

THE UNIVERSITY OF SOUTH CAROLINA
Regional Campuses Faculty Senate
USC-Columbia
Daniel Management Center
September 20, 1991

Friday, September 20, 1991

Coffee----- 9:30-10.00 a.m.
Daniel Management Center

Morning Session-----10:00-10:45 a.m.
Daniel Management Center, Room 855

Welcome
Dr. John M. Palms, President, University of South Carolina

Standing Committees-----10:45-12:15 p.m.

I. Rights and Responsibilities
Room 856

II. Welfare
Room 857

III. System Affairs
Room H

Grievance Committee-----10:45-12:15 p.m.
Room K

Executive Committee-----10:45-12:15 p.m.
Room 855

Deans Meeting-----10:45-12:15 p.m.
Room I

Luncheon-----12:30- 1:45 p.m.
Campus Room, Capstone

Afternoon Session----- 2:00- 4:00 p.m.
Room 855

AGENDA

- I. Call To Order
- II. Correction/Approval of Minutes: April 19, 1991
USC-Columbia
Columbia, SC
- III. Reports from University Officers
 - A. Dr. David Bell, Associate Provost for Institutional Planning and Research
 - B. Dr. John J. Duffy, Vice Provost
 - C. Professor John N. Gardner, Associate Vice Provost
- IV. Reports from Standing Committees
 - A. Rights and Responsibilities - Professor Gordon Haist
 - B. Welfare - Professor Noni Bohonak
 - C. System Affairs - Professor Robert Costello
- V. Executive Committee - Professor Tandy Willis
- VI. Reports from Special Committees
 - A. University Library Committee - Professor John Catalano
 - B. University Committee on Curricula and Courses - Professor Robert Castleberry
 - C. University Faculty Welfare Committee - Professor Susan Pauly
 - D. Academic Planning Committee - Professor Mike Schoen
 - E. Faculty/Board of Trustees Liaison Committee - Professor Kay Oldhouser
 - F. Research and Productive Scholarship Committee - Professor Mary Barton
 - G. Savannah River Site Committee - Professor John Logue
 - H. System Academic Policy Coordinating Committee - Professor Robert Costello
 - I. Other Committees
Insurance and Annuities Committee - Professor Jerry Dockery
- VII. Unfinished Business
Faculty Manual revision
- VIII. New Business
- IX. Announcements
- X. Adjournment

THE UNIVERSITY OF SOUTH CAROLINA
REGIONAL CAMPUSES FACULTY SENATE MINUTES
USC-COLUMBIA
DANIEL MANAGEMENT CENTER
SEPTEMBER 20, 1991

MORNING SESSION

Chair Rick Boulware (Beaufort) welcomed President Palms, the senators, and other guests to the first meeting of the year of the Senate. He pointed out Acting Provost George Reeves and Professor David Bell, Associate Provost for Institutional Planning and Research as special guests.

The Chair turned over the floor to President Palms.

The President commented on several issues facing the Regional Campuses specifically and on issues confronting the University as a whole. He expressed his commitment to the system and remarked that in his recent tour of the Regional Campuses he was impressed with the impact on students and communities these campuses were having.

He discussed his plan to develop a system philosophy and a strategic academic policy which will involve feedback from all campuses.

He went over his fundamental laws for the University: objectivity, respect, selflessness, honesty, collegiality, ethicality, and integrity.

He then discussed the overall goals of the University.

(A complete transcript of his remarks is contained in Attachment 1, including questions and answers from the floor).

AFTERNOON SESSION

I. CALL TO ORDER

Chair Rick Boulware (Beaufort) called the meeting to order and before proceeding with the regular agenda especially thanked Professor Nancy Washington (Lifelong Learning) for producing a booklet for new senators and recommended that both new and old senators might want to look it over.

The Chair also thanked Mary Kay Hall of Dr. Duffy's office for making the arrangements for the Senate meeting, including securing the rooms and setting up the luncheon.

The Chair requested that committee reports list the names of the committee members for the accuracy of the minutes.

II. CORRECTION AND APPROVAL OF MINUTES

The minutes of the April 19, 1991 Senate meeting were approved as distributed.

III. DEANS' REMARKS

Dean Chris Plyler (Beaufort) reported a "summer of planning." He said that the campus had put together "a planning team and have looked at every phase of our activities at Beaufort." He mentioned a coalition with the IBM Corporation that resulted in a five-week study of the technological needs of the campus. An "action team" has delivered a report to the Dean on their findings. The goal of the campus is to become more state-of-the-art in computer and communications technology. The new Performing Arts Center will be introduced to the community (especially the 437 donors) in the near future with a series beginning October 12, 1991 featuring national and international artists. He extended an invitation to anyone in the Senate who is interested.

Enrollment is encouragingly up this year.

He introduced the senators from Beaufort.

Dean Pete Arnold (Lancaster) said that his campus was "off to a reasonably good start this year" considering the state of the budget. He commended the faculty for working very hard with "heavy loads." Even though the enrollment increase was "modest," he said that it "has been a long time since we've added any new faculty members."

He introduced two new senators: Dr. Susan Pauly and Ralph Garris who could not serve last year because he was in Operation Desert Storm.

Dean John May (Lifelong Learning) said that overall enrollments were up, and the "new initiative" that was begun last year, the neighborhood courses program, has been increased. He said full-time enrollments are up at Fort Jackson as well.

He introduced the senators from Lifelong Learning and pointed out that Professor Jerry Dockery was substituting for Professor John Stine.

Dean Carl Clayton (Salkehatchie) said that Salk this year had "reached nine hundred and some students, which is about a twelve percent increase." He said this was the fifth year in a row that the campus had had "double-digit enrollment increases."

Dean Clayton announced that the school was now using the new Learning Resources building recently completed on the campus.

He said, concerning problems at the campus, that "money would solve most of our problems." He commended the faculty and staff for "coping with the situation" and said that he hoped the budget picture would improve.

He emphasized the importance of the BAIS degree to his campus and all the Regional Campuses but added that the CHE has raised "fundamental questions about the workability of the degree." He urged the Senate and

the USC system to "act decisively and quickly in support of the BAIS degree."

He announced that the campus has acquired the facilities of the former Allendale Academy.

He announced that three professors, Sandra Willis, Wayne Chilcote, and Arthur Mitchell were developing an interdisciplinary course for Salkehatchie.

He introduced the senators from Salkehatchie.

Professor Carolyn West (Sumter) reported for Dean Jack Anderson.

In two weeks President Palms and Dean Anderson will be meeting with the members of the Academic Affairs Committee of the CHE.

Professor West said that Dean Anderson thought the bond bill would go through this cycle and that money was in this bond bill for a new library at Sumter.

A feasibility study is being done to study the advisability of conducting a 2.5 million dollar fund-raising campaign.

Sumter has renewed its commitment to the Carribean program which it has conducted for the last two years. It means a \$400,000 grant to the campus. The program involves exchange students from the Carribean and is sponsored by Georgetown University.

She introduced the senators from Sumter.

Professor Tandy Willis (Union) reported for Dean Ken Davis.

Union is in the process of trying to acquire some land that borders the campus.

The Main Building renovation is in its final stages and the campus plans to move into the facility in the spring 1992 semester.

The CHE Facilities Sub-committee met recently on the Union campus and representatives from the campus were allowed a one-hour presentation to the group of our future facilities-related goals.

A faculty retreat was held in August and Self-Study responses were studied as well as implementing a new committee structure.

Enrollment increased this semester and Union had the highest headcount in its history.

IV. REPORTS FROM UNIVERSITY OFFICERS

A. Associate Provost David Bell

Chair Boulware introduced Dr. David Bell who addressed the Senate

concerning the recent acquisition of a FIPSE grant.

He pointed out that the Fund for the Improvement of Post-secondary Education is directed by the US Department of Education. The grant USC has received will extend over three years and its main purpose is to develop a model for system-based assessment that "will work here and may be used at other universities." The goal of the project is to bring faculty together from across the university in "discipline-related teams" and these teams will then develop "course modules" in certain courses in the core curriculum that we all share that reflect the goals of the courses. Assessment will be imbedded in the courses so that assessment is not an "add-on afterwards." At least forty-eight faculty members will be involved, and he hopes that Regional Campuses faculty will be interested. The program will be carried out through the Faculty Exchange program and will consist of seminars conducted in the summer from 1992-1994. National experts in assessment will be brought in to work with USC during the three summer sessions. The intention is that the process will be faculty-driven. Another important goal is to bring faculty together from across the system in the same disciplines to enhance communication, common goals, and effectiveness. Dr. Keith Davis (Psychology), an authority in evaluation, will be evaluating the project. He said he hoped it would be "an exciting and worthwhile project for the faculty involved."

Professor Bell took questions from the floor:

Professor Gordon Haist (Beaufort): "What does the phrase 'assessment imbedded in the curriculum' mean?"

Bell replied that faculty in the same discipline across the system would develop "modules" to be included in the courses in which there are "opportunities to assess learning" so that "you don't come up with some test at the end of the course."

Professor Carolyn West (Sumter): "What is a 'module'?"

Bell: "Loosely understood, a module is a portion of the course that speaks to the instructor's expectations for a particular section, an area of knowledge, an area of competence. It will vary depending on the discipline."

West: "Is it implicit in that that across the system we will have common expectations within a module?"

Bell pointed out that the grant was written primarily for the Columbia campus and the five Regional Campuses, although the other four-year campuses will be welcome if they are interested. He said that there would be the assumption of common expectations in the same discipline, although there is in no way any attempt to "prescribe the way a course is taught."

B. Dr. John Duffy, Vice Provost for Regional Campuses and Continuing Education

Dr. Duffy expanded on his written report (see Attachment 2).

Concerning the change in name from "University" Campuses to "Regional" Campuses, he said that it grew out of the Self-Study and "a desire on the part of the President to show that our campuses are more closely interlinked with Columbia." He said the old term had caused some confusion, and the new term had a generally accepted national meaning.

Concerning his own title change to "Vice Provost," he said that it made more sense because the Regional Campuses had undergone the Self-Study with Columbia and we all report to the chief academic officer of the University. The Regional Campuses have representation through him on the President's Administrative Council which meets on a weekly basis for an hour or two.

He said that the President had signed off on his office's "Draconian plan of management."

He said he viewed this semester's enrollments as "very satisfactory."

He said that Sumter is vigorously pursuing four-year status, and he feels that they have an excellent case.

He announced that promotional increments have been increased:

Assistant Professor--\$2500 .

Associate Professor--\$3500

Professor--\$5000

He said that he thought we would see a renewed interest in departmental meetings structured around common interests.

Dr. Duffy took questions from the floor:

Professor Robert Castleberry (Sumter) asked if Dr. Duffy was our "representative" on the President's Council.

Dr. Duffy said that he was not our representative but that he was a member of the council and answered a follow-up question by Castleberry that he was appointed by the President to serve on the council.

Castleberry asked for a clarification of the Ad Hoc Committee of the Board of Trustees that was meeting on the Lancaster campus.

Duffy said that the Board had decided that their representatives should go out and "visit all the campuses in the system. They want to listen to what you people have to say." The President sometimes meets with them and sometimes doesn't, but "I always meet with them." He said he thought it was a "very healthy thing to have the Board interested in what you folks are about."

Dean Chris Plyler (Beaufort): "Do you have any reading as to how the Cabinet-level restructuring of the government might affect the CHE?"

Dr. Duffy: "I've read what you've read, and frankly I don't know. I

doubt if you'll see that plan get through intact. There are many opponents of that plan."

Haist (Beaufort): "Is it the case concerning allocations that the Sumter and Beaufort campuses did not receive the amount of money that was supposed to be allocated to them?"

Dr. Duffy replied that in order to come up "with a workable plan, we had to treat the five Regional Campus budgets pretty much as a whole." He said some campuses had surpluses and some had deficits and that the Business Office agreed to look at the five as a whole. They agreed also that a campus could borrow from another where money exists. He said, "We don't plan to take money away from Beaufort, that's for sure."

Haist: "What is the status of the technical program venture at Salkehatchie?"

Dr. Duffy said that Dean Clayton had met with Fred Sheheen and James Morris, but that "there will be no action on any proposal until something develops. We don't have anything to report yet. The feeling is at Salk is that there is no technical school around, and they have certain populations who really do need technical courses. We don't have a model that would be imposed on any other campus. And yes, I am aware of the possible ramifications of that move and it will not be taken lightly. They've got a committee looking at it, and I'll keep this body advised as to what's going on. I understand the concern you've expressed. Let me say one other thing I should have said because it relates to the kinds of questions you have been asking. President Palms' feeling about the system is that he is not going to impose the system. He wants the system to rise over a period of time from ideas that come from below. When asked where is the system going to go, he responds by saying, 'Where do you want to go?' We don't have any blueprint."

Haist: "To what extent then can your office curtail any designs the CHE may have on us?"

Dr. Duffy: "None. That is an external limiting force that has to be dealt with, and I'm not playing a semantic game now, there is a difference between the Commission on Higher Education and the Commissioner, and I feel we should pay more attention to courting, to bringing our case to the members of the Commission who get most of their written information from the Commissioner."

Professor Jane Upshaw (Beaufort): "We have tried that in the past and have heard Commission members refer to the 'Master Plan.' We would like for this body to be pro-active in terms of this agreement or whatever model is going to be proposed rather than reactive. We want to be sure we're not affected by what other campuses are doing."

Dr. Duffy: "If you could figure out a way to do that practically, I'd be glad to listen to it. Basically, the planning process is essentially bureaucratic, isn't it?"

Professor Rod Sproatt (Beaufort): Will it continue to hold true that degree requirements and course additions come before this body for approval?"

Dr. Duffy: "If it carries a University number, yes, but some courses may not carry this designation. You might let Tech teach a course on your campus and I wouldn't bring that to you. I'm a little concerned about constantly harping on Tech; I'm more concerned about how we promote ourselves in our communities to differentiate ourselves. We've got to put our money where our bodies are, and in the community we're talking about there is a great diversity between what we offer and what Tech offers, and there should be. I'm not convinced we should lower our tuition to where Tech is, but I don't want to re-open that argument."

Haist: "We confuse our roles, though, if we try to develop ourselves in technical as well as academic areas when the state defines those as separate and under an office that admits it cannot control what would happen if the CHE or public opinion supports it."

Dr. Duffy: "I don't see that. I would fall out of my chair if I got a request from Beaufort asking to institute some technical courses. The model Dean Clayton is using is the Kent State model which has worked in Ohio pretty well, but in our climate might be easily viewed as a community college. I'm not the one pushing it, but I do think tech courses should be taught on the campus at Salkehatchie if there is a market. We shouldn't be excluding tech courses from that campus. We're the only ball game in town."

Professor Jerry Dockery (Lifelong Learning): "We should remember that we're teaching our courses on some tech campuses."

C. John Gardner, Associate Vice Provost for Regional Campuses and Continuing Education

Professor Gardner expanded on his written report (see Attachment 3)

BAIS/CHE--Informally, the CHE has given a negative review to our draft proposal to authorize the BAIS degree for "our five campuses." The degree has been offered "for over a decade," but the CHE still has insisted that we submit this program for review. The proposal was put together by Applied Professional Sciences "because it is their degree." They plan to revise the proposal and re-submit it. He invited anyone interested to review the CHE response and called it "a scathing indictment of the proposal." He pointed out that APS is revising and re-submitting the proposal "out of friendship for us," since they receive no "practical benefit from the degree." He said "If we get this, it will be through a major political action." He suggested the Regional Campuses begin to identify noteworthy students in the program who can testify to the significance of the BAIS so that if necessary they can appear before the CHE and state their cases.

AFFIRMATIVE ACTION OFFICER--Clifford Scott is the acting officer at

this time and Professor Gardner has given up the chair of the advisory committee charged with selecting that regular officer. He has recommended Professor Deborah Cureton (Lancaster) for the chair.

ADMISSIONS STATUS FOR REGIONAL CAMPUSES--He said that Provost Reeves has asked Professor Gardner and Vice Provost Duffy to "get him up to speed" on how the Regional Campuses admit students. The CHE is asking for clarification of admissions procedures and admissions standards. The CHE is asking for the number of students on our campus who meet the CHE's 1983-84 high-school course prerequisites. He said that then we were very concerned "about being held accountable to those standards the same way that the other four-year colleges were in order to maintain our mission of access to the people of South Carolina." It was clarified in the Commission that even though we agreed to follow University standards, those standards applied specifically to admission to the baccalaureate program, not the Associate degree program. We continued to admit students with a "multiple set of standards" through a variety of admissions programs. Now, we have to "say publicly what our standards are that is consistent with our actual practices." He added that we "have nothing to hide here, we're very proud of what we're doing, and we're performing a very needed function in the state. We've decided it's time to be a bit more explicit about that."

FACULTY EXCHANGE PROGRAM--This program is currently under review to see if it can be operated this year in a time "of extraordinarily meager resources." It has been funded from a special account in the Provost's office supplemented by "a modest amount" from Dr. Duffy's office. Professor Gardner has put together a position paper for the Provost on the value of the program and "we have made about as strong a case as can be."

SYSTEM ORGANIZATION--It is being studied this year, and "we have a significant opportunity here to stake out our own destiny and make recommendations as to what the philosophy and the substance and the structure will be." We have been told that "the goal for having a new organization in place is approximately one year."

FAMILY FUND--The system-wide goal this year has been increased "a few thousand." Jim Edwards in Dr. Duffy's office will be working with Regional Campuses.

COMMENDATION OF JIM EDWARDS--He was co-ordinator for Regional Campuses self-studies and now is working on Regional Campus planning procedures, CHE reports, fund-raising activities, and grant possibilities for several campuses.

Associate Vice Provost Gardner took questions from the floor.

Professor Robert Castleberry (Sumter): "When you talked about clarifying the admissions status for the CHE, were you implying that there are one set of standards for all the Regional Campuses or do you adhere to the fact that each campus has its own?"

Associate Vice Provost Gardner replied that he recognized that there

are a variety of standards and was not implying that there would be a "unitary system model." Gardner then asked that David Hunter from the Regional Campus office comment on the matter.

Hunter remarked that this process was nothing really new in terms of policy, only tactics, and that we were interpreting to the CHE what we are doing on our campuses. He pointed out that each campus uses an admissions formula that includes a variety of factors, not just one SAT score.

Professor Robert Costello (Sumter): "The System Affairs committee is interested in this issue of the future of the system and wants to have a role in it. Could you give us some specific idea who is studying this and how we are to have input into this process."

Gardner replied that the August President's Conference was one mechanism. Also, campuses were asked for written responses to the report from that meeting and that a follow-up meeting was planned in October in order to discuss where we go from here. Faculty and administrators from each Regional Campus are represented.

He asked Dr. Duffy to comment on this matter.

Dr. Duffy said that the President was listening to a variety of voices and that "obviously everybody is not going to get the system they want, but all administrators involved in this thing are doing what we are doing now: talking, trying to present their aspirations to central administration and ultimately to the Board. I personally invite anyone to share with me any ideas as to how the system should operate."

Gardner made two personal closing comments: Kathy King who formerly worked in his office is now working at Fort Jackson and Mary Kay Hall is now doing all of the work of that office; Ralph Garris (Lancaster), who served in Operation Desert Storm, deserves our deepest appreciation.

V. REPORTS FROM STANDING COMMITTEES

A. Rights and Responsibilities Professor Gordon Haist (Beaufort), Chair

Professor Danny Faulkner (Lancaster) submitted the following report:

"We met on August 30 to discuss tenure and promotion. Dr. Palms met with us to give us some of his thoughts. We will report on our discussion with Dr. Palms at a later date.

"Today: We re-elected Gordon Haist, Chair
Danny Faulkner, Secretary

"At our next meeting we will receive a report from a representative from Salkehatchie on their faculty's opinion on the issue of tech courses being taught there.

"We are releasing to the Senate a copy of a letter that we solicited from Professor Bob Group, past Chair of the System Promotion and Tenure Committee. We are passing this information for some guidance in preparing files this year. Note that this is not necessarily an endorsement of its suggestions; we will address its recommendations later.

"We will also be constructing a model T and P file based on files from two faculty members who have volunteered to let the committee use their files.

"We passed two motions for the Senate's consideration:

MOTION 1: IN THE FACULTY MANUAL, REPLACE THE SECOND PARAGRAPH UNDER 'REGIONAL CAMPUSES TENURE AND PROMOTION COMMITTEE' WITH: 'AT LEAST ONE REPRESENTATIVE FROM EACH CAMPUS TO THE COMMITTEE SHALL BE AT THE FULL PROFESSOR LEVEL. THE OTHER REPRESENTATIVE SHALL BE AT LEAST AT THE ASSOCIATE PROFESSOR LEVEL'."

The Chair ruled the motion substantive, thus voting will take place at the next meeting of the Senate.

MOTION 2: "WE REQUEST THAT EACH YEAR THE SECRETARY OF THE SYSTEM TENURE AND PROMOTION COMMITTEE PROVIDE A STATISTICAL SUMMARY OF TENURE AND PROMOTION DECISIONS TO THE RIGHTS AND RESPONSIBILITIES COMMITTEE FOR DISTRIBUTION TO THE SENATE."

Faulkner added that the Rights and Responsibilities Committee had developed a form for this information. The primary information would be the number of "yes" and "no" votes on the candidates, but they would be grouped according to the level of promotion providing some degree of anonymity.

Professor John Logue (Sumter) said that he had sat in on the meeting, and it was his understanding that the purpose of the motion was to provide more information to the T and P Committee on cases where there was "a conflict between the recommendations at the local level and the ultimate recommendation at the Provost's level."

Professor Sal Macias (Sumter): "This report is to be from the system T and P Committee, isn't it? You're not expecting reports from each campus T and P Committee?"

Faulkner: "No, this report is for the system committee."

Professor Robert Castleberry (Sumter) asked how the recommendations from the Associate Provost's office would be included if the report was made to the Senate committee from the secretary of the system T and P Committee, since the Associate Provost's decision on these cases came after the system T and P Committee's decision.

Professor Jerry Dockery (Lifelong Learning) suggested the secretary of the system T and P committee call the Associate Provost's office and ask for the information.

Professor Haist added that his committee realized that the passing of this motion would add to the duties of the secretary of the system T and P Committee.

Professor Greg Labyak (Union) asked if the legal department would have a problem with the releasing of this information.

The Chair replied that all motions were "run through legal" and this one would be no different and that question should have no bearing on the voting on this issue.

THE MOTION PASSED.

B. Faculty Welfare Committee
Professor Noni Bohonak (Lancaster), Chair

Professor Bohonak submitted the following report:

"SALARY--Most of the data for the salary study is in our possession. However, we are requesting some additional information to clarify what we have and to look at additional aspects of the salaries on the Regional Campuses.

"BENEFITS AND/OR WELFARE--In looking at the positive features of faculty benefits and/or welfare, we are finding a loss of those benefits already in place and will be looking at this over the next few months. We will also look at alternatives to RIFs.

"QUALITY OF LIFE IN THE CLASSROOM--Concerns have been voiced with reference to the quality of life in the classroom during a time of limited funding. We are interested in such topics and ask the following:

1. Are students getting the instruction that would normally get with sufficient funding?
2. How are faculty members being affected by any limitations in the budget?

"We hope to have all information by the next meeting and will prepare a report for the following meeting in the spring."

Professor John Catalano (Lancaster): "You said you had most of the salary information. What specific information are you asking for?"

Professor Bohonak replied that her committee had all faculty salaries for all the Regional Campuses, but that her committee wanted the salaries by name as well as the Deans' salaries on the Columbia campus as well as on all the Regional Campuses. She said that now the committee has faculty salaries by rank and gender.

C. System Affairs Committee
Professor Robert Costello (Sumter), Chair

Professor Costello submitted the following report:

" The System Affairs Committee reviewed the charges suggested by the Executive Committee, accepted all and added one additional charge: to continue to monitor system articulation status. As suggested by the Executive Committee, our activities will include the following:

1. Exploring how the system can cooperate to insure the availability of at least a minimal level of technology on each campus.
2. Defining our vision of mission for the system, for Regional Campuses, and for this Senate.
3. Exploring ways of strengthening system academic structure.
4. Reviewing responses of SACS to Regional Campuses self-studies."

Professor Gardner praised Professor Costello for his leadership role as the Regional Campuses' representative on the System Articulation Committee. He was described as "being like a dog with a bone on this issue; he just will not let go."

Professor Costello: "Should I bark?"

VI. Executive Committee

Professor Tandy Willis (Union), Secretary, made the following report:

The Executive Committee held a one-day retreat at the end of August where the committee discussed charges for standing committees for the coming year. Also, the committee agreed that all Senate meetings for this academic year would be held on the Columbia campus because of budget constraints.

The committee discussed the following items at today's meeting:

1. The committee discussed a letter from Professor Bill Lamprecht (Salkehatchie) complaining about the Senate's action in replacing him on the Savannah River Site Review Committee, but the committee took no action.
2. The committee discussed the matter of determining who notified system-wide committees when the Regional Campus representatives changed. The procedure is that we notify Dr. Duffy's office who in turn notifies the Provost's office who in turn notifies the committee chairs.
3. The committee reminded standing committee chairs that it is their responsibility to follow up on information requests they make of Dr. Duffy's office or other Columbia campus units.
4. The committee expressed its interest and concern over the issue of technical courses being offered at Salkehatchie, especially in terms of how this venture would affect the definition of faculty members, faculty rights, and faculty governance. Part of this concern arose because last February the Senate was informed that the issue was a moot point.
5. The committee would like suggestions for meeting places on the Columbia campus for the rest of the Senate meetings for the year.

VII. SPECIAL COMMITTEES

A. University Library Committee

Professor John Catalano (Lancaster)

Professor Catalano reported on the September 13, 1991 meeting of this committee. (See Attachment 4)

B. University Curricula and Courses Committee
Professor Robert Castleberry (Sumter)

Professor Castleberry commented on his written report (see Attachment 5).

A lengthy discussion ensued over the fact that changes were being made in courses that affected the Regional Campuses but that the faculty teaching those courses were not being informed of the changes. The general feeling was that if on the form for a curriculum change the box indicating that the change would affect Regional Campuses was checked that input should be solicited from Regional Campuses faculty in the disciplines affected. Professor Carolyn West (Sumter) added that "it would have been nice to be included in the deliberations."

Castleberry asked for the will of the Senate concerning the fact that "almost invariably" the course change form indicates that the change is "for Columbia only." He pointed out that changes to 100 and 200 level courses "obviously have an impact on us." He added that "a mechanism for feedback isn't there," and that he is "loath to routinely send back requests for course changes but that it is appropriate we are involved in the circuit."

Professor Gordon Haist (Beaufort): "Can you tell me what happens when the box on the form for Regional Campuses is checked off?"

Castleberry replied that when the box is checked indicating that the change affects Regional Campuses, a copy is sent to Dr. Duffy's office, but that the department who is requesting the change makes the decision as to whether it affects the Regional Campuses or not. He added that to send requests back through the system could "cause some animosity," and, in addition, he did not want to go on record as implying that "only 100 and 200 level courses affect the Regional Campuses. It's a dilemma and I don't know what to do."

Professor Jane Upshaw (Beaufort) said that in Mathematics that revisions in the curriculum were made only after extended discussions with Regional Campus faculty, and "it truly is at the discretion of the department."

Professor John Logue (Sumter) suggested a possible change in the form to include the question "Is it taught on Regional Campuses?"

Associate Vice Provost Gardner offered two options: to ask the chair of the curriculum committee to remind department heads and deans to remember us in their deliberations, and to have our Senate chair discuss this issue with the Columbia Senate chair in the Steering Committee.

- C. University Faculty Welfare Committee
Professor Susan Pauly (Lancaster)

Professor Pauly reported on the September 16, 1991 meeting (see Attachment 6).

- D. Academic Planning Committee
Professor Mike Schoen (Lifelong Learning)

The committee has not met and is awaiting a response from the President and Provost concerning their mission or charge before scheduling the next meeting.

- E. Faculty/Board of Trustees Liaison Committee
Professor Kay Oldhauser (Sumter)

Professor Oldhauser is not in attendance at the Senate today because she is attending a meeting of the committee.

- F. Research and Productive Scholarship Committee
Professor Mary Barton (Union)

Professor Barton reported that the committee has not met.

- G. Savannah River Review Committee
Professor John Logue (Sumter)

Professor Logue submitted the following report:

"The Savannah River Review Committee met June 21, 1991 in the Swearingen center. The purpose of this meeting was to elect a chair for the upcoming term and to acquaint new members with the purpose and process of the committee. Outgoing chair, Dr. E. G. Swartz, Engineering, distributed copies of past reports and copies of faculty letters which have been addressed to the committee. Dr. Tamir Datta, Physics, was elected chair."

Professor Logue reminded the Senate of the function of the committee as a review and monitoring body that examines the relationship between Westinghouse and members of the consortium. The schools receive monies from this relationship and in some cases as much as fifty percent of departmental budgets is from this outside source.

- H. System Academic Policy Coordinating Committee
Professor Robert Costello (Sumter)

Professor Costello reported that the committee had not met.

- I. Insurance and Annuities Committee
Professor Jerry Dockery (Lifelong Learning)

Professor Dockery reported that the committee has met twice since the last meeting of the Senate. He said that everyone should have in their possession now the new Jefferson Pilot Disability Plan. There is also

a new document listing new deadlines for "policies the University administers." He added that the committee is waiting for the new Foundation officers to get in place and that at that time the committee will ask the Foundation for resources to help meet some of our insurance needs.

VIII. UNFINISHED BUSINESS

A. Regional Campuses Faculty Manual Revision

Professor Jerry Dockery said that the language is completed and the document is being sent forward. He reminded the Senate that "even though we're through with the manual, President Palms is not through with the restructuring of the administration so the section called 'Administrative Organization' may change between the time the Board of Trustees approves the manual and the time it goes to press."

B. Dr. John Duffy presented a plaque to Professor Nancy Washington to honor her service as chair of the Regional Campuses Faculty Senate in 1990-91.

IX. NEW BUSINESS

A. Professor Castleberry re-emphasized the importance of notifying departments in Columbia that their curriculum changes affect us.

B. Professor Haist made the following motion:

"THAT THE SECRETARY OF THE SENATE WRITE TO THE COURSES AND CURRICULA COMMITTEE SUMMARIZING THE ISSUE THAT AROSE IN SENATE DISCUSSION AND REQUEST THAT THE COMMITTEE ROUTINELY INFORM THE REGIONAL CAMPUSES OF ALL PROPOSED CHANGES AND OF THE NEED TO KEEP REGIONAL CAMPUSES INFORMED."

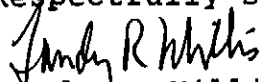
THE MOTION PASSED.

X. ANNOUNCEMENTS

A. Professor Labyak announced that the Grievance Committee had met and elected Professor Jack Doyle (Sumter) as chair.

XII. ADJOURNMENT

Respectfully submitted,


Tandy R. Willis,
Secretary

ATTACHMENT 1
President John Palms' Address to the
Regional Campuses Faculty Senate
September 20, 1991

(Dr. Palms) I think Dr. Palms is always on a tight schedule.

I think I'm going to take this opportunity to have some serious discussion with you this morning. I want to first ask you, "Who's running the show back on your campuses?" It looks like most of you are here.

I want to begin by complimenting you. I have visited your campuses now a number of times--some twice and some three times, and I am constantly impressed with the impact that you are having on your students and on your community and the support that you receive from the community elders and from your local commissions. I think we are having a significant impact on your particular areas, and I think that's one of the reasons we should continue to be committed to the System. So I wanted to begin by complimenting you on that.

You know that I have been busy going around the state because I think we did have a image damage problem to attend to. I do believe that we've made substantial progress in re-establishing the credibility of the University--at least we are getting better coverage in our newspapers. I think the record breaking year of giving to the University is also an indication from those people who know about the University's inner-operations and are affiliated with it in a close way. They exhibited their generosity and raised almost \$23,000,000 in this year of so-called image problem. Of course the Gamecock Club is always successful and there's another \$6,000,000 coming from that. It is almost \$28,000,000 going to a system in a poor state at a poor economic time. It is really a remarkable vote of confidence.

We've tried to show people through communication and through accountability that we're worthy of their support, and that we're still an institution that is vital to the progress that this state needs to make in its economic progression, its quality of life, and its cultural evolution.

I do want to talk to you today about what we need to do as a system. You know that one of our campuses, at least a local commission of Higher Education on that campus at Coastal, has voted to move to secession of that institution. The questions that that has raised are fundamental to what we are as a university system. It is an issue that each one of the visiting teams who visited your campuses and the visiting teams that visited the four-year campuses asked of the University: What is this system? Are you nine isolated campuses under one name or are you one university, geographically dispersed, with a common strategic philosophy, a common set of goals and quality with enough autonomy to allow you to address your distinctive needs of your communities and your students?

We began this summer by addressing those issues that were asked in your self-studies and in the visiting teams response to your self-studies. Some of you were present at that day-and-a-half or two-day conference here on this campus where we explored at least initially together what our strengths were on our campuses, and then explored what our opportunities might be for the future and how we might take those strengths and opportunities to collectively define a strategic philosophy that we could use to revise our individual mission statements in a clearer way; to use those in setting up specific goals and tactics; to use that to improve the governance of our University System and the allocation of resources; and, to have that strategic academic philosophy affect our curriculum and our programs for our students.

We've taken that conference very seriously and we are following up on it. We have transmitted those proceedings to your campuses. We are asking for feedback the first week of October. We are going to come back again to the campuses, then have another meeting in late October or early November to take those comments and

work towards formulating such a strategic philosophy with the hope of in the spring having this documented in a clearer and more effective way. I think the issues that are being raised at Coastal are generic to the fundamental questions of whether we have a system--should have a system in this state--and what the system's relationship is to higher education in the state. We need to find whether there is really an opportunity to have a separate system within this collection of public institutions in the state--whether that system can be specially defined and be supported in an effective way so we can be successful in what we think our objective should be.

I think that what Coastal is addressing are issues that are really not issues just this University ought to be addressing. They are questions that the legislature ought to be addressing, that the Commission of Higher Education, the Board of Trustees, and the boards with whom you deal should be addressing.

I think most those issues, as I see them, are generic, so I think that is the real challenge for us this year. We are working under great constraint with the budgetary support from the state in decline. You read the newspaper as well as I do: the economic upturn is not yet happening in this country. There are some encouraging signs, but there have been encouraging signs for six months. And with the uncertainty in the world and with the national leadership preoccupied still with the Middle East and still with the Eastern European countries, and with the unification of the European economic market coming next year, I have not seen the catalyst triggering the leadership that's going to recreate the consumer confidence that's going to be required to have an upturn in the economy; two-thirds of the major economic activities in this country are still produced by consumer buying and I just haven't seen--certainly not in my family, I don't know if it is in your family--but people are not buying large ticket items. The housing starts are not yet ongoing and car sales are still down, and those are going to be the indicators.

So I think we have to be very sober about what we will be working with and we will have to continue to make priority decisions about things that many of us feel are absolutely essential anyway. We are being under-funded and we are being over-extended.

And then to be asked, still, to set priorities and to be lean and effective and more productive--its going to be a challenge to our constitution and I think if we don't do this collectively, with a feeling of ownership and a feeling of coherence as a system, morale will to continue to suffer. But I think that we can do this in an objective/collective way. We can survive until there is an upturn and I think that is the challenge of the time. There is no easy answer to these questions.

I have been speaking a good bit about the moral authority of the university. As I said to the opening faculty meeting, I'd like to go back to the fundamentals of what makes a university a unique institution in our society. As I've traveled throughout the state and the newspapers, the alumni, and business leaders have asked me how things are going: "Have you repaired the damage whatever that damage is?" I think what they're really asking is: "Is there an ethos on the campus--is there a mode of operation on the campus that should exemplify the best qualities of university life?" That never has been clearly defined. It is assumed in the way we operate and the way we treat each other and the way we govern ourselves and the way we collectively try to arrive at decisions on programs, etc. But when there is a breach in those basic laws so to speak--as a physicist I'd like to go back to the very basic laws--whenever there are challenges in the world of physics, you can always go back to the very basic laws. When the physicists at Utah, and I hope Art Smith straightened that out, when the chemists decided there was cold fusion and the chemists thought there was a certain amount of heat being given off by this reaction, the physicists came right in and said let's go back to the fundamental laws of these reactions that are taking place--you ought to see neutrons. Chemists didn't know what neutrons were and they kept looking and there were no neutrons so there was no cold fusion.

I like to go back to the fundamental laws of why we set up institutions of higher learning. There are no sets of laws available so we've been trying to define them a little bit, and I wanted to share some of those with you that I tried to discuss with the faculty a little bit. I think that is what the community of citizens in the state of South Carolina really are requiring or expecting in university behavior and I think it goes a long way to re-establishing our accountability, which as you know is greatly affected by communication. So I want to go over these seven little points with you.

One is objectivity--our commitment to objectivity in creating, imparting, and using knowledge; to be as objective as possible in doing that. We are creating knowledge here, we are transmitting here, and we are using knowledge.

We do this with respect--our commitment to respecting the dignity of everyone in this community of scholars, professionals, and students. We treat each other with dignity, with civility. That's the way we communicate. That what our expectations are for human behavior.

We are expected to be selfless, to have a certain amount of selflessness. Our commitment is to conducting work that is selfless and not self-serving. I think that we expect in our committee work and in our classrooms not to be self-serving, to always be open and sharing and to be selfless.

Honesty--certainly our commitment to honesty in our teaching, in our research and service. And that is really a national question as we read about scandals in our universities--about plagiarism and fabrication of data and falsification on grants, etc., because of this competitiveness that we have in trying to get grants and dealing with complete honesty.

Collegiality--a word that is not really in common use in our society but certainly is in common use in the university. Our commitment to collegial behavior that enhances the development of our faculty and staff colleagues so that they reach heights beyond even what they might imagine. I wouldn't be standing here today if somebody didn't take me under their wings and as I became a assistant professor somebody told me the ins and outs, got me to give a paper at this meeting or that meeting and told me how to apply for a grant and gave me the opportunity to teach certain courses and gave me some administrative opportunities in committees. We are committed to faculty and staff development in helping our students in a selfless way to promote each other so we can grow. I think that goes without saying--not to hold back and to be self-interested and interested in self-grandisement and self-promotion.

Ethicality, about ethics; our commitment to a code of ethics that upholds and strengthens our rules, regulations, and governance procedures--a reason for releasing the names of the presidential scholars is because a program not well defined, a program whose criteria were not known, a program that is therefore subject to suspicion of whether there is an ethical application of whatever the rules really were.

I think our students watch this more than anything that we do. What kind of rules do we have? How do we use these rules? What are the exceptions made of these rules?--whether it is grade changes, whether it is admissions policies, or other rules that we have. Are we consistent? You hear a lot about university teaching ethics today. The best way we can teach ethics is by using ethical philosophy in the way we operate our universities--in the decisions we make everyday. The mail that I get across my desk is certainly an indication that there are still expectations out there that there are rules that can be broken; there are special considerations that can be given; there are ways of accomplishing things in the university that go beyond the rules. So consistency of applying those rules, I think, is paramount to establishing the accountability and the credibility of our operations, and I think we are making progress in doing that.

And finally, integrity. Our commitment to integrity in treating students, staff, and each other with fairness, with trust, and with decency. I think that really goes without saying. Some of these things are just very, very, very basic. But I think that is what the community is expecting. So if anyone in the highest levels of the administration is seemingly violating any of these basic principles, then the question really is that I am hearing from the outside is how deeply do those violations go? How deeply are they ingrained in the other administrators there, in the faculty? Is this a philosophy, is this the ethos of this University? And when you talk about a university's character, you are really asking are they abiding by these sort of unmet rules? And as we are challenged, as tensions grow in the University for resources, and as we are frustrated by not being able to realize some of the opportunities that we dream of, I think it is even more important that we constantly try to apply these basic rules, and that is the challenge that I think we have this year and we have had in the immediate past. And I think we have made progress towards effectively, consistently applying these rules.

We also talked in that workshop a good bit about what the goals of this university should be--who we should compare ourselves to? One of the questions at Coastal from the faculty there is: "Who do you want us to be like? Who should we emulate?" As I have said, I have studied most of the systems in the United States. There is no system that I think I would like to emulate. They are all different. Somebody wanted to compare Coastal to one of the four-year colleges in North Carolina, and I said that that system is different than our system. Their population is different.

"How about the University of Alabama system with colleges at Birmingham and at Huntsville?" I said well that's a different system.

"How about the California System?" And I said for God's sake we are not the California system! Some people would like to have us be the California system. We don't have the ethnic diversity that that state has. We don't have the per capita income that that state has. We don't have the geography that state has. We are nothing like that state. We are South Carolina. We have our unique heritage here, our unique diversity of population, our genes are distinctive and unique. We have grown out of that pluralism, and we need to look at ourselves and decide what we want this university to be. As I said at that workshop, we will set our standards. Now that may be contradictory to what I have said about not having the luxury of setting local standards. We do have national standards that we need to set. But we will have a strategic philosophy under which we will set our own standards and our own distinctiveness based on our particular local needs. We can define that and then we can be gauged by the outside, and we can be one of the best institutions in the country if people understand why we define ourselves the way we will define ourselves. And then we will achieve our goals based on the standards that we set for ourselves.

As I have said, a lot of schools set ideal goals and they keep chasing those goals. Other institutions chase those institutions--want to be like those institutions--the Harvard of the South--everybody is the Harvard of the South today. I'd like to have us create our distinctive characteristics that we feel good ownership with and let some other school chase us and see if they can become like we will become.

This state is almost bizarre in its governance of higher education in some respects. We are small enough to do something that can set an example, whether trying to devise a core curriculum that is applicable to all our campuses; or whether it is the way we handle the diversity of student populations with whom we must deal, and whether that is the excellence within that environment we can still create. We can do that. It is inspiring to see the students that come on our campuses. We had the freshman honor students over at the House yesterday from the Honors College. They were students from all over the state. They were students from all sorts of economic and cultural backgrounds, and they have come here on this campus with great expectations. They are enriched by their own diversity.

It is an uplifting time when the students come back to the campus. I have been studying energy all my life and I can tell you the energy level now on this campus compared to this summer is just exuberant--it is just here. And the students don't know anything about these system issues. They could care less. The only thing they know about budget is that the student fees have been reduced by 10% and they wish they had the money because they have so much they want to do. The rest of them, they are just interested in getting an education and learning from each other and they are doing that. We have an obligation to focus our main energies to see that they get their programs this year that we think are best for them. So we have an advantage, but this is an isolation at least of the problems that we deal with and really what we are responsible for in the classroom. And this is my message to Coastal, too--don't let these issues affect what you are doing in the classroom every day. You have an obligation first of all to educate these students. So I look forward to getting the feedback from you from the campuses and working with the administration here to devise this strategic philosophy this year under which we can set our priorities and move forward, and I have great confidence that we can do that. I am encouraged by the results of that workshop with the attitude of the people that came from your campuses.

I think that this state will be able to come back. There are very encouraging things happening, but I don't have time to talk about all of those in some of the fundamental restructuring of our manufacturing industry in this state. We are making progress in elementary and secondary education in spite of what you read. We are making progress. We see it in the freshmen classes from rural schools and from minority freshmen that are here on the campus now so I am encouraged we can do this. I am more encouraged by having visited your campuses in the short six months that I have been here and seeing the tremendous job that you are doing. I look forward to working with you this year, and I stand ready to help you in anyway possible.

Thank you very much. I would be glad to answer any questions you have for a few minutes if you have some. Yes sir.

(?)Do you see any pressure coming from say the state legislature that would tend to perhaps alter the character or influence the character of the University?

(Dr. Palms) This University?

(?) This University, yes. I was thinking of a comment made by a commissioner from Charleston which perhaps suggests that the state legislature or somebody having influence on the curriculum.....

(Dr. Palms) Well there are always those initiatives in South Carolina. I don't really see that. I think we have a good handle on that and the Council of Presidents is working effectively together. I think the governor is supporting us, and I don't really see a threat to the real curriculum. I think there is an acceptance increasingly from the Commissioner of Higher Education to listen to the Council of Presidents and collectively how they address some of our generic interests and that is encouraging. There has been more progress made this year than in the history of higher education in the state. And we need to continue to exercise leadership and the authority that we have. So that would depend on us.

(Dockery) Has any committee been assigned to respond to the student government's request for academic forgiveness of some sort?

(Dr. Palms) I don't think a special committee has been assigned at the request. George?

(Dr. Reeves) No. The committee that looked at this whole thing last year has been disbanded. They have made their report and that was the end of that. But we are going to have a committee to look at that--one of the existing committees

will look at it but we may have to have a special committee. Anyway, we are proceeding with that idea.

(Dr. Palms) Is this a big issue on your campuses?

(Dr. Duffy) It is an issue with adult students who twenty years ago, either dropped out or failed, or something like that. So that is where it is a big issue. One woman once put it very well. She said, "If I had killed my husband thirty years ago I'd be out of jail by now but you guys have still got me on academic suspension."

(?) The Aiken campus already has such a provision and we have discussed that in system committee meetings and so on and we will pursue that this year.

(Dr. Palms) Yes sir.

(Catalano) The move towards one university at several locations--what do you see for the future of this body? Or are you interested in having just one faculty senate?

(Dr. Palms) I haven't really expressed that. That is one of the many rumors, I guess, going around. I think we ought to start with what we have. I hope that just comes out of our deliberations and how best we can--once we set a philosophical strategy under which we are going to operate--I hope that the governance structure will evolve from those issues. I am not in a rush to change it right now. Yes, Gordon.

(Haist) The Senate a year ago had a lively discussion about the introduction of technical programs on one of the Regional Campuses and I imagine at this point you are aware. I was wondering what is your policy on what we have been deliberating about and what that policy might be on the technical education.

(Dr. Palms) Well I think it is an important challenge to us to try to think through that problem. It doesn't apply to all of the campuses. Some of them are in closer proximity to technical schools. It is also an issue that the industrial community is debating because they are also concerned about the movement of the technical schools to entities that are no longer really focused principally on technical education, which is a need in the manufacturing industry particularly. You know we have the Southeastern Manufacturing Technology Center effort going with over 400 companies, with about 1000 waiting for our help. And we have effectively with the Tec schools helped educate 10,000 people in the use of computers who are not college attendees. There is a need out there for that kind of education. I think the fear is that the tech schools are going to become more comprehensive and become four-year colleges in the long run, and I don't think that is what this state needs. The technical school presidents have asked to have representation on the Council of Presidents. If they are given that representation there will be some lively discussions about our individual roles. There is no question that some of the Regional Campuses, because of their local needs, should be offering some courses. They're not doing that now and I'm really kind of hesitant about doing that. One of the difficulties, as you know, with administering higher education is exactly that: The role of the technical schools versus your campuses and the four-year colleges. It is not being done in a satisfactory way.

But I am just in the learning process there with several campuses. I know that Coastal has given up their nursing program to the technical school. I know that Sumter is dealing with this in a real distant way. I know that Allendale has got some courses that they are offering there. So there is a varied degree of interactions.

(Haist) Do you perceive a momentum establishing towards community colleges within the structure of the Commission on Higher Education?

(Dr. Palms) I am not in favor of that.

(Haist) Do you see that as a major issue?

(Dr. Palms) Well I'd like for you to know that part of accountability is communication and part of communication is being open. So if the Commissioner has an agenda, I like to have open discussions about it. I think this is what the Council of Presidents is doing--having open discussions about principle issues. The whole idea of the strategic plan for higher education is to bring out into the open our individual ambitions and our plans, and I hope that the tech schools would have the same process in place so we could have an open debate on it. David, do you have anything to add to that? You've been following this pretty closely.

(Dr. Bell) I think that the technical institutions are very much interested in being a part of the future of higher education in South Carolina. I believe that 20% of the entering freshmen in higher education are in the technical institutions this fall, but I do get a sense from the meetings that I have been involved in and on the stateside planning committee that there is some reality about their own expectations of their own roles. Part of what I think will go on in the statewide planning in the next year will be an attempt to differentiate some of the roles at various institutions so that they all will have a place in trying to help the state achieve its goals in higher education, which it badly needs for reasons having to do with economic development, quality of life. So there is a good dialogue going on and I think that is a very healthy.

(Dr. Palms) We have read a great deal about after the year 2000--what percentage of the workforce is going to require some higher education beyond high school. Most of us in the traditional four-year college and beyond have used that for justification to enhance our programs.

But there is also a need for a workforce that has some education beyond high school, and as we deal with foreign investments in this state, and we are already hearing it about some other Southern states. There is also a need for a workforce that is trainable, but not at the same levels at which the college education people would be trained. And a lot of that training is already going on in American industry in conjunction with tech schools and some of this has just been taken over by industries. There is not a major utility in this country now that doesn't have a mini-college where they train their technical people because the technical schools are no longer that. I would like to use that as an argument to keep the technical schools on their track, too. They have a function to perform and we need to be talking about that, too. Yes?

(Catalano) Many faculty members are wondering why in a year that Columbia has raised their tuition a modest amount and the tech schools have raised theirs almost 25%--the tech schools near us. In a year in which our library budget has been cut in half and our journal subscriptions are to be cut by 50%, why we weren't allowed to raise our tuition rates this year?

(Dr. Palms) I am not satisfied with that either. But I understand that there was some agreement made wasn't there, John, about doing this before I came. Do you want to talk about it briefly?

(Dr. Duffy) That was the agreement to achieve the so-called "level playing field" whereby our tuition on the Regional Campuses would be cut back each year so that a point of parity would be arrived at and the money that would be cut back was then to be put into the formula, and of course with a 70% formula that was virtually a useless agreement. The decision was not exactly imposed upon the campuses. It was a joint decision (end side 1)

.....

(Dr. Palms) I hope that next year we will have more allocations so that we won't have to raise tuition very much but I certainly would be in favor of increasing the tuition at those campuses in the future, if this is really impacting you, and it is with the resources available to your programs. Anything else? Thank you.

REPORT OF THE VICE PROVOST
REGIONAL CAMPUSES AND CONTINUING EDUCATION
TO THE REGIONAL CAMPUSES FACULTY SENATE
SEPTEMBER 20, 1991
USC-COLUMBIA

Dr. Duffy will discuss the following topics:

Division name change and title change

The freeze

Current budget situation

Fall semester enrollments

Sumter four-year status

Presidential visits

Lancaster	- September 30, 1991
Union	- October 7, 1991
Sumter	- October 9, 1991
Beaufort	- October 31, 1991
Salkehatchie	- October 31, 1991

Annual August administration conference
(President's emphasis on undergraduate education)

Promotional increments for 1991-92

Status of the Self-Study

REPORT OF THE ASSOCIATE VICE PROVOST
REGIONAL CAMPUSES AND CONTINUING EDUCATION
TO THE REGIONAL CAMPUSES FACULTY SENATE
SEPTEMBER 20, 1991
USC-COLUMBIA

Professor Gardner will discuss the following topics:

BAIS/CHE

Acting Affirmative Action Officer

Clarification of admission status for Regional Campuses

Faculty Exchange Program

System organization to be studied in 1991-92

Family Fund

Grants activities of Jim Edwards

TO: Regional Campus Faculty Senate

FROM: John Catalano

DATE: September 20, 1991

SUBJECT: The USC Faculty Senate Library Committee meeting of
September 13, 1991, 3 p.m.

- I. The Dean of Libraries convened the meeting and gave the Dean's report.
 - A. Finances look good comparatively speaking.
 1. book purchase budget up \$250,000
 2. \$350,000 grant to South Caroliniana Library for newspaper preservation
 3. library spared the most recent 1% / 2% budget cuts
 - B. Security increased because of various incidents.
 - C. Newsletter to come out more often under title "Level Talk".
 - D. T. Cooper Society going well. Join.
- II. Future agenda items discussed, including USCAN, NOTIS, RECON etc.
- III. Election of committee chair postponed until next meeting since presidential appointees not yet named.
- IV. Next meeting October 25, 1991 at 3 p.m.

ATTACHMENT 5

UNIVERSITY COURSES AND CURRICULA COMMITTEE
ROBERT CASTLEBERRY (SUMTER)

I would like to remind you that the Courses and Curricula Committee makes recommendations to the Columbia Senate. The minutes of the Columbia Senate then indicate actual course and curriculum changes.

Since the minutes of the September Senate meeting are not available, I can tell you that,

a) GEOG 314 had a title and description change (to Geography of Transportation).

b) RELG courses were withdrawn as was the EECE 221 course.

c) The Nursing program curriculum was approved.

d) BIOL 110 was changed to a 4-hour course (the lab credit is built into the course). BIOL 110A (current lab) is still on the books but will probably be deleted in a few semesters.

e) A new course, CSCI 321, File Management, was approved.

These are just some of the changes (you are referred to the minutes for a complete listing of changes).

On September 9, the committee met. They approved some changes to some 300-400 BADM and ECON courses. The CSCI curriculum will likely undergo some changes. We are waiting on additional information before acting again on the RELG courses which were withdrawn from Senate consideration.

We meet at least once a month. The November meeting will occur when this group meets--I may be a little late with my report on that day.

University
Report from Faculty Welfare Committee

September 16, 1991

The Faculty Welfare Committee met on September 16 and made a list of priorities for the coming year. These include:

- **improved health care benefits
- **exploring the idea of employing a lobbyist whose sole concern would be faculty concerns & benefits
- **improvement of the faculty/staff dependent scholarship program
- **tracking summer salary improvements
- **faculty parking
- **salaries

The committee is currently busy with fact gathering on these issues. Special attention is being paid to gathering information that dramatizes the startling erosion over the last 15 years of faculty benefits.

The next meeting, October 21st, will include the presentation of the material that the committee has gathered as well as forming strategies to utilize that information over the coming year.

Submitted by Susan Pauly (USC-Lancaster)

September 20, 1991

REGIONAL CAMPUSES FACULTY SENATE
SENATORS AND EXECUTIVE COMMITTEE MEMBERS, 1991-92

BEAUFORT:

Boulware (Exec)
Haist*, Upshaw (R&R)
Schukei (Welfare)
Sproatt, Darby (Sys)
Blair, Miller (Alts)

LANCASTER:

Catalano (Exec)
Nims, Faulkner (R&R)
Chittam, Bohonak* (Welfare)
Garris, Pauly (Sys)
Chanasar (Alt)

LIFELONG LEARNING:

Washington (Exec)
Stine (R&R)
Dunaway (Welfare)
Schoen (Sys)
Dockery, Dalton,
Allman, Holderfield (Alts)

SALKEHATCHIE:

Pyarali (Exec)
Chilcote, Group (R&R)
McDowell (Welfare)
Bowers, S. Willis (Sys)

SUMTER:

West (Exec)
Gray, Bell, Privette (R&R)
Macdonald, Safford,
Macias (Welfare)
Costello*, Cook, Anderson
(Sys)

UNION:

T. Willis (Exec)
Wright (R&R)
Barton (Welfare)
Snow (Sys)
Charles (Alt)

* Indicates chair of committee

REGIONAL CAMPUSES
TENURE AND PROMOTION
COMMITTEE:

BEAUFORT: Sproatt, Sproul
LANCASTER: Currence, Chittam
LIFELONG LEARNING: Bowden, Dockery
SALKEHATCHIE:
SUMTER: Adams, Logue
UNION: Barton, Wright

REGIONAL CAMPUSES
GRIEVANCE COMMITTEE:

BEAUFORT: Haist
LANCASTER: Catalano
LIFELONG LEARNING: Dockery
SALKEHATCHIE:
SUMTER: Doyle
UNION: Labyak

REGIONAL CAMPUSES
FACULTY CHAIRS:

BEAUFORT: Haist
LANCASTER: Cureton
LIFELONG LEARNING: Dalton
SALKEHATCHIE: Bowers
SUMTER: Watson
UNION: T. Willis

COLUMBIA FACULTY SENATE:

BEAUFORT: Blair
LANCASTER: Cureton (2 to be elected)
LIFELONG LEARNING: Washington
SALKEHATCHIE:
SUMTER: Gagne, Watson, Castleberry
UNION: Walker

REPORT OF THE VICE PROVOST
REGIONAL CAMPUSES AND CONTINUING EDUCATION
TO THE REGIONAL CAMPUSES FACULTY SENATE
SEPTEMBER 20, 1991
USC-COLUMBIA

Dr. Duffy will discuss the following topics:

Division name change and title change

The freeze

Current budget situation

Fall semester enrollments

Sumter four-year status

Presidential visits

Lancaster	-	September 30, 1991
Union	-	October 7, 1991
Sumter	-	October 9, 1991
Beaufort	-	October 31, 1991
Salkehatchie	-	October 31, 1991

Annual August administration conference
(President's emphasis on undergraduate education)

Promotional increments for 1991-92

Status of the Self-Study

REPORT OF THE ASSOCIATE VICE PROVOST
REGIONAL CAMPUSES AND CONTINUING EDUCATION
TO THE REGIONAL CAMPUSES FACULTY SENATE
SEPTEMBER 20, 1991
USC-COLUMBIA

Professor Gardner will discuss the following topics:

BAIS/CHE

Acting Affirmative Action Officer

Clarification of admission status for Regional Campuses

Faculty Exchange Program

System organization to be studied in 1991-92

Family Fund

Grants activities of Jim Edwards