122

Mast. = 12

MAST.: 89 -145

Doct. = 9

DOCT.: 32 -59

cc - 2/1/88

(Audit FTE's excluded: 82 84)

John Duffay - Here is the latest version
of the Cutting Edge.



Ke

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 850

COLUMBIA, S. C. 29201

FRED R. SHEHEEN
Commissioner

TELEPHONE
803/253-6260

February 12, 1988

MEMORANDUM

TO: President Holderman, Chairman
Members, Council of Presidents

FROM: Fred R. Sheheen

FRS/for Rex

Draft Authorization Bill For "The Cutting Edge" Initiatives

Enclosed is a copy of the draft legislation to authorize the initiatives contained in The Cutting Edge. The draft incorporates those changes which were agreed upon in our meeting on February 11.

This draft has been provided in this form to the members of the Commission, and to the chairmen of appropriate committees or subcommittees in the House and Senate. These transmittals include the advice that the draft was approved by the Council on February 11, with one dissenting vote, and that the staff of the State Board of Technical and Comprehensive Education has one or more reservations about sections in the draft which apply to that agency and its institutions.

FRS:sec

Enclosure

cc: Dr. James E. Morris, Jr.

Be it enacted by the General Assembly of the State of South Carolina:

Section 1. Title 59 of the 1976 Code is amended by adding:

"CHAPTER 104

State Commission on Higher Education's
Initiatives for Research and
Academic Excellence

Article 1

Excellence for Students

Section 59-104-10. In consultation and coordination with the public institutions of higher learning in this State, the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions.

The Commission shall, with the institutions, monitor the effect of compliance with admissions prerequisites that are effective in fall, 1988.

Section 59-104-20. (A) The Palmetto Fellows Scholarship Program is established to foster scholarship among the State's postsecondary students and retain outstanding South Carolina high school graduates in the State through awards based on scholarship and achievement. Measures must be taken to ensure equitable minority participation in this program. Recipients of these scholarships are designated Palmetto Fellows. Each Palmetto Fellow shall receive a scholarship in an amount designated by the Commission on Higher Education, half to be provided by the postsecondary institution at which he is enrolled. The Commission shall promulgate regulations and establish procedures to administer the Palmetto Fellows Scholarship Program and request annual state appropriations for the program.

Section 59-104-30. Each public institution of higher learning in this State shall develop a plan for developmental education in accord with provisions, procedures and requirements developed by the Commission.

The Commission shall conduct a study as well as evaluations and reviews of developmental education in this State.

The Commission shall develop appropriate methods of funding developmental education programs and courses.

Section 59-104-40. (A) The technical education system in this State shall convert from the quarter calendar to the semester calendar, provided that funds are appropriated for this purpose. The Commission on Higher Education shall request state appropriations for the conversion to be funded and completed over a two-year period.

(B) The State Board for Technical and Comprehensive Education, in consultation with the Commission, shall adopt policies and procedures that prohibit technical colleges from offering courses which do not support authorized certificate, diploma or degree programs. The offering of "college parallel" general education courses in institutions not authorized to award the associate in arts or associate in science degree shall be limited to those necessary to support approved nontransfer associate degree programs. The Commission, after consultation with the State Board for Technical and Comprehensive Education and with public senior colleges and universities, shall establish rules and procedures by which this limitation will be regulated.

The commission shall continue to work with all of the institutions to improve articulation concerning courses acceptable for transfer.

Article III

Excellence in Instruction and Educational Services

Section 59-104-210. A competitive grants program is established to improve undergraduate education in South Carolina. The State Commission on Higher Education shall administer the program, promulgate appropriate regulations, and request annual state appropriations for this purpose. All public and private nonproprietary postsecondary institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools are eligible to participate in this program.

Section 59-104-220. The Governor's Professor of the Year Award is established as follows:

(1) Each public or private institution of higher learning in this State is eligible to nominate one faculty member for this award who has demonstrated exceptional teaching performance.

(2) The Governor's office in conjunction with the Commission on Higher Education shall establish a committee to choose the Professor of the Year. The committee must consist of representatives of the Governor's office, the commission, and appropriate civic, business, government, and academic organizations.

(3) The award must include a citation and a payment of five thousand dollars. The Governor's office shall host an appropriate ceremony at which the award must be presented.

(4) The commission shall request annual state appropriations for the award.

Section 59-104-230. The Commission on Higher Education shall request state funds and establish procedures to implement a program of endowed professorships at senior public institutions of higher learning to enable the institutions to attract or retain productive faculty scholars who are making or show promise of making substantial contributions to the intellectual life of the State.

Each professorship must be supported by the income from an endowment fund created especially for that purpose. Half of the corpus of each such fund shall be provided by the Commission through this program and half shall be provided by the institution from private funds specifically donated for this purpose.

(Provision for carry over and transfer of funds to be supplied)

Section 59-104-240. (A) The Commission on Higher Education shall request state funds by 1990 to implement a program to endow salary enhancements for outstanding faculty in technical colleges and two-year campuses of the University of South Carolina. The purpose of the program is to enable the State's two-year college systems to retain and reward outstanding instructional personnel.

(B) The commission, in collaboration with the State Board for Technical and Comprehensive Education and the University of South Carolina, shall establish procedures to implement the program. Salary enhancements must each be supported by an endowment fund created especially for that purpose. Half of the corpus of each such fund shall be provided by the Commission through this program and half shall be provided by the institutions from private sources specifically donated for this purpose.

(Provision for carry over and transfer of funds to be supplied)

Section 59-104-250. All libraries in the technical colleges in this State shall convert to a computer-based automated system that is compatible with the state library system and allows for appropriate networking with public colleges and universities provided that funds are appropriated for this purpose. The Commission on Higher Education shall request special appropriations to accomplish the conversion.

Section 59-104-260. The Commission on Higher Education shall encourage the development of joint programs that take advantage of the strengths of the public colleges or universities and shall discourage the development of independent competitive programs. The programs must be developed through planning and cooperation among the institutions in both academic and nonacademic areas.

Article V

Excellence in Research For Economic Development

Section 59-104-410. A Research Investment Fund is created to establish or expand research programs in public institutions of higher learning in this State which are related to continued economic development of South Carolina. The fund must consist of appropriations to the State Commission on Higher Education which it allocates to the institutions for research. The funds will be apportioned among the

three senior universities and the four-year colleges in a manner that takes into account the previous year's expenditures of externally generated funds for research by the institutions as reported to the commission.

Section 59-104-420. (A) The fund must be used for research which:

(1) has a direct, positive impact on economic development, education, health, or welfare in this State;

(2) has an existing base in faculty expertise, resources, and facilities;

(3) serves to improve the quality of undergraduate and graduate education for South Carolina citizens in accordance with the institutions' stated missions as given in the commission's master plan.

(B) The fund must not be used for capital construction projects.

Section 59-104-430. At the end of each fiscal year, comprehensive reports must be made to the Commission on Higher Education on the expenditures of funds and the results realized from the research programs. At the end of two fiscal years, the commission shall reexamine the process of appropriating funds for research and the results obtained from the expenditures and recommend changes and alterations in the funding of research by the State if the changes are considered advisable by the Commission.

Section 59-104-440. (A) With the exception of the University of South Carolina, Clemson University, and the Medical University of South Carolina, institutions seeking financial support from the fund for research projects shall submit proposals to the commission for its review and approval.

(B) The portion of the fund allocated to the three senior universities excepted in subsection (A) will be distributed in a manner that takes into account the previous year's expenditures of externally generated funds for research which each university reported to the commission.

Article VII

Improving Accountability Through Planning and Assessment

Section 59-104-610. The State Commission on Higher Education shall maintain a statewide planning system to address strategic issues in public and private higher education. The system must focus upon the following goals to:

(1) identify future directions for higher education in South Carolina and recommend appropriate methods for meeting the resultant challenges;

(2) review major goals identified by the public and private institutions of higher learning in this State and ascertain their relationship to higher education in South Carolina;

(3) assure the maintenance and continued development of the quality of higher education in South Carolina;

(4) assure the maintenance and continued provision of access to and equality of educational opportunity in higher education in South Carolina.

Section 59-104-620. (A) The Commission on Higher Education shall establish an Advisory Council on Planning to assist the commission and the institutions of higher learning in maintaining planning as a high priority.

(B) The advisory council shall report to the executive committee of the commission, which shall serve as the standing committee on planning for the commission.

(C) The advisory council shall submit to the executive committee of the commission its advice, reports, and draft plans.

Section 59-104-630. The Commission on Higher Education shall ensure that each public institution of higher learning in this State maintains its individual planning process.

Section 59-104-640. (A) The chief executive officer of the Commission shall develop a prospectus for planning each year.

(B) In the initial year, the Advisory Council on Planning is responsible for developing a statewide planning document for submission to the Commission.

(C) After the initial year and annually, the Advisory Council on Planning shall prepare revisions of the planning document for consideration by the Commission. The revisions must conform to but need not be limited to the prospectus provided by the Commission.

Section 59-104-650. (A) The goals for maintaining an effective system of quality assessment by institutions of higher learning in South Carolina are:

(1) to assure that a system for measuring institutional effectiveness is in effect on every public college and university campus in this State;

(2) to provide a vehicle for disseminating the results of outcome measurements to the constituents within the State;

(3) to provide data relative to the effectiveness of each institution that can be used to initiate curriculum, programmatic, or policy changes within the institution.

(B) The process by which these goals must be attained is as follows:

(1) Each institution of higher learning is responsible for maintaining a system to measure institutional effectiveness in accord with provisions, procedures and requirements developed by the Commission. The system for measuring institutional effectiveness must include, but is not limited to, a description of criteria by which institutional effectiveness is being assessed.

(2) As a part of South Carolina's statewide planning process, each institution shall provide the commission with an annual report on the results of its institutional effectiveness program.

(3) The commission shall prepare a report that must include results of institutional effectiveness, including student assessment programs.

Information from private colleges and universities must be included for those institutions that voluntarily provide the information to the commission.

Section 59-104-660. (A) All state-supported institutions of higher learning shall establish their own procedures and programs to measure student achievement. The procedures and programs must be submitted to the Commission on Higher Education as part of the plan for measuring institutional effectiveness and must:

(1) derive from institutional initiatives, recognizing the diversity of South Carolina public colleges and universities, the tradition of institutional autonomy, and the capacity of faculty and administrators to identify their own problems and solve them creatively;

(2) be consistent with each institution's mission and educational objectives;

(3) involve faculty in setting the standards of achievement, selecting the measurement instruments, and analyzing the results;

(4) follow student progress through the curriculum, as appropriate;

(5) include follow-up of graduates.

(B) As part of their annual report on institutional effectiveness, all state-supported colleges and universities shall describe their progress in developing assessment programs and submit information on student achievement to the commission.

SECTION 2. Chapter 103 of Title 59 of the 1976 Code is amended by adding:

"Section 59-103-15. The Governor, by his appointments, shall assure that various economic interests and minority groups, especially women and blacks, are represented fairly on the commission and shall attempt to assure that the graduates of no one public or private college or technical college are dominant on the commission.

Members of the Commission on Higher Education recommended by the General Assembly must be residents of the appropriate congressional district. If the boundaries of congressional districts are changed, members serving on the commission shall continue to serve until the expiration of their terms but successors to members whose terms expire must be appointed from the newly defined congressional district. If a congressional district is added, the commission is enlarged to include representation from that district.

Section 59-103-30. No new program may be undertaken by any public institution of higher education without the approval of the commission. The provisions of this chapter apply to all college parallel, transferable, and associate degree programs of technical and comprehensive education institutions. All other programs and offerings of technical and comprehensive education institutions are excluded from this chapter. The commission may terminate an existing program at any institution within the purview of this chapter.

SECTION 3. Section 59-103-10 of the 1976 Code is amended to read:

"Section 59-103-10. There is created the State Commission on Higher Education composed of eighteen members, twelve to be appointed by the Governor upon the recommendation of the majority of the legislative delegation members from the congressional district for terms of four years and until their successors are appointed and qualify; of the twelve, two members must be appointed from each congressional district. Six members must be appointed by the Governor from the State at large, with the advice and consent of the Senate for terms of four years and until their successors are appointed and qualified. No one is eligible to serve on the commission for more than two consecutive terms. No member may be an employee or member of a governing body of a public or private institution of higher learning in this State. Vacancies must be filled in the manner of the original appointment for the unexpired portion of the term. The chairman of the commission must be elected annually by the members of the commission and may not serve as chairman for more than four consecutive years.

SECTION 4. Section 59-103-35 of the 1976 Code is amended to read:

"Section 59-103-35. All public institutions of higher learning shall submit line-item budgets to the commission. The State Board for Technical and Comprehensive Education shall submit a single line-item budget to the commission representing the total request of all area-wide technical and comprehensive educational institutions. The budget submitted by each institution and the State Board for Technical and Comprehensive Education must include all state funds, federal grants, tuition, and fees other than funds derived wholly from athletic or other student contests, from the activities of student organizations, from approved private practice plans and from the operation of canteens and bookstores which may be retained by the institutions and be used as determined by the respective governing boards, subject to annual audit by the State. Fees established by the respective governing boards for programs, activities, and projects not covered by appropriations or other revenues may be retained and used by each institution as previously determined by the respective governing boards, subject to annual audit by the State.

Supplemental appropriations requests from any public institution of higher education must be submitted first to the commission. If the commission does not concur in the requests the affected institution may request a hearing on the requests before the appropriate committee of the General Assembly. The commission may appear at the hearing and present its own recommendations and findings to the same committee.

SECTION 5. Section 59-113-10 of the 1976 Code is amended to read:

"Section 59-113-10. There is created a Higher Education Tuition Grant Committee consisting of eight representatives of the independent institutions of higher learning in the State who choose to come under the provisions of this chapter. In addition, the membership of the

Committee includes one ex officio member to be named by the House Committee on Education and Public Works, one ex officio member to be named by the Senate Committee on Education, and one ex officio member who must be the chief executive officer of the State Commission on Higher Education. The terms of the representatives of the institutions are for three years and until their successors are selected and qualify. The membership of the Committee must be rotated among the participating institutions. The Committee shall administer the provisions of this chapter and shall make those regulations as may be necessary in order to carry out the intent of this chapter."

SECTION 6. (A) Members of the State Commission on Higher Education on the effective date of this act continue to serve until the expiration of their terms.

(B) Of the nine terms which expire in 1988:

(1) Four members must be appointed, one from the third, fourth, fifth, and sixth congressional districts, upon the recommendation of the majority of the legislative delegation members from the district, for terms of four years;

(2) Two members must be appointed, one from the first and second districts, upon the recommendation as provided in item (1), for terms of one year initially;

(3) Three members must be appointed from the State at large with the advice and consent of the Senate, for terms of one year initially.

(C) Of the five terms which expire in 1989:

(1) Two members must be appointed, one from the first and second districts, upon the recommendation as provided in item (1) of subsection (B), for terms of four years;

(2) Three members must be appointed from the State at large, with the advice and consent of the Senate, for terms of four years.

(D) Of the nine terms which expire in 1990:

(1) Four members must be appointed, one from the first, second, third, and fourth districts, upon the recommendation as provided in item (1) of subsection (B), for terms of four years.

(2) Two members must be appointed, one from the fifth and sixth districts, upon the recommendation as provided in item (1) of subsection (B), for terms of one year initially.

(3) Three members must be appointed from the State at large, with the advice and consent of the Senate, for terms of one year initially.

(E) Of the five terms which expire in 1991:

(1) Two members must be appointed, one from the fifth and sixth districts, upon the recommendation as provided in item (1) of subsection (B), for terms of four years.

(2) Three members must be appointed from the State at large, with the advice and consent of the Senate, for terms of four years.

(F) After the initial appointments provided for in this section, the terms of the members are four years, and their successors must be appointed as provided in this act.

SECTION 7. This act takes effect upon approval by the Governor.



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT
for University Campuses and
Continuing Education

(803) 777-7695

MEMORANDUM

TO: Ms. Caroline Denham
Director of Institutional Research

FROM: Milton S. Baker *MSB*

DATE: 7 October 1987

SUBJECT: FY 1986-87 Faculty Salary Comparisons

Thank you for the annual comparison of the University Campuses' faculty salaries and five other two-year campus systems in the nation. I am providing a copy of your comparisons to those receiving a photocopy of this memorandum.

Dr. Duffy and the rest of us appreciate greatly your fine work.

bu

pc Dr. Duffy
Professor Gardner
Dr. Schwab
Professor Donald Curlovic
Deans of the Campuses

AVERAGE FACULTY SALARIES (IN THOUSANDS) FOR
SELECTED INSTITUTIONS

1986-87

SYSTEM	CAMPUS	PROF.	ASSOC. PROF.	ASST. PROF.	INSTR.	
U.S.C.	Beaufort	(-)	26.3	(-)	(-)	
	Lancaster	(-)	27.3	24.6	(-)	
	Salkehatchie	(-)	28.4	22.8	(-)	
	Suwanee	(-)	28.7	25.3	(-)	
	Union	(-)	(-)	(-)	20.8	
	†Average		31.9	27.7	24.1	22.1
Ohio Univ.	Belmont	-	36.5	30.5	-	
	Chillicothe	-	30.7	27.2	(-)	
	Lancaster	-	33.4	25.8	-	
	Zanesville	(-)	32.6	26.7	(-)	
	†Average	(-)	32.7	27.5	25.7 (est.)	
La. State U.	Alexandria	30.8	26.1	22.0	18.9	
	Eunice	(-)	27.1	24.2	20.9	
	†Average		31.0	26.4	23.4	19.9
Penn State	†Average		40.6	31.8	26.1	21.4
New York	Jamestown CC	35.1	29.1	23.0	19.4	
	Fulton-Montgomery CC	35.9	31.6	26.2	20.2	
	North Country CC	N/A	N/A	N/A	N/A	
	Sullivan Co. CC	35.7	31.0	25.5	(-)	
	†Average		35.5	30.3	24.2	19.8
Wisconsin	Centers		35.8	30.1	24.6	21.5

(-) Dollars not shown for cells of N=3 or less.

†Weighted

Source: "Annual Report on the Economic Status of the Profession, 1986-1987,"
AAUP Academe, March-April 1987.

Prepared by System Office of Institutional Research.

CD - 10/6/87



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT
for University Campuses and
Continuing Education

(803) 777-7695

December 16, 1987

Prof. Donald Curlovic
USC-Sumter
Miller Road
Sumter, SC 29150

Dear Don:

This letter provides comparative 1984-85 salary data for the University Campuses and similar institutions. The criteria for selection of the other institutions are: two-year institutions within a "system" with enrollment closest to the University Campuses. Salaries are in thousands of dollars rounded to hundreds.

Salary data marked with an asterisk are from the University Campuses salary studies; the other salary is from the AAUP annual report. To make these data compatible with the data reported by Institutional Research to AAUP, administrative supplements are included for 1987-88.

Four years' average data, nine months' equivalent for the five campuses:

	<u>Professor</u>	<u>Assoc. Prof.</u>	<u>Asst. Prof.</u>	<u>Instructor</u>
1982-83	---	21.2	17.9	16.9
1983-84*	26.2	22.4	18.9	16.9
1984-85*	29.0	25.0	21.0	19.2
1985-86*	30.9	26.5	23.0	21.0
1986-87*	31.9	27.9	24.4	22.4
1987-88*	33.2	28.8	25.3	22.6

Sincerely,

Milton S. Baker

MSB:js

CC: Dr. Duffy
Prof. Gardner
Deans of the University Campuses

UNIVERSITY CAMPUSES
 FACULTY SALARY DATA BY YEAR OF EMPLOYMENT AND RANK
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #1 NOVEMBER 19, 1987

YEAR	RANK	LOW	HIGH	AVG
59	ASSISTANT	----	----	----
65	ASSISTANT ASSOCIATE	----	----	----
66	ASSOCIATE PROFESSOR	----	----	----
68	ASSOCIATE PROFESSOR	----	----	----
69	ASSISTANT	----	----	----
70	ASSISTANT ASSOCIATE	----	----	----
71	ASSISTANT ASSOCIATE PROFESSOR	----	----	28.6
72	ASSOCIATE PROFESSOR	----	----	30.1
73	ASSOCIATE PROFESSOR	27.7	35.9	30.5
74	ASSISTANT ASSOCIATE PROFESSOR	26.1	32.3	28.7 32.2
75	ASSOCIATE PROFESSOR	----	----	28.6
76	ASSOCIATE	27.3	28.2	27.8

77	ASSOCIATE	----	----	----
78	ASSISTANT ASSOCIATE	22.3	29.8	26.6 27.0
79	ASSISTANT ASSOCIATE	----	----	---- 28.7
80	ASSISTANT ASSOCIATE	----	----	---- ----
81	ASSOCIATE	----	----	29.0
82	ASSOCIATE	----	----	----
83	ASSISTANT ASSOCIATE	----	----	---- ----
84	INSTRUCTOR ASSISTANT	25.0	27.0	---- 26.0
85	INSTRUCTOR ASSISTANT	23.5	28.4	---- 25.5
86	INSTRUCTOR ASSISTANT	----	----	23.0 26.0
87	ASSISTANT	----	----	24.5

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12/15/87

UNIVERSITY CAMPUSES
FACULTY SALARY DATA BY ACADEMIC RANK
FULL-TIME / NINE MONTH ~~EQUIVALENT~~ SALARY

REPORT #2 NOVEMBER 19, 1987

RANK	LOW	HIGH	AVG
INSTRUCTOR	21.5	24.0	22.6
ASSISTANT	22.5	28.4	25.3
ASSOCIATE	22.3	35.9	28.8
PROFESSOR	30.6	35.7	33.2

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UNIVERSITY CAMPUSES
FACULTY SALARY DATA BY ACADEMIC DEGREE
FULL-TIME / NINE MONTH ~~EQUIVALENT~~ SALARY

REPORT #3 NOVEMBER 19, 1987

DEGREE	LOW	HIGH	AVG
MA	21.5	34.5	26.8
MA+30	22.5	35.9	27.3
PH.D	23.5	35.7	28.9

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UNIVERSITY CAMPUSES
 FACULTY SALARY DATA BY YEARS OF SERVICE AT USC
 FULL-TIME / NINE MONTH-EQUIVALENT SALARY

REPORT #4 NOVEMBER 19, 1987

YEARS AT USC	LDW	HIGH	AVG
1	21.9	26.0	24.5
2	22.8	28.4	25.1
3	21.5	27.0	25.1
4	----	----	26.2
5	----	----	----
6	----	----	29.0
7	----	----	26.8
8	25.2	29.1	27.8
9	22.3	29.8	26.9
10	----	----	----
11	27.3	28.2	27.8
12	----	----	29.7
13	26.1	35.0	29.6
14	27.7	35.9	30.6
15	----	----	32.0
16	23.6	34.5	28.8
17	----	----	27.6
18	----	----	----
19	----	----	31.2
21	----	----	32.9
22	----	----	26.2
28	----	----	----

UNIVERSITY CAMPUSES
 FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #5 NOVEMBER 19, 1987

YEARS IN H EDUC	LDW	HIGH	AVG
1	----	----	----
2	----	----	23.2
3	21.5	26.1	24.8
4	----	----	26.0
5	----	----	----
6	----	----	29.8
7	----	----	24.7
8	23.6	29.0	25.4
9	----	----	27.8
10	22.3	28.4	26.0
11	----	----	26.5
13	----	----	29.5
14	21.9	31.8	28.0
15	26.1	29.1	27.9
16	----	----	28.5
17	24.2	30.6	27.2
18	27.8	31.0	29.2
19	23.6	34.5	31.1
20	27.6	35.9	31.5

21		----		----		28.2	
22		----		----		30.2	
23		29.5		32.5		31.1	
24		----		----		29.1	
26		----		----		----	
29		----		----		30.7	

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES
12/15/87

UNIVERSITY CAMPUSES
 FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC
 AND ACADEMIC DEGREE
 FULL-TIME / NINE MONTH ~~EQUIVALENT~~ SALARY

REPORT #6 NOVEMBER 19, 1987

YEARS H EUDC	MA			MA+30			PH.D		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
1									
2			23.2						
3									25.9
4									
5									
6									
7									24.6
8			24.6						26.2
9									27.3
10			25.3			26.6			
11									25.7
13									
14			24.6			28.0	28.1	31.8	29.7
15						27.2			28.4
16									30.0
17			27.3			27.0			
18									29.7
19						28.0			34.2

20		----	----	29.6		----	----	----		----	----	31.3	
21		----	----	----		----	----	----		----	----	----	
22		----	----	----		----	----	----		----	----	----	
23		----	----	----		----	----	----		----	----	31.6	
24		----	----	----		----	----	----		----	----	----	
26		----	----	----		----	----	----		----	----	----	
29		----	----	----		----	----	----		----	----	----	

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UNIVERSITY CAMPUSES
 FACULTY SALARY DATA BY RANK WITHIN ACADEMIC CATEGORIES
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #7 NOVEMBER 19, 1987

AREA	INSTRUCTOR			ASSISTANT			ASSOCIATE			PROFESSOR		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
HUMN- ITIES	----	----	22.4	23.6	26.9	25.2	22.3	35.9	28.6	30.6	34.5	32.9
BUSI- NESS	----	----	----	23.5	26.9	25.2	27.4	31.3	28.9	----	----	----
NATRL SCI	----	----	----	22.5	28.4	25.2	27.8	32.5	29.9	████	35.7	████
MATH	----	----	22.8	----	----	26.8	24.2	29.8	27.8	----	----	----

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES
 12/15/87

UNIVERSITY CAMPUSES
 FACULTY SALARY DATA GROUPED BY TEACHING EXPERIENCE
 AND ACADEMIC DEGREE CATEGORIES
 FULL-TIME / NINE MONTH ~~EQUIVALENT~~ SALARY

REPORT #8 NOVEMBER 19, 1987

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***** MA *****
-----
YEARS IN H EDUC |   LOW   |   HIGH   |   AVG
-----
    1-6          |   21.5   |   28.7   |   24.3
-----
    8-11         |   22.3   |   28.7   |   26.1
-----
   13-17        |   21.9   |   29.1   |   26.7
-----
   20-29        |   22.8   |   34.5   |   29.4
=====
  
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***** MA+30 *****
-----
YEARS IN H EDUC |   LOW   |   HIGH   |   AVG
-----
    5-10         |   24.0   |   26.9   |   25.6
-----
   14-15         |   26.1   |   29.6   |   27.6
-----
   16-18         |   24.2   |   30.6   |   26.9
-----
   19-24         |   22.5   |   35.9   |   28.7
=====
  
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***** PH.D *****			
YEARS IN H EDUC	LDW	HIGH	AVG
1-7	23.5	30.8	30.0
8-13	23.6	30.6	27.0
14-15	27.8	31.8	29.1
16-19	28.3	34.5	31.1
20-24	27.6	35.7	31.6

PREPARED BY THE SYSTEM OFFICE OF PERSONNEL SERVICES
12/15/87



Attachment 5

UNIVERSITY OF SOUTH CAROLINA
SALKEHATCHIE UNIVERSITY CAMPUS

P. O. Box 617
Allendale, S. C. 29810
(803) 584-3446

P. O. Box 1337
Walterboro, S. C. 29488
(803) 549-6314

TO: The University Campuses Faculty Senate
FROM: Academic Planning Representative

2/2/88

Dear Senate:

The University's Academic Planning Committee met December 15 1987 and January 19 1988 to discuss upcoming academic calendars and the recent "Cutting Edge" proposal from the Higher Education Commission. The University Campuses Representative was asked to join a subcommittee to gather and summarize reactions to the "Cutting Edge" from within our system; a copy of your representative's report is attached, to be used by the full Committee in helping to organize a University-wide response to the HEC proposal.

It should be noted by the Senate that an Authorization Bill seeking funding for the "Cutting Edge" proposal is being sent to the House Ways and Means Committee for insertion in the appropriations bill for Fiscal Year 88-89. Part of this legislation requests monies to "authorize the Commission to terminate existing programs with no appeal" as well as "require approval of new programs by the Commission."

The Committee will meet in March and April to finalize the year's business.

Respectfully Submitted,

Dr. Robert Group
Academic Planning Committee

December 2, 1987

TO: University of South Carolina Academic Planning Committee

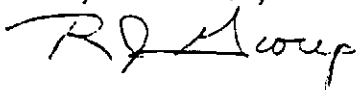
FROM: Dr. Robert Group
University Campuses Representative

In response to the Academic Planning Committee's charge to three members to respond to the "Cutting Edge" initiatives proposed by the Commission on Higher Education (October 1987), I have attempted to gather and summarize the reactions of Faculty and Administration on the five University Campuses. While we generally support the aims of the HEC to enhance academic excellence and achieve full formula funding, certain areas of the "Cutting Edge" proposal have raised disturbing questions that perhaps should be examined before the University community accepts this document in its entirety.

- I. A recent article in the Chronicle of Higher Education (Nov. 4, 1987) explains the past failures of academic "Superboards." According to Hugh D. Graham these monolithic watchdog bodies tend to reduce uniqueness and competition in favor of mere standardization, while adding yet another level of bureaucracy to already topheavy state systems. Will an expanded Commission not expand operating expenses and thus devour state appropriations that could go directly toward educating students?
- II. The HEC "will require that each institution develop a plan for developmental education" that will result in "no credit toward a degree" (p. 8). Does this allow a future interpretation of "no credit=no funding?" What role would the University Campus System play in developmental education? This document refers frequently to the TEC system and its needs, but mentions the University's system campuses only vaguely.
- III. The limited "mini-core" of liberal arts courses proposed on page 11 was formally opposed by the University Campuses Faculty Senate (Spring 1987) on the grounds that if their "transferability is recognized" this would result in a duplication of the University's mission and a chaotic situation regarding course quality and content. Many fear that this could lead to an assimilation of the University Campuses into the TEC system, particularly if legislation "be amended to remove the appeal process for program termination" (p. 36).
- IV. Regarding the accountability issue, our campus is currently working to develop a standardized entrance/exit exam that could accurately measure student achievement in specific areas; perhaps each College within the University could pursue this idea.
- V. This document seeks to create a "System for Measuring Institutional Effectiveness" (p. 30) that seems to duplicate the efforts of SACS and other accrediting organizations. Which criteria will hold? Who will speak for Higher Education; the Commission or professional educators such as University Presidents? Will faculty retain any control over admission standards, course content and program requirements, or will we be buried under paperwork and unrealistic requirements like those plaguing secondary education after the EIA?

Again, response to the overall aims outlined in the "Cutting Edge" has been positive on the University Campuses, yet it is hoped that our University colleagues might discuss these few areas as we plan the future development of our institution.

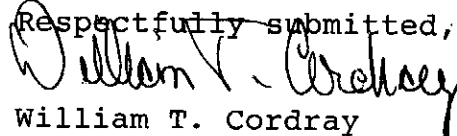
Respectfully Submitted,



FACULTY/BOARD OF TRUSTEES LIAISON COMMITTEE REPORT
UNIVERSITY CAMPUSES FACULTY SENATE
Friday, February 19, 1988

- I) The USC Board of Trustees met on December 11, 1987 and took the following action that specifically came from the Academic Affairs Committee:
- A. MA in Religious Studies, USC-Columbia
 - B. BA in Contemporary European Studies, USC-Columbia
 - C. Other matters of a confidential nature. All items were subsequently approved as necessary.
- II) The Academic Affairs/Faculty Liaison Committee met on Thursday, January 28, 1988 in Columbia and took the following action:
- A. NASTDEC Accreditation of Teacher Education Program at USC-Coastal Carolina
 - B. Other matters of a confidential nature
- III) The Board of Trustees met on Thursday, February 18, 1988 and approved the items considered by the Academic Affairs Committee.

Respectfully submitted,


William T. Cordray